**Overview**

**Number of instructional days:** 15 (1 day = 60 minutes)

By the end of this unit, students will have accomplished three objectives: they identify character, setting, and events; compare and contrast the story element; and compose a clear and coherent narrative. Students read, with sufficient accuracy and fluency to support comprehension, a variety of stories in order to identify, and compare and contrast story elements (characters, setting, and events). Students compose narratives to incorporate descriptive details and clear event sequences. Special consideration is given to the correct use of general academic and domain specific words and phrases in a text that are relevant to grade 5. Narratives include correct usage of capitalization, punctuation, and spelling. Students use the writing process to complete their narrative (incorporating self, peer, and teacher feedback), and use a rubric in the revision process.

Students have opportunities to collaborate in small-group settings to explore various characters, settings, and events. These story elements should be utilized to compare and contrast. Teachers provide students with opportunities to compare and contrast these elements, utilizing text from the stories to support their answers. Teachers provide opportunities to practice the writing process, which focuses upon these story elements. This is the first opportunity to implement the writing process. Therefore, great detail should be given to the elements of writing (brainstorming/planning, drafting, edit, publish).

Story elements are introduced in this unit to develop upon and may be revisited in Unit 1.3. Teachers use their own discretion when deciding how much to introduce theme, with the knowledge that it will be taught in depth in Unit 1.3. Theme is addressed separately in a later unit, and in depth, because it is more complex and developed through the other story elements.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

**Concepts to Be Learned and Skills to Be Used**

- **IDENTIFY** character, setting and events in order to COMPARE and CONTRAST.
  - COMPARE stories in the same genre.
  - CONTRAST stories in the same genre.
• WRITE narratives USING effective technique, descriptive details, and clear event sequences
  o DEVELOP and STRENGTHEN writing by BRAINSTORMING, DRAFTING, EDITING and PUBLISHING.
  o DETERMINE meaning of academic and domain specific words and phrases.
  o IDENTIFY and APPLY phonics, word analysis, and decoding skills.
  o DEMONSTRATE command of Standard English: Capitalization, punctuation, and spelling.

Essential Questions
• How do authors make stories interesting?
• What elements do most stories have in common?
• How does the proper use of capitalization, punctuation, and spelling contribute to the writing process and comprehension of text?
• How does an understanding of common literary elements help us to compare and contrast different stories?

Written Curriculum
The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Literature

Key Ideas and Details
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).

Integration of Knowledge and Ideas
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Writing Standards

Text Types and Purposes
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Language Standards

Conventions of Standard English
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Standards for Informational Text

Craft and Structure
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.

Reading Standards: Foundational Skills

Phonics and Word Recognition
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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
The following standards reinforce and/or support the unit of study focus standards:

### Writing Standards

**Production and Distribution of Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

### Language Standards

**Vocabulary Acquisition and Use**

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).

The following standards recur through many/all of the units of study:

### Reading Standards: Foundational Skills

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

  a. Read on-level text with purpose and understanding.

### Reading Standards for Literature

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

**Range of Reading and Level of Text Complexity**

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.
Writing Standards

Range of Writing

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.

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL — In grade 4, students were asked to describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions). As they move to grade 5, they compare and contrast two or more characters, settings, or events. In grade 6, they will describe how the plot unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Before grade 5, students compared and contrasted similar topics and pattern of events. In grade 5, they compare and contrast stories in the same genre. In grade 6, students will compare and contrast texts in different forms or genres.

RI — In grade 4, students were asked to determine meaning of general academic and domain-specific words or phrases relevant to grade 4. This is a recurring standard throughout grade levels and develops as the student progresses in grade 5. Students in grade 6 will be asked to determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RF — Grade 4 students were expected to know and apply grade level phonics and word analysis skills in decoding words. Grade 5 students are expected to master all phonic skills identified in the Common Core (Appendix pp. 17-22) because these standards do not appear in the sixth-grade standards. All fourth, fifth, and sixth grade students are required to read on grade-level with purpose and comprehension.

W — Students in grade 4 wrote narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences. In grade 5, students maintain the previously taught skills in addition to acknowledging pacing and developing experiences and events to show character responses to a variety of situations. Grade 6 students will maintain the same skills incorporating the use of point of view and dialogue.

SL — No focus standards at this time.

L — Students in grade 4 demonstrated the ability to use capitalization correctly, used commas and quotation marks for direct speech, and used commas with conjunctions. In grade 5, students correctly punctuate items in a series, as well as utilizing commas to offset introductions, words, and
direct/indirect addresses. They also use underlining, quotes, and italics to indicate a title. In grade 6, the students will use commas, parentheses, and dashes to set off non-restrictive/parenthetical elements.

In grade 4, students chose phrases to convey ideas precisely, chose punctuation for effect, and differentiated between contexts that called for formal/informal English. For grade 5, students expand, combine, and reduce sentences for meaning, interest, and style. They also compare and contrast the variety of English using stories, dramas, or poems. In grade 6, students will maintain consistency in style and tone.

Students in grade 4 utilized language that focused on actions, emotions, and states of being. In grade 5, language focuses on contrast, addition, and other logical relationships. Grade 6 students will gather vocabulary knowledge when considering a word or a phrase important to comprehension or expression.

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**Resources: References to Appendices A–C and Other Resources**

**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

**Informational/Explanatory Writing**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to
persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Three Tiers of Words**

- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

- Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

**Terminology**

No new terminology at this time.

