

[Kentucky Academic Standards - ELA](#)

Unit 4 Title		Estimated Time Frame
Finding the Big Idea		33 days
Big Idea		
Good readers look for and compare big ideas when they read.		
Essential Question(s)	Literacy Practices	
<p>How are themes and central ideas reflected in multiple types of texts?</p> <p>How can I use implicit and explicit evidence to support my thinking?</p> <p>Can multiple stories have similar themes?</p> <p>How does an author use reasons to support claims?</p> <p>Can I match reasons and evidence with particular claims?</p> <p>How do I integrate information from multiple texts?</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.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● cite relevant implicit and explicit information ● determine theme <p>Considerations:</p> <ul style="list-style-type: none"> ● Multiple themes may occur within one text ● Close reading and multiple readings of text/story 	<p>I am learning how theme is reflected in a text.</p> <ul style="list-style-type: none"> ● I can determine the theme of a text using explicit and implicit information. ● I can cite and describe how implicit and explicit information reflects the theme. ● I can analyze how the theme is supported by citing the implicit and/or explicit information in the text.

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<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.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Describe and provide evidence for how parts of the text contribute to the overall structure (including/not limited to linear, nonlinear and circular structures). <p>Considerations: In fourth grade, students identified and explained the text structures in poems, stories and dramas, including linear/nonlinear/circular structures. Students in 5th grade analyze multiple texts, looking for trends.</p>	<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"> I can define linear/nonlinear/circular text structure. I can determine the text structure used in two or more poems/stories/dramas. I can analyze how the text structure is used in two or more poems/stories/dramas.
<p>RL.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify the theme of a text. 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. 	<p>I am learning to compare/contrast the themes of two or more stories.</p> <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 genre. I can contrast the theme of two or more stories in the same genre.
<p>RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> describe how implicit and explicit evidence reflects the central idea analyze how central idea is reflected <p>Considerations:</p> <ul style="list-style-type: none"> Central idea (main idea)- the point the author wants you to remember most Close reading and multiple readings of text 	<p>I am learning how the central idea is reflected in a text.</p> <ul style="list-style-type: none"> I can determine the central idea of a text using explicit and implicit information. I can cite and describe how implicit and explicit information reflects the central idea.

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	<ul style="list-style-type: none"> **RI 4.2 and RI 5.2 are the same, except “support thinking” is added to the end of 5.2 standard 	<ul style="list-style-type: none"> I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	<p>Prerequisite Skills: 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>Considerations: Students must draw upon their prior learning of specific text structures to identify structures of specific text elements and compare/contrast across multiple texts.</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"> I can describe text structures. I can identify the structure of a text. I can identify multiple text structures used within a text. I can compare the structures used within multiple texts. I can contrast the structures used within multiple texts.
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) 	<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).

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	<ul style="list-style-type: none"> Goes along with Comp 1-opinion 	
<p>RI.5.9 Integrate information from several texts on the same theme or topic.</p>	<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.
<p>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>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> 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>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 I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge questioning visualizing determining importance inferencing summarizing I can analyze while reading independently.

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	<ul style="list-style-type: none"> 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.5.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (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"> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Use grade-appropriate conjunctions to develop text structure within sentences. Use grade-appropriate transitions to develop text structure across paragraphs. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding section. 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> identify my audience produce clear & coherent writing with development and organization appropriate to task, purpose & audience introduce topic or text clearly group related ideas and reasons to support my task, purpose, and audience use precise language and vocabulary provide a concluding section use transitions (for example, in addition to, etc.)-not an exhaustive list 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> <ul style="list-style-type: none"> Collect examples of explanatory & informative texts written by students from prior years to have exemplars written by peers. 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) 	<p>I am learning to compose informative (and/or explanatory) text to examine a topic and convey ideas and information.</p> <p><i>**consider using a rubric to show Success Criteria for writing pieces</i></p> <p><i>** portions of a rubric may be used as they correspond with instruction</i></p> <p>Composing & Drafting:</p> <ul style="list-style-type: none"> I can identify the purpose and audience for my writing. I can create a plan to logically group ideas that support my purpose with the audience in mind. I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples. I can introduce my topic clearly by: <ul style="list-style-type: none"> providing a general observation and focus providing the audience with a connection (relevance and/or background information) providing a thesis statement I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> group related information

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<p>h. 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>	<ul style="list-style-type: none"> Utilize digital resources (Google slides, Adobe express, book creator) to meet the digital resources aspect of the writing standards (also a good way to bring in student choice) Consider integrating C.5.2 with RI.5.9 and RI.5.7 to serve as mentor texts of this genre and to support the reading-writing connection (grouping related information, formatting, illustrations & multimedia). Teach students to give specific, useful, and respectful feedback during peer conferencing. 	<ul style="list-style-type: none"> are elaborated with facts, definitions, concrete details, quotations or other information and examples are formatted with audience in mind use illustrations and multimedia when useful to aiding comprehension use precise language and vocabulary use conjunctions and phrases to connect facts and details to the focus use transitions and text features to develop structure and link ideas to the focus I can provide a concluding section. <ul style="list-style-type: none"> restate the thesis relink general focus to the thesis restate the relevance to the audience (connections, call to action, clencher) <p>Editing and Revising:</p> <p><i>**consider using a checklist to share editing/revising Success Criteria</i></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). I can work with peers to revise my writing to add more support (details, quotations, examples).

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	<ul style="list-style-type: none"> • I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2). <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary	
<p>central idea- an important idea in an informational text circular text structure: a text that ends where it began cite- paraphrasing another author claims: to state something that you think is true evidence- detail that supports a reason or a point; used to show your ideas explicit- fully and clearly expressed or demonstrated implicit- using your experiences plus the text to understand what you read linear text structure: traditional text structure that follows typical plot line; texts that should be read from beginning to end multimedia elements-nonprint sources (video, song, speech, etc.) non-linear text structure: texts that do not have to be read from beginning to end theme- the overall message or lesson learned in a text thesis statement-sums up the central idea of a text</p>	
Supporting Standards	
<p>RF.5.3 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>RF.5.4 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>RL.5.6 Describe how a narrator’s or speaker’s perspective influences how events are described.</p> <p>RI.5.5 Compare/contrast the overall structure 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 perspective they represent.</p>	

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<p>C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions and interjections in a grade-level text. Use the perfect verb tenses. Use verb tense to convey various times, sequences, states and conditions. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. Use correlative conjunctions. <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Expand, combine and reduce sentences for meaning, reader/listener interest and style. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems. 	
Summative Assessment	
TBA	
Anchor Text(s)	
<p>Wonders The Future of Transportation (nonfiction, Unit 1 Week 5) Stage Fright and Catching Quiet (poetry, Unit 2 Week 5)</p> <p>My World Interactive Chapter 3: A New Nation My World Interactive Chapter 5: The Nation's Economy</p>	
Additional Resources	
<p>My World Interactive: Chapter 5 DBQ (Clever): Why is Freedom of the Press Essential to a Democracy?</p> <p>Wonders Unit 3 Week 4: Winter's Tale</p> <p>Pair with Social Studies</p>	

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<p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions</p> <p>5.1.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p>5.I.CC.1 Construct explanatory products using reasoning, correct sequence, examples and details with relevant information and data to convey the diverse perspectives that impacted the founding of the United States.</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>	