

Unit 5 Title		Estimated Time Frame
Looking Beyond the Text		36 days
Big Idea		
Taking a look at non-print sources and using multiple sources to learn about a topic.		
Essential Question(s)		Literacy Practices
<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 does an author use reasons and evidence to support a claim?</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
RL.5.3 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>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Identify characters, setting and events ● Describe characters (traits, motivations, actions and feelings) using textual details ● Explain how characters/setting/events affect the plot of a story <p>Considerations: RL5.3 to be taught BEFORE RL5.2</p>	<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"> ● I can compare characters in a text. ● I can contrast characters in a text. ● I can explain how their similarities/differences impact their interactions throughout the text. ● I can compare the settings of a text. ● I can contrast the settings of a text.

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		<ul style="list-style-type: none"> I can explain how their similarities/differences impact their interactions throughout the text. I can compare the events in a text. I can contrast the events in a text. I can explain how their similarities/differences impact their interactions throughout the text. I can analyze how the characters, setting, and/or events interact with one another to influence the story.
<p>RI.5.3 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>Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> 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>Considerations: This standard is complex and involves reading a variety of texts for a variety of purposes. Adapt your Learning Intentions and Success Criteria to reflect your explicit instructional purpose.</p>	<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"> 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) 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.
<p>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>	<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>	<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)

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	<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 	<ul style="list-style-type: none"> I can explain how an author uses reasons and evidence to support claims they make, identifying which reasons and evidence support which claim(s).
<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: 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 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. I can control which strategies help me to comprehend and analyze when I am

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		reading independently. <i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i>
<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> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>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.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>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>	<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> <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. 	<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). ● 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

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	<ul style="list-style-type: none"> • 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>	concluding section that supports a writer's perspective.
<p>C.5.6 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>Prerequisite Skills:</p> <ul style="list-style-type: none"> • summarize relevant information from experiences • gather information from various print and digital sources • provide a list of sources <p>Considerations: new learning includes: - use of "multiple" sources - summarize or paraphrase within notes</p> <p>-informational summary: a brief recounting of the main ideas and most important details of informational text; uses an organized manner, such as by answering who, what, when, where, why, and how</p>	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> • I can select multiple print and digital sources to gather relevant information. • I can summarize or paraphrase applicable information in my notes. • I can summarize or paraphrase applicable information in finished work. • I can provide a list of sources. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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-- teach note taking strategies	
Essential Vocabulary	
<p>claims: to state something that you think is true</p> <p>compare/contrast- to identify and analyze what is similar (compare) and what is different (contrast)</p> <p>evidence- detail that supports a reason or a point; used to show your ideas</p> <p>historical text- informational text that is written about a person, place, event, or time period in history</p> <p>multimedia elements- combining more than one type of medium, typically in digital form, such as on computers, audio players, tablets, smartphones, and other technology. These elements help the reader use sight, sound, and sometimes even other senses to experience what they're reading.</p> <p>non-print texts- the use of photos, graphics, or other images to communicate ideas (i.e. theatrical productions, film, photography and other images like street signs and posters)</p> <p>scientific text- texts that usually explain scientific ideas or concepts</p> <p>technical text- texts that usually explain procedures, such as how-to or recipes</p> <p>tone- the sound of words as they show a feeling. When thinking of tone, think about the tone of voice. The formal tone of the U.S. Constitution matches the work's importance and subject; the informal tone of a literary text signals the relationship between the individuals (formal or informal) and reveals the character of the speaker or dynamics between the characters.</p>	
Supporting Standards	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</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.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.</p> <p>RI.5.7 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>C.5.4 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>	

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<p>L.5.2 When writing:</p> <ul style="list-style-type: none"> 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. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders Research and Inquiry Project U1W2 (RI 5.7)</p> <p>My World Interactive Savvas Chapter 3: A New Nation Savvas Chapter 5: The Nation’s Economy</p> <p>Amplify <i>Matter Makes It All Up (1.3)</i></p>	
Additional Resources	
<p>Clever: DBQ <i>Is Grimm too Grim?</i> (RL 5.7)</p> <p>www.commonlit.org - Thematic Unit: Protecting Animals (RI 5.8) -there are many units on this free website that would go with RI 5.8</p> <p>Pair with Social Studies 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>	

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<p>5.1.UE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</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>	