**Challenging Concepts**

No new challenging concepts at this time.
Online Resources

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
- [http://www.parcconline.org/](http://www.parcconline.org/) PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

- New Mexico Department of Education: [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- Rhode Island Department of Education (PARCC): [http://www.ride.ri.gov/Division-EEIE/transition.aspx](http://www.ride.ri.gov/Division-EEIE/transition.aspx)

**General Sites**

- A resource for student writing samples: [http://www.edsteps.org/CCSSO/Home.aspx](http://www.edsteps.org/CCSSO/Home.aspx)
- Links to several sites with Common Core Resources: [http://gettingsmart.com/cms/edreformer/10-common-core-resources/](http://gettingsmart.com/cms/edreformer/10-common-core-resources/)
- Lessons and Assessments, some aligned to Common Core: [http://learnzillion.com/overview](http://learnzillion.com/overview)
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Grade 5 English Language Arts, Quarter 1, Unit 1.2
Summarizing Themes in Narratives

Overview

**Number of instructional days:** 15 (1 day = 60 minutes)

By the end of this unit, students should be able to summarize narrative text and identify the theme of a literary work. Students identify characters’ actions and responses to challenges in order to determine the theme of a text. Students formulate effective summaries by identifying the main idea along with two or three supporting details. Students will summarize collected information into a short narrative (2-3 paragraphs).

Various types of literature, accompanied with thought-provoking conversation, help students generate ideas about how a character’s role contributes to developing theme. Frequent opportunities in reading and cross-curricular studies are provided to give the students practice with summarizing. Domain-specific and academic vocabulary should be utilized to aid in comprehension. During the writing process, students must apply the conventions of standard English.

Summarization is a foundational skill in this unit and will appear frequently throughout the following units therefore, many opportunities must be provided to give the students adequate practice. In this unit, comparing and contrasting is utilized as a tool rather than the focus skill.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

**Concepts to Be Learned and Skills to Be Used**

- **DETERMINE** theme of a story from details.
  o **IDENTIFY** character’s response to challenges.
  o **IDENTIFY** how the speaker reflects upon a topic.
  o **SUMMARIZE** the text.
- **EXPLAIN** how chapters and scenes fit together to provide structure of a story.
- **DETERMINE** the main idea of a text.
  o **EXPLAIN** main idea with supporting details.
- **PRODUCE** clear and coherent writing.
  o **DEMONSTRATE** command of Standard English: Capitalization, punctuation and spelling.

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
STRENGTHEN writing UTILIZING the writing process (Brainstorming, Drafting, Editing, and Publishing).

USE commas to set off words or in a direct address.

DETERMINE the meaning of unknown words and phrases.

USE context from cause/effect relationships and comparisons as a clue to meanings of a word or phrase.

**Essential Questions**

- What elements of the story must you attend to in order to develop an effective summary?
- How do characters’ roles and actions contribute to the development of theme?
- What strategies are being utilized to write an effective summary?

**Written Curriculum**

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

**Reading Standards for Literature**

**Key Ideas and Details**

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.

**Craft and Structure**

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.

**Reading Standards for Informational Text**

**Key Ideas and Details**

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
The following standards reinforce and/or support the unit of study focus standards:

**Writing Standards**

**Production and Distribution of Writing**
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28-29.

**Language Standards**

**Conventions of Standard English**
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).

**Vocabulary Acquisition and Use**
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.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.6 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 Standards**

**Comprehension and Collaboration**
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The following standards recur through many/all of the units of study:

**Reading Standards: Foundational Skills**

**Fluency**
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
Grade 5 English Language Arts, Quarter 1, Unit 1.2  
Summarizing Themes in Narratives (15 days)

**Reading Standards for Literature**

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

**Reading Standards for Informational Text**

**Range of Reading and Level of Text Complexity**

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.

**Writing Standards**

**Range of Writing**

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.

**Clarifying the Standards**

*Key:* RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL— In grade 4, students were asked to determine the theme of a story using details from the text and to summarize the text. As they move to grade 5, students maintain the skills taught in grade 4 as well as analyzing how the character responds to challenges or how a speaker reflects upon a topic. In grade 6, they will provide a summary of the text distinct from personal opinions or judgments.

Before grade 5, students should differentiate between literary elements and text. In grade 5, they recognize the overall structure of a story. Students in grade 6 will be asked to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RI— In grade 4, students were asked to determine main ideas and explain how they were supported by key details and how they summarized the text. In grade 5 students identify multiple ideas. In grade 6, they will provide a summary of the text distinct from personal opinions or judgments.

Students in grade 4 were asked describe the overall structure of events, ideas, concepts, and information in a text. In grade 5, students are asked to perform the same skills but in two or more texts. In grade 6, students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RF— Grade 4 students were expected to know and apply grade-level phonics and word analysis skills in decoding words. Grade 5 students are expected to master all phonic skills identified in the Common
Core (Appendix pp. 17-22) because these standards do not appear in the sixth-grade standards. In grades 4-6, students are required to read on grade level with purpose and comprehension.

**W**— In grades 4-6, students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

In grades 4-6, with guidance and support from peers and adults, the students develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SL**— In grade 4, students were expected to paraphrase portions of the text. In grade 5, students summarize the text. In grade 6, students will summarize diverse media.

**L**— Students in grade 4 demonstrated the ability to use commas before coordinating conjunctions in a compound sentence. In grade 5, the students use commas to set off the words yes and no, tag a question, and indicate a direct address. This skill is not addressed in grade 6.

Students in grade 4 acquired and used grade-appropriate, general academic, and domain-specific words that signal precise actions, emotions or states of being that are basic to a particular topic. In grade 5, students signal contrast, addition, and other logical relationships. In grade 6, students will gather vocabulary knowledge when considering a word or a phrase important to comprehension or expression.

### Resources: References to Appendices A–C and Other Resources

**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

**Three Tiers of Words**

- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

- Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- Tier Three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
Terminology

No new terminology at this time.

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- http://corestandards.org/the-standards
- http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 5 English Language Arts, Quarter 1, Unit 1.3
Analyzing Points of View

Overview

Number of instructional days: 8 (1 day = 60 minutes)

By the end of this unit, students should be able to analyze various types of literature to identify the different points of view. Evidence from the text is utilized to support students’ conclusions. Students construct narratives to express the author’s point of view and utilize basic writing conventions to develop and publish a quality, grade-specific narrative.

