

<b>Unit 3 Title:</b>		<b>Estimated Time Frame</b>
Bringing it all Together		38 days
<b>Big Idea</b>		
Information comes in many forms.		
<b>Essential Question(s)</b>		<b>Literacy Practices</b>
<p>What information can I gather from texts and other sources?          How can multimedia elements contribute to the tone of what we read?          How do I use multiple sources to help me learn about a topic?          How do I compare the theme/topics of two texts?          Why is it important to compare and contrast versions of the same story?</p>		<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol>
<b>KAS Standards</b>	<b>Prerequisite Skills/Considerations</b>	<b>Samples of Learning Intentions/Success Criteria</b>
<b>RL.5.3</b> Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	<p><b>Prerequisite Skills:</b>  <b>RL.4.3</b> Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of a text.</p> <p><b>Considerations:</b>          Students consider the following questions:</p> <ul style="list-style-type: none"> <li>• What happens to the main characters in each chapter? By the story’s end? Why?</li> </ul>	<p>I am learning to compare the elements of a story, so that I can analyze how their interactions affect the plot of a text.</p> <ul style="list-style-type: none"> <li>• I can compare characters in a text.</li> <li>• I can contrast characters in a text.</li> <li>• I can explain how their similarities/differences impact their interactions throughout the text.</li> <li>• I can compare the settings of a text.</li> <li>• I can contrast the settings of a text.</li> <li>• I can explain how their</li> </ul>

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	<ul style="list-style-type: none"> <li>• What does the main character have in common with another?</li> <li>• How are the characters not alike?</li> <li>• Where and when is the most tension? Why?</li> <li>• How can I use details to explain how the character is changing?</li> <li>• When I visualize the settings of important scenes, what does that reveal about the characters?</li> </ul>	<p>similarities/differences impact their interactions throughout the text.</p> <ul style="list-style-type: none"> <li>• I can compare the events in a text.</li> <li>• I can contrast the events in a text.</li> <li>• I can explain how their similarities/differences impact their interactions throughout the text.</li> <li>• I can analyze how the characters, setting, and/or events interact with one another to influence the story.</li> </ul>
<p><b>RL.5.5</b> 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.</p>	<p><b>Prerequisite Skills:</b> RL.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</p> <p><b>Considerations:</b> Students consider the following questions:</p> <ul style="list-style-type: none"> <li>• What type of text is this (poetry, drama, prose)?</li> <li>• How does the author build the story in each chapter to help me understand?</li> <li>• What happens in the beginning chapters? How do they set up what happens in the next chapters and how do these develop the story for the chapters at the end?</li> <li>• If this is poetry, what is the main idea of the first stanza? How do the following stanzas help to develop the text? Why do I think they're written in that particular sequence?</li> </ul>	<p>I am learning how the structure of poems, stories and dramas impacts the meaning or plot, so that I can better understand the texts.</p> <ul style="list-style-type: none"> <li>• I can define linear/nonlinear/circular text structure.</li> <li>• I can determine the text structure used in two or more poems/stories/dramas.</li> <li>• I can analyze how the text structure is used in two or more poems/stories/dramas.</li> </ul>
<p><b>RL.5.9</b> Compare/contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify the theme of a text.</li> <li>• Compare and contrast different versions of the same story.</li> </ul>	<p>I am learning to compare/contrast the themes of two or more stories.</p> <ul style="list-style-type: none"> <li>• I can determine the theme of a story.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify different literary genres</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>Create Venn diagrams or other visuals to display themes from different texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the theme of two or more stories in the same genre.</li> <li>I can contrast the theme of two or more stories in the same genre.</li> </ul>
<p><b>RI.5.3</b> Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.</p>	<p><b>Prerequisite Skills:</b>  <b>RI.4.3</b> Explain the individuals, events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p> <p><b>Considerations:</b>  Students consider these questions:</p> <ul style="list-style-type: none"> <li>What type of text is this?</li> <li>Which people, events, ideas, or concepts does the author treat as important in the text?</li> <li>How would I explain their relationships or interactions?</li> <li>What examples or key details help me support my explanation?</li> <li>How do people, events, or ideas connect together?</li> <li>What are the connections and relationships between procedures, steps, and so on?</li> </ul>	<p>I am learning how the relationships between individuals/events/ideas in a text help me understand the central ideas within a text.</p> <ul style="list-style-type: none"> <li>I can identify the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text. (NOTE: All parts of this standard should not be taught simultaneously)</li> <li>I can use specific information from the text to explain the relationships/interactions between the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text.</li> </ul>
<p><b>RI.5.5</b> Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.</p>	<p><b>Prerequisite Skills:</b> Students can describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p> <p><b>Considerations:</b> Students must draw upon their prior learning of specific text structures to identify</p>	<p>I am learning to compare the structures within multiple texts, so that I can expand my learning about a topic.</p> <ul style="list-style-type: none"> <li>I can describe text structures.</li> <li>I can identify the structure of a text.</li> <li>I can identify multiple text structures used within a text.</li> </ul>