Point of view entails underlying skills that will need to be developed in this unit. One such skill is character analysis. Character analysis will demonstrate “how” and “why” individuals, events, and ideas develop and interact over the course of a text. Students should have many opportunities to construct multi-paragraph narrative compositions. Within those compositions, students refer to details in the text to support their interpretations of the author’s purpose and point of view. Since this unit addresses dialogue in the narrative, special care should be given to proper use of quotation marks. A well-constructed rubric should be used to assess the student’s narrative.

This unit is taught at this point in the school year because it scaffolds upon previous units. Constructing a narrative, at this point, should be a well-practiced activity that we are able to develop upon to entail another element of literature such as author’s perspective. Rubrics should reflect a use of precise language and content specific vocabulary to inform, entertain, express, or persuade about a given topic.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- **DESCRIBE narrator’s point of view.**
  - EXPLAIN the author’s reasons.
  - IDENTIFY evidence to support reasons.

- **COMPOSE a narrative.**
  - USE narrative techniques, such as dialogue, description, and pacing.
  - SHOW the responses of characters to situations.
  - DEMONSTRATE command of standard English: Capitalization, punctuation, quotations and spelling.
STRENGTHEN writing UTILIZING the writing process (Brainstorming, Drafting, Editing, and Publishing).

Essential Questions

• How do characters’ roles and actions contribute to the author’s point of view?
• How does knowing your audience and purpose contribute to effective writing?
• How do authors tailor their writing for a specific purpose and audience?
• What are the common points of view?
• How does point of view in a narrative influence students’ understanding?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft and Structure</td>
</tr>
<tr>
<td>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types and Purposes</td>
</tr>
<tr>
<td>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
</tr>
<tr>
<td>Production and Distribution of Writing</td>
</tr>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>
The following standards reinforce and/or support the unit of study focus standards:

<table>
<thead>
<tr>
<th><strong>Writing Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</td>
</tr>
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<table>
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<th><strong>Language Standards</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>d. Use underlining, quotation marks, or italics to indicate titles of works.</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

The following standards recur through many/all of the units of study:

<table>
<thead>
<tr>
<th><strong>Reading Standards: Foundational Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>a. Read on-level text with purpose and understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading Standards for Literature</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>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 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reading Standards for Informational Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Writing Standards

Range of Writing

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.

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL—In grade 4, students were asked to compare and contrast the point of view of the text and identify the difference between first and third narration. As they move to grade 5, they maintain the skills taught in grade 4 as well as describing the narrator or speaker’s point of view and how events are described. In grade 6, they will be asked to explain how the point of view develops throughout the story.

RI—In grade 4, students were asked to explain how an author uses reasons and evidence to support particular points in a text. In grade 5, students explain how an author uses reasons and evidence to support the author’s points in a text. In grade 6, they will trace and decipher arguments that are supported from those that are not.

RF—Grade 4 students were expected to read a variety of grade appropriate text with accuracy and fluency in mind to support comprehension. Grade 5 students are expected to master all phonic skills identified in the Common Core (Appendix pp. 17-22) because these standards do not appear in the sixth-grade standards. All students in grades 4-6 are required to read on grade level with purpose and comprehension.

W—Students in fourth grade wrote narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. In grade 5, students maintain skills and use narrative techniques such as dialogue and description to write about experience or events of characters. Grade 6 students will maintain and continue to develop skills previously taught.

In grade 4, students developed and strengthened writing as needed in consultation with peers or adults through the use of writing conventions. In grade 5, students maintain and continue to develop upon this practice. In grade 6, students will also maintain and develop this skill.

In grades 4-6, students practice writing routinely over long and short time frames over a range of specific tasks, purposes and audiences.

SL—In grade 4, students used appropriate formal English in appropriate situations. In grade 5, they adapt to a variety of contexts and tasks, using formal English when appropriate. In grade 6, students will maintain previous skills.

L—Students in grade 4 demonstrated command of the conventions of standard English capitalization, punctuation, and correct spelling of grade-appropriate words. In grade 5, students maintain and develop this by using underlining, quotation marks, or italics to indicate titles of works. In grade 6,
students will maintain and develop skills by using commas, parentheses, and dashes to set off parenthetical elements.

Students in grade 4 acquired and used grade-appropriate, general academic, and domain-specific words that signaled precise actions, emotions, or states of being basic to a particular topic. In grade 5, students signal contrast, addition, and other logical relationships. In grade 6, students will gather vocabulary knowledge when considering a word or a phrase important to comprehension or expression.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Three Tiers of Words

• Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

• Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

• Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science,
students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

**Terminology**

No new terminology at this time.

**Challenging Concepts**

No new terminology at this time.

**Online Resources**

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
- [http://www.parcconline.org/](http://www.parcconline.org/): PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

- New Mexico Department of Education: [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- Rhode Island Department of Education (PARCC): [http://www.ride.ri.gov/Division-EEIE/transition.aspx](http://www.ride.ri.gov/Division-EEIE/transition.aspx)

**General Sites**

- A resource for student writing samples: [http://www.edsteps.org/CCSSO/Home.aspx](http://www.edsteps.org/CCSSO/Home.aspx)
- Links to several sites with Common Core Resources: [http://gettingsmart.com/cms/edreformer/10-common-core-resources/](http://gettingsmart.com/cms/edreformer/10-common-core-resources/)
- Lessons and Assessments, some aligned to Common Core: [http://learnzillion.com/overview](http://learnzillion.com/overview)
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Number of instructional days: 7 (1 day = 60 minutes)

By the end of this unit, students will analyze different techniques or strategies for sequencing events. They utilize multiple texts to compare and contrast the sequence of events as well as utilizing basic writing conventions to develop and publish quality, grade-specific narratives based upon real or imagined experiences, with emphasis on technique, descriptive detail, and clear, event sequences. Emphasis should be placed upon the use of transitional words, phrases, clauses, sensory details, and being able to provide a conclusion.

Sequence is a foundational skill in this unit and must be mastered prior to comparing and contrasting. Teachers may provide various genres for students to compare and contrast the chronological order of the text. When writing the narrative, transition words and phrases can be used for sentence variety and to manage the sequence of events.

Compare and contrast is a foundational skill that has been addressed in Unit 1.1 in the first quarter. We are now able build upon this skill by using it as a tool for other literary elements, such as sequencing.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- COMPARE and CONTRAST the sequence in two or more texts.

- READ with sufficient accuracy and fluency to support comprehension.

- COMPOSE a narrative to include transitional words, sensory details, and clauses to CONVEY experiences and events.
  - DEMONSTRATE command of Standard English: capitalization, punctuation, and spelling.
  - STRENGTHEN writing UTILIZING the writing process (Brainstorming, Drafting, Editing, and Publishing).
  - ACQUIRE and USE grade appropriate academic and domain-specific words and phrases.
Essential Questions

- How does the sequence of events contribute to the theme or plot of a story?
- Does comparing sequence of events differ from genre to genre
- What are some techniques authors use to sequence events within a story?
- How does comparing and contrasting various texts increase understanding?
- What role do transitional words play in helping the sequence to naturally unfold?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

<table>
<thead>
<tr>
<th>Reading Standards for Informational Text</th>
</tr>
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</table>

Craft and Structure

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.

<table>
<thead>
<tr>
<th>Writing Standards</th>
</tr>
</thead>
</table>

Text Types and Purposes

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).
The following standards reinforce and/or support the unit of study focus standards:

### Reading Standards: Foundational Skills

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing Standards

**Production and Distribution of Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

### Language Standards

**Conventions of Standard English**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.*

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

**Vocabulary Acquisition and Use**

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 Standards

Presentation of Knowledge and Ideas

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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 text complexity band independently and proficiently.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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.

Writing Standards

Research to Build and Present Knowledge

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.

Range of Writing

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.
Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — No focus standards at this time.

**RI** — In grade 4, students were asked to describe chronology, comparisons, cause/effect, problem/solutions of events, ideas, concepts, or information in a text. In **grade 5, students compare and contrast the overall structure of two or more texts**. In grade 6, students will analyze how a sentence, paragraph, or chapter contribute to the development of the ideas.

**RF** — Grade 4 students were expected to read a variety of grade-appropriate texts with accuracy and fluency in mind to support comprehension. **Grade 5 students are expected to master all phonic skills identified in the Common Core (Appendix pp. 17-22) because these standards do not appear in the sixth grade standards.** All students in grades 4-6 are required to read on grade level with purpose and comprehension.

**W** — Students in fourth grade wrote narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. In **grade 5, students maintain skills and use narrative techniques such as dialogue and description to describe experiences or events related to characters.** Grade 6 students will maintain and continue to develop skills previously taught.

In grades 4-6, students will produce a clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

In grades 4-6, students should develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

In grades 4-6, students draw evidence from literary or information texts to support analysis, reflections, and research.

**SL** — In grade 4, students used appropriate formal English in appropriate situations. In **grade 5, they adapt speech to a variety of contexts and tasks, using formal English when appropriate.** In grade 6, students will maintain previous skills.

**L** — Students in grades 4-6 demonstrate command of the conventions of standard English, grammar, and word usage when writing or speaking.

Students in grade 4 demonstrated command of the conventions of standard English capitalization, punctuation, and correct spelling of grade-appropriate words. In **grade 5, students maintain and develop these skills by using underling, quotation marks, or italics to indicate titles of works.** In grade 6, students will maintain and develop skills by using commas, parentheses, and dashes to set off parenthetical elements.

Students in grade 4 acquired and used grade-appropriate general academic and domain-specific words that signaled precise actions, emotions, or states of being that were basic to a particular topic. In **grade 5, students signal contrast, addition, and other logical relationships.** In grade 6, students will gather vocabulary knowledge when considering a word or a phrase important to comprehension or expression.
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Three Tiers of Words

• Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

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• Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Terminology

No new terminology at this time.
Challenging Concepts
No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments
The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

• http://corestandards.org/the-standards
• http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites
• New Mexico Department of Education: http://newmexicocommoncore.org/
• Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx
• New York Department of Education (PARCC): http://engageny.org/common-core/

General Sites
• A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
• Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
• Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
• Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 5 English Language Arts, Quarter 2, Unit 2.1
Using Figurative Language to Analyze Poetry

Overview

Number of instructional days: 15 (1 day = 60 minutes)

By the end of this unit, students will apply knowledge to analyze poetry and determine the theme. Special care should be given to demonstrate how the speaker of the poem reflects upon the topic. Students determine meanings of words and phrases in a variety of poetry. They identify and utilize figurative language including similes, metaphors, and dialects. Students summarize the content of the poem and explain how a series of stanzas fit together to provide the overall structure. By using multi-media elements, students will be better able to make connections with the meaning, tone, or beauty of a text.

A variety of poems and texts should be provided to give students opportunities to identify and explain figurative language. Teachers may provide various models for students to analyze and comprehend different types or examples of figurative language. Although not required, the students may compose several types of poetry to demonstrate their knowledge and understanding of figurative language. It is highly suggested that students compose poetry and present it in a multi-media format.

This is students’ first exposure to figurative language. This unit is taught in the second quarter because the skills are relatively advanced and they require students to be able to determine abstract concepts, such as figurative language.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

• DETERMINE the theme of a poem from the speaker’s point of view.
• DEMONSTRATE an understanding of figurative language.
  o INTERPRET figurative language.
  o Recognize and EXPLAIN the meaning of common idioms and proverbs.
  o USE the relationship between particular words to better understand their meaning.
• DETERMINE the meaning of words and phrases used figuratively.
• READ grade level poetry with accuracy and fluency.
• SUMMARIZE a variety of poetry or text.
• EXPLAIN how stanzas provide the structure of a poem.
  o ACQUIRE and USE grade-appropriate general academic and domain specific words.
• USE multi-media elements to maximize comprehension of a poem.
• USE knowledge of language to COMPARE and CONTRAST the varieties of English dialect.