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	structures of specific text elements and compare/contrast across multiple texts.	<ul style="list-style-type: none"> <li>I can compare the structures used within multiple texts.</li> <li>I can contrast the structures used within multiple texts.</li> </ul>
<b>RI.5.9</b> Integrate information from several texts on the same theme or topic.	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the topic/theme of a text.</li> <li>Identify important details in a text.</li> <li>Identify author's purpose of a text.</li> <li>Identify thesis statement of a text.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>Pairs well with supporting standard RI.5.5</li> <li>Integrate social studies standards <b>5.I.U.E.2</b> and <b>5.I.CC.2</b>.</li> </ul>	<p>I can gather information from several texts on the same topic and use the information to build knowledge and/or compare the authors' take.</p> <ul style="list-style-type: none"> <li>I can identify the subject of a text.</li> <li>I can identify the important information in a text.</li> <li>I can integrate (combine) information from several texts to build knowledge about a theme or topic.</li> </ul>
<b>RL/RI.5.10</b> 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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Considerations:</b> 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"> <li>I can monitor my reading to be sure that it makes sense and what I say matches what I see.</li> <li>I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> <li>reread and think about what would make sense</li> <li>break the word and think about what would make sense</li> </ul> </li> <li>I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> <li>using prior knowledge</li> <li>questioning</li> <li>visualizing</li> <li>determining importance</li> <li>inferencing</li> <li>summarizing</li> </ul> </li> <li>I can analyze while reading</li> </ul>

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		<p>independently.</p> <ul style="list-style-type: none"> <li>I can control which strategies help me to comprehend and analyze when I am reading independently.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><b>C.5.1</b> 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"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Use grade-appropriate transitions.</li> <li>Provide a concluding section.</li> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ol>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>introduce topic or text clearly</li> <li>state opinion about topic or text</li> <li>identify my audience</li> <li>group related ideas and reasons to support my task, purpose, and audience</li> <li>distinguish between facts and details from non-facts</li> <li>identify facts/details and claims/evidence, statistics to support reasons</li> <li>provide reasons supported by facts/details and claims/evidence when writing about an author’s perspective in a text</li> <li>use transitions (<b>for example, in addition to, etc.</b>)-not an exhaustive list</li> <li>provide a concluding section</li> <li>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</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>Collect examples of opinion pieces written by students from prior years so that students can see exemplars written by students their age.</li> </ul>	<p>I am learning to compose an opinion piece to support a writer’s perspective.</p> <p><b>Composing &amp; Drafting:</b></p> <ul style="list-style-type: none"> <li>I can introduce my topic or text clearly.</li> <li>I can state my opinion about a topic or text.</li> <li>I can identify the audience for this piece.</li> <li>I can logically group ideas to support the writer’s purpose.</li> <li>I can provide logically ordered reasons supporting a writer’s perspective.</li> <li>I can use transition words and phrases to connect facts and details back to the reasons.</li> <li>I can provide a concluding section.</li> </ul> <p><b>Editing and Revising:</b></p> <ul style="list-style-type: none"> <li>I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting &amp; idea grouping, transition statements).</li> <li>I can work with peers to revise my writing to add more support (details, quotations, examples).</li> <li>I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2)</li> </ul> <p><b>Publishing:</b></p>