**Essential Questions**

• What is figurative language and how does it enhance poetry?
• How is a poem typically structured?
• How can multi-media sources contribute to the understanding of poetry?

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**Written Curriculum**

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the focus of this unit of study:*

**Reading Standards for Literature**

**Key Ideas and Details**

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.

**Craft and Structure**

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.

**Integration of Knowledge and Ideas**

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Speaking and Listening Standards**

**Presentation of Knowledge and Ideas**

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Language Standards

Vocabulary Acquisition and Use
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards: Foundational Skills

Fluency
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Language Standards

Knowledge of Language
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use
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).

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills

Fluency
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.

Reading Standards for Literature

Range of Reading and Level of Text Complexity
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 text complexity band independently and proficiently.
# Reading Standards for Informational Text

## Range of Reading and Level of Text Complexity

**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.

## Writing Standards

## Range of Writing

**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.

## Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—In grade 4, students were asked to determine the theme of a story or poem from details in the text. **In grade 5, students determine the theme of a story or poem from details in the text, including how characters in a story respond to challenges, or how the speaker reflects upon a topic.** In grade 6, students will provide a summary of the text distinct from personal opinions or judgment.

In grade 4, students were asked to determine the meaning of words and phrases as they were used in a text, including mythology. **In grade 5, students determine the meaning of words and phrases as they are used in a text, including figurative language.** In grade 6, students will also analyze the impact of the specific word choice on meaning and tone.

In grade 4, students explained major differences between poems, and drama, and referred to the structural elements of poems and dramas when writing and speaking. **In grade 5, students explain how a series of chapters or stanzas provide structure to a poem or story.** In grade 6, students will analyze how a particular sentence, chapter, or stanza fits into the structure of a text and contributes to the development of the theme, setting, or plot.

In grade 4, students made connections between the text of the story and the visual or oral presentation of a text; they identified where each version reflected specific descriptions and directions in the text. **In grade 5, students analyze how visual and multi-media elements contribute to the meaning, tone, or beauty of a text.** In grade 6, students will also compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

By the end of fourth grade, students read and comprehended literature with grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **By the end of fifth grade, students read and comprehend literature with grades 4-5 text complexity band proficiently.** By the end of sixth grade, students will read and comprehend literature with grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI— By the end of fourth grade, students read and comprehended informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed. By the end of fifth grade, students read and comprehend informational texts in the grades 4-5 text complexity band proficiently. By the end of sixth grade, students will read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed.

RF— In grades 4 and 5, students are expected to produce clear and coherent writing in which the development and organization are appropriate to tasks and purpose.

W— Students in grades 4-6 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL— In grades 4-6, students add audio recordings and visual displays to presentations when appropriate to enhance development of main idea and themes.

L— In grades 4-6, students use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students in grades 4-6 also demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In grade 4, students acquired and accurately used grade-appropriate general academic and domain specific words, including those that signal precise actions, emotions, or states of being. In grade 5, students acquire and accurately use grade-appropriate general academic and domain specific words, including those that signal contrast, addition, and other logical relationships. In sixth grade, the students will acquire and use accurately grade-appropriate general academic and domain specific words; they will also gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Resources: References to Appendices A–C and Other Resources

Terminology

No new terminology at this time.

Challenging Concepts

No new challenging concepts at this time.
Online Resources

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- http://corestandards.org/the-standards
- http://www.parcconline.org/: PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

**General Sites**

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 5 English Language Arts, Quarter 2, Unit 2.2

Writing Explanations that Synthesize a Concept from Multiple Resources

**Overview**

**Number of instructional days:** 10 (1 day = 60 minutes)

By the end of this unit, students should be able to accurately conduct a short research project and produce a content-appropriate composition. Students read and analyze two or more texts in order to compare and contrast the overall concepts or ideas. Students compose and present an explanatory composition* with a clear introduction, focused topic, and proper formatting. The use of a multimedia aid* will increase the understanding of the topic and is highly suggested, but not required. Sources for this composition must include digital and print sources. Students should maintain all findings on their topic in a series of collected notes to utilize in a later stage of the writing process. All sources must be cited and compiled in a bibliography.

Teachers should clearly define *explanatory* as a composition that analyzes a topic in order to further increase understanding. Explanatory writing, in this unit, is doubling as a short research project. The teacher should take care to break the research process down into guided steps. To aid the student in comparing and contrasting, it is suggested to complete a graphic organizer (such as a Venn Diagram) during the planning part of the writing process. Students should be able to maintain their findings in an organized note format. Research should be conducted over several days rather than briefly. All sources cited should be compiled into a bibliography.*

We are still leading up to the big research project in quarter 4, therefore, students need to perfect the process of research in this unit. Continue to refine and define the writing process so it is practiced with more ease in quarter 4. Ensure they are utilizing conventions of grammar from the previous units.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

**Concepts to Be Learned and Skills to Be Used**

- WRITE *explanatory text* to EXAMINE a **topic**.
  - O INTRODUCE the **topic** clearly with a **general focus**.
  - O DEVELOP the **topic** with **facts**, **details**, or other related **information**.
  - O LINK **ideas** within and across categories.
USE precise **language** and **domain-specific vocabulary**.

- **COMPARE** and **CONTRAST** **text structure**.
- **READ** with **accuracy** and **fluency**.
  - USE to **CONFIRM** or **SELF-CORRECT** understanding.
- **RECALL** relevant **information** form experiences.
- **QUOTE** accurately from **texts**.
- **GATHER** **information** from print and digital **sources**.
  - **SUMMARIZE** or **PARAPHRASE** **information**.
    - **COMPILE** a **bibliography** to **CITE** **resources**.
- **PRODUCE** clear and coherent **writing** appropriate to audience.
- **WRITE** **short research projects** **USING** **effective technique**.
  - **USE** several **sources**.
  - **BUILD** knowledge through **investigation**.
- **DEVELOP** and **STRENGTHEN** **writing** by **BRAINSTORMING**, **DRAFTING**, **EDITING** and **PUBLISHING**.
- **DEMONSTRATE** command of Standard English: **capitalization**, **punctuation**, **spelling**, and **quotations**.
  - **USE** underlining, **quotation marks**, **italics** to indicate **titles** of works.
- **DETERMINE** the **meaning** of unknown and **multiple meaning** of **words** or **phrase**.
  - **CHOOSE** different **strategies**.
  - **CONSULT** **reference materials** to find **pronunciation** and **CLARIFY** **meaning**.
- **ACQUIRE** and **USE** grade appropriate **general academic** and **domain specific** **words**.

### Essential Questions

- How does using multiple resources verify the credibility of your information?
- How do organized notes enhance the research process and explain your method of organization?
- What multimedia did you use for this project and how did it aid in the comprehension of the topic?
# Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

**The following standards are the focus of this unit of study:**

<table>
<thead>
<tr>
<th>Reading Standards for Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Standards: Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
The following standards reinforce and/or support the unit of study focus standards:

**Writing Standards**

**Production and Distribution of Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

**Language Standards**

**Conventions of Standard English**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   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.
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

**Vocabulary Acquisition and Use**

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.
   e. 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.5.6 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*).

The following standards recur through many/all of the units of study:

**Reading Standards: Foundational Skills**

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
### Reading Standards for Literature

**Range of Reading and Level of Text Complexity**

**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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

**Range of Reading and Level of Text Complexity**

**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.

### Writing Standards

**Range of Writing**

**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.

### Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — In grade 4, students were asked to read and comprehend literature with scaffolding. **In grade 5, students read and comprehend literature appropriate for grades 4-5.** In grade 6, students will read and comprehend literature appropriate for grades 6-8 with scaffolding.

**RI** — In grade 4 students were asked to describe the overall text structure. **In grade 5, students are asked to compare and contrast the overall text structure of two or more texts.** In grade 6, students will be asked to describe how sections of the text contribute to the development of ideas.

In grade 4, students were asked to read and comprehend information text by the end of the year. **In grade 5, students will read and comprehend the appropriate text band.** In grade 6, students will read and comprehend informational text with scaffolding.

**RF** — In grades 4 and 5, students will use context to confirm or self-correct word recognition and understanding, rereading as necessary. **In grades 4 and 5, students will read on grade level texts.**

**W** — Students in grade 4 were asked to write informative/explanatory texts to examine a topic to convey ideas and information clearly. **In grade 5, students are asked to provide a general observation and focus and include formatting, illustrations, and multimedia to aid in comprehension.** In grade 6, students will write informative/explanatory texts that includes organization and analysis of relevant content.
Students in grade 4 conducted short research projects that built knowledge of investigation of different aspects of a topic. **In grade 5, students use multiple resources to conduct short research projects.** In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

Students in grade 4 recalled relevant information from experiences or gathered relevant information from print and digital sources as well as taking notes and organizing information. **In grade 5, students summarize or paraphrase information in notes.** In grade 6, students will assess the credibility of each source and avoid plagiarism.

**In grades 4-6, students produce clear and coherent writing that is appropriate to task.**

In grade 4, students developed and strengthened writing by planning, revising, and editing. **In grades 5 and 6, students try a new approach, using all parts of the writing process.**

**In grade 4-6, students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.**

**SL**—No focus standards at this time.

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**L**—Students in grade 4 were expected to correctly use frequently confused words. **In grade 5, students are asked to use correlative conjunctions.** In grade 6, students will be asked to recognize variations from standard English in their own and others’ writing and speaking, and to identify and use strategies to improve expression in conventional language.

In grade 4, students were asked to spell grade-appropriate words. **In grade 5, students are asked to use underlining, quotation marks, or italics to indicate titles.** This strand does not exist for grade 6.

**In grades 4-6, students are asked to consult reference materials to determine meaning of words and phrases.**

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions or states of being. **In grade 5, students use domain-specific words to signal contrast, addition and other logical relationships.** In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.

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**Resources: References to Appendices A–C and Other Resources**

**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

**Informational/Explanatory Writing**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better
understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Terminology**

- Bibliography
- Explanatory composition
- Multimedia aid

**Challenging Concepts**

No new challenging concepts at this time.

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Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- http://corestandards.org/the-standards
- http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Overview

Number of instructional days: 10 (1 day = 60 minutes)

By the end of this unit, students will construct short research projects and publish a quality, grade-specific composition. Students draw upon various informational and literary texts to formulate reasonable inferences and to draw conclusions. Students compare and contrast two or more informational or narrative texts in order to validate conclusions. All short research compositions should utilize several sources listed in a bibliography. All short research projects will be evaluated with a rubric and opportunities for revision will be provided.

Students should be given many opportunities to read different genres, including but not limited to mysteries, and draw conclusions to support their findings with quotes from the text. Teachers provide students with opportunities to make inferences, utilizing text from the stories to support their answers. The rubric components to evaluate the compositions will be shared with the students.

Students have had plenty of opportunity to write previous to this unit. Teachers ensure they are utilizing conventions of grammar from the previous units. Drawing inferences builds upon their knowledge of basic story elements taught in previous units. We are conducting short research in this quarter in preparation for more in-depth research that will come in quarter 4. Suggested criteria for a short research project are outlined later in this unit.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- **EXAMINE** a **topic**.
- **FORMULATE** **inferences** from **texts**.
  - QUOTE accurately from **texts**.
- **SUMMARIZE** or **PARAPHRASE** **information** in notes.
  - RECALL relevant **information** from experiences or sources.
- **CONDUCT** short **research** projects.
- **ENGAGE** effectively in a range of **collaborative discussions**.
WRITE informative explanatory text clearly and coherently.
  o PROVIDE a concluding statement.
  o DEVELOP and STRENGTHEN writing by BRAINSTORMING, DRAFTING, EDITING and PUBLISHING.
  o DEMONSTRATE command of Standard English: Capitalization, punctuation, spelling, and quotations.
  o COMPILE a bibliography to CITE resources.