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	<ul style="list-style-type: none"> <li>Engage students in analysis of mentor texts prior to planning &amp; throughout writing their own pieces.</li> <li>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)</li> <li>Consider integrating C.5.1 with RI.5.8 to support the reading-writing connection (opinions, claims, reasons, evidence)</li> <li>Consider integrating C.5.1 with L.5.1 and L.5.2 (conventions of Standard English)</li> </ul> <p>NOTE!!** In the closely aligned assignment provided by <a href="#">KDE</a>, 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"> <li>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.</li> </ul>
<p><b>C.5.6</b> Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>summarize relevant information from experiences</li> <li>gather information from various print and digital sources</li> <li>provide a list of sources</li> </ul> <p><b>Considerations:</b> new learning includes: use of "multiple" sources</p> <p>--<a href="#">teach note taking strategies</a></p>	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> <li>I can select multiple print and digital sources to gather relevant information.</li> <li>I can summarize or paraphrase applicable information in my notes.</li> <li>I can summarize or paraphrase applicable information in finished work.</li> <li>I can provide a list of sources.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>use definitions and examples as context clues</li> <li>define the meaning of root word and affix &amp; determine new words</li> </ul>	<ul style="list-style-type: none"> <li>I am learning how to determine the meaning of words and phrases.</li> <li>I can use cause/effect relationships and comparisons to determine the meaning of</li> </ul>

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<p>content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</p>	<p><b>Considerations: N/A</b></p>	<p>a word or phrase.</p> <ul style="list-style-type: none"> <li>I can determine the meaning of a word using the root and the affix.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<b>Essential Vocabulary</b>		
<p><b>character</b>- a person, animal, being, creature, or thing in a literacy work  <b>circular text structure</b>: a text that ends where it began  <b>cite</b>- paraphrasing another author  <b>compare/contrast</b>- to identify and analyze what is similar (compare) and what is different (contrast)  <b>event</b>-the things that happen in a story  <b>explicit</b>- fully and clearly expressed or demonstrated <b>theme</b>- the overall message or lesson learned in a text  <b>historical text</b>- informational text that is written about a person, place, event, or time period in history  <b>implicit</b>- using your experiences along with the text to understand what you read  <b>linear text structure</b>: traditional text structure that follows typical plot line; texts that should be read from beginning to end  <b>multimedia elements</b>- multiple media (including aspects of written text, audio, and video) <ul style="list-style-type: none"> <li>media is the method for communicating, how the reader/ listener/ viewer interacts with content; examples include written text, audio version, video, or live version</li> </ul> <b>non-linear text structure</b>: texts that do not have to be read from beginning to end  <b>quote accurately</b>- using exact words of another author</p>		

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<p><b>scientific text</b>- texts that usually explain scientific ideas or concepts  <b>setting</b>- time and place an author chooses for a literary work  <b>technical text</b>- texts that usually explain procedures, such as how-to or recipes  <b>tone</b>- the attitude of a text</p>	
<b>Supporting Standards</b>	
<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p> <p><b>RF.5.4</b> Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Fluently read grade-level prose and poetry orally on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.</p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.</p> <p><b>RI.5.7</b> Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>C.5.4</b> With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><b>L.5.2</b> When writing:  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.  d. Use underlining, quotation marks or italics to indicate titles of works.</p>	



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<p>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</p> <p><b>L.5.5</b> Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	
<b>Summative Assessment</b>	
School-created assessment	
<b>Anchor Text(s)</b>	
<p><b>Wonders</b> Unit 4 Week 3: <i>Rosa (nonfiction)</i></p> <p><b>Wonders</b> Unit 2 Week 4: <i>The Magical Lost Brocade and Blancaflor (fiction-compare and contrast)</i></p>	
<b>Additional Resources</b>	
<p><b>My World Interactive:</b> <i>Too Late to Apologize</i> song to use with <i>My World Interactive</i>: Chapter 2 Lesson 3</p> <p><b>Amplify Science: Unit 3</b> The Earth System: Investigating Water Shortages</p> <p><b>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.</b></p>	
<p><b>Pair with Social Studies</b></p> <p><b>5.I.CC.2</b> Construct arguments using claims and evidence from multiple sources on how (a) founding principle(s) is applicable today. (Introduced in unit 2)</p> <p><b>5.1.UJ.3</b> Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p><b>5.1.Q.1</b> Ask compelling questions about the founding of the United States. (Taught throughout the year)</p> <p><b>5.1.Q.2</b> Generate supporting questions to answer compelling questions about the founding of the United States. (Taught throughout the year)</p> <p><b>5.1.Q.3</b> 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>	

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<b>5.I.CC.3</b> Explain the different approaches people can take to address local, regional, and global problems using examples from U.S. History. (Taught throughout the year) <b>5.I.CC.4</b> Use a range of deliberative and democratic procedures to identify strategies on how to address a global issue. (Taught throughout the year)	