ACQUIRE and USE grade appropriate words and phrases.
  o DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases.
  o USE affixes to gain meaning of a word.

Essential Questions
• How do we make inferences between multiple texts (informational and narrative)?
• How does using multiple resources verify your findings?
• What strategies have you developed to help you formulate an inference?
• How does the proper use of quotations, capitalization, punctuation, and spelling contribute to the writing process and support of your inferences?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Literature

Key Ideas and Details
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading Standards for Informational Text

Craft and Structure
RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing Standards

Text Types and Purposes
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   e. Provide a concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge
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.

The following standards reinforce and/or support the unit of study focus standards:

Language Standards

Vocabulary Acquisition and Use
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.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.6 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 Standards

Comprehension and Collaboration
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.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
The following standards recur through many/all of the units of study:

### Reading Standards: Foundational Skills

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

### Reading Standards for Literature

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

**Range of Reading and Level of Text Complexity**

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.

### Writing Standards

**Range of Writing**

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.

### Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL—In grade 4, students were asked to refer to details in a text and explain what the text says when drawing inferences. **In grade 5, students are asked to quote accurately from a text when drawing inferences.** In grade 6, students will cite textual evidence to support analysis of what the text says as well as inferences drawn from the text.

In grade 4, students were asked to read and comprehend literature with scaffolding. **In grade 5, students read and comprehend literature appropriate for grades 4-5.** In grade 6, students will read and comprehend literature appropriate for grades 6-8 with scaffolding.
— In grade 4, students were asked to refer to details in a text and explain what the text says when drawing inferences. In grade 5, students are asked to quote accurately from a text when drawing inferences. In grade 6, students will cite textual evidence to support analysis of what the text says as well as inferences drawn from the text.

In grade 4, students were asked to describe the overall structure of events, ideas, concepts or information in a text. In grade 5, students are asked to compare and contrast text structure in two or more texts. In grade 6, students will analyze how a particular paragraph or section fits into the overall structure of a text and contributes to the development of ideas.

In grade 4, students were asked to read and comprehend information text by the end of the year. In grade 5, students read and comprehended the appropriate text band. In grade 6, students will read and comprehend informational text with scaffolding.

— In grades 4 and 5, students read with accuracy and fluency to support comprehension.

— Students in grade 4 and 5 were asked to write informative/explanatory texts to examine a topic to convey ideas and information clearly. In grade 6, students will write informative/explanatory texts that include organization and analysis of relevant content.

Students in grade 4 conducted short research projects that built knowledge of investigation of different aspects of a topic. In grade 5, students use multiple resources to conduct short research projects. In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

Students in grade 4 recalled relevant information from experiences or gathered relevant information from print and digital sources as well as taking notes and organizing information. In grade 5, students summarize or paraphrase information in notes. In grade 6, students will assess the credibility of each source and avoid plagiarism.

In grades 4, 5, and 6 students produce clear and coherent writing that is appropriate to task.

In grade 4, students developed and strengthened writing by planning, revising, and editing. In grades 5 and 6, students try a new approach, using all parts of the writing process.

In grade 4, 5, and 6 students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

— In kindergarten,

— Students in grade 4, 5 and 6 determine the meaning of unknown words to comprehend grade level content choosing from a range of strategies.

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions, or states of being. In grade 5, students use domain-specific words to signal
contrast, addition, and other logical relationships. In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase as important to comprehension or expression.

In grades 4, 5, and 6 students engage effectively in a range of collaborative discussion with diverse topics, building on others ideas, and expressing their own clearly.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands
empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Terminology**

No new terminology at this time.

**Challenging Concepts**

No new challenging concepts at this time.

**Online Resources**

*Common Core State Standards, Appendices, and PARCC Assessments*

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
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*Other Websites with CCSS Information, Strategies, or Lessons*

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- Rhode Island Department of Education (PARCC): [http://www.ride.ri.gov/Division-EEIE/transition.aspx](http://www.ride.ri.gov/Division-EEIE/transition.aspx)

**General Sites**

- A resource for student writing samples: [http://www.edsteps.org/CCSSO/Home.aspx](http://www.edsteps.org/CCSSO/Home.aspx)
- Links to several sites with Common Core Resources: [http://gettingsmart.com/cms/edreformer/10-common-core-resources/](http://gettingsmart.com/cms/edreformer/10-common-core-resources/)
- Lessons and Assessments, some aligned to Common Core: [http://learnzillion.com/overview](http://learnzillion.com/overview)
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Overview

**Number of instructional days:** 15 (1 day = 60 minutes)

By the end of this unit, students will identify components of a drama such as character motive, theme, setting, and the usage of language. Students compare and contrast various dramas and draw upon specific details to convey their ideas. Through writing, students present what they have learned from their comparisons.

Since they are comparing and contrasting elements in a drama, students should have an opportunity to read a variety of dramas.

Teachers should clarify the difference between narratives and dramas. Analysis of a drama should include characters, settings, and events. Teachers may elect to have the students write a paper or give a speaking presentation of the topic.

In Unit 1.4, students composed narratives. The difference between narratives and dramas is that narratives are generally told by one person and dramas are told through multiple points of view and may include stage directions. The writing/speaking in this unit is foundational to the upcoming research in later units. It is at the teacher’s discretion as to what topic the students will speak or write on.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

**Concepts to Be Learned and Skills to Be Used**

- INTEGRATE information from several **texts** on the same **topic**.
  - USE **context clues** for **word meanings**.
  - COMPARE and CONTRAST varieties of **dialects** in English.
  - COMPARE and CONTRAST two or more **characters**, **settings**, or **events**.
  - ANALYZE how **characters** respond to **challenges**.
  - RECOGNIZE how a **speaker** reflects upon a **topic**.
  - DETERMINE the **theme** of a **drama**.
Grade 5 English Language Arts, Quarter 3, Unit 3.1

Analyzing Drama (15 days)

- WRITE or SPEAK knowledgably about a topic.
  - DRAW upon specific details from a text.
  - ANALYZE how characters respond to challenges.
  - DEMONSTRATE command of Standard English: capitalization, punctuation, spelling, and quotations.
  - UTILIZE domain specific vocabulary, including those that signal contrast.

Essential Questions

- How does a narrative differ from that in a drama?
- How is character development in a drama different than a narrative?
- Why does a playwright include or exclude stage directions?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

<table>
<thead>
<tr>
<th>Reading Standards for Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Knowledge and Ideas</td>
</tr>
<tr>
<td>RI.5.9 Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
The following standards reinforce and/or support the unit of study focus standards:

### Language Standards

#### Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### Vocabulary Acquisition and Use

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.

  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.6 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).

The following standards recur through many/all of the units of study:

### Reading Standards for Literature

#### Range of Reading and Level of Text Complexity

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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

#### Range of Reading and Level of Text Complexity

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.

### Writing Standards

#### Research to Build and Present Knowledge

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### Range of Writing

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.
Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—In grade 4, students determined the theme of a story, drama, or poem from details in the text; and summarized the text. **In grade 5, students respond to challenges or to how the speaker reflects upon the topic.** In grade 6, students will summarize texts distinct from personal opinions and judgments.

In grade 4, students described a character, setting, or event in a story or drama using a character’s thoughts, words, or actions. **In grade 5, students compare and contrast two or more characters, settings, or events in a drama.** In grade 6, students will describe how the plot unfolds in a series of episodes and how characters respond or change as the plot moves toward a resolution.

**RI**—In grade 4, students were asked to integrate information from two texts on the same topic in order to write or speak about the topic knowledgably. **In grade 5, students integrate information from several texts.** In grade 6, students will compare and contrast key details in two texts on the same topic.

In grade 4, students were asked to read and comprehend informational text by the end of the year. **In grade 5, students read and comprehend the appropriate text band.** In grade 6, students will read and comprehend informational text with scaffolding.

**RF**—No focus standards at this time.

**W**—In grade 4, 5, and 6 students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Students in grade 4 conducted short research projects that built knowledge of different aspects of a topic. **In grade 5, students use multiple resources to conduct short research projects.** In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

**SL**—No focus standards at this time.

**L**—In grade 4, students were asked to use knowledge of language and its conventions when writing, speaking, reading, or listening, including the use of punctuation for effect. **In grade 5, students compare and contrast the varieties of English used in stories, dramas, and poems.** In grade 6, students will maintain consistency in style and tone.

**In grade 4, 5 and 6 students use context as a clue to the meaning of a word or phrase.**

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions, or states of being. **In grade 5, students use domain-specific words to signal contrast, addition, and other logical relationships.** In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.
Resources: References to Appendices A–C and Other Resources

Terminology
No new terminology at this time.

Challenging Concepts
No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 5 English Language Arts, Quarter 3, Unit 3.2
Writing to Support an Argument/Opinion

Overview

Number of instructional days: 5 (1 day = 60 minutes)

By the end of this unit, students will formulate defensible opinions about a given topic and defend/support their thoughts with evidence. To develop and strengthen writing, students draw upon multiple sources to support and defend their arguments and quote accurately. Students present their findings orally.

Multiple resources (digital and print) should be made readily available to the students during the research process. We are still leading up to the big research project in quarter 4, therefore, students need to perfect the process of research in this unit. Teachers should introduce and clearly explain the concept of an argument and how to defend it using evidence. During their investigations, students should paraphrase evidence to support their opinions.

In previous units, students have been provided repetitive practice in short research projects. This unit refines the research skill by locating evidence to support their arguments and opinions. Careful consideration should be given to the validity of the resources and evidence provided to support student arguments/opinions. Teachers should provide topics and texts in which students are able to easily take a stance (i.e., global warming).

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- READ with accuracy with fluency.
  - FORMULATE an opinion from texts.
- WRITE short research projects USING effective techniques.
  - INTRODUCE a topic clearly.
  - PROVIDE logically ordered reasons.
  - SUPPORT writing with facts and details.
  - USE multiple sources.
  - SUMMARIZE or PARAPHRASE information in notes.
  - PROVIDE a list of sources.
PRESENT findings orally.

• WRITE an argument text to EXAMINE a topic.
  • DEVELOP and STRENGTHEN writing by BRAINSTORMING, DRAFTING, EDITING and PUBLISHING.
  • DEMONSTRATE command of standard English: capitalization, punctuation, spelling, and quotations.
  • ACQUIRE and use grade appropriate academic and domain specific vocabulary.
  • QUOTE accurately from texts.
  • DRAW inferences from the text.
  • EXPLAIN interactions between individuals, events, ideas, or concepts.

Essential Questions

• What is the difference between an opinion and an argument?
• What makes an argument effective or ineffective?
• How does using multiple resources strengthen your argument?
• What is the difference between quoting and paraphrasing texts?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Literature

Key Ideas and Details
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Standards for Informational Text

Key Ideas and Details
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Writing Standards

Text Types and Purposes

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. 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.
   b. Provide logically ordered reasons that are supported by facts and details.

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.

The following standards reinforce and/or support the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Conventions of Standard English

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 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.
   d. Use underlining, quotation marks, or italics to indicate titles of works.

Vocabulary Acquisition and Use

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 Standards

**Presentation of Knowledge and Ideas**

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.

*The following standards recur through many/all of the units of study:*

### Reading Standards: Foundational Skills

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.

### Reading Standards for Literature

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

**Range of Reading and Level of Text Complexity**

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.

### Writing Standards

**Range of Writing**

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.

### Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**— In grade 4, students referred to details and examples when drawing inferences. **In grade 5,** students quote accurately from a text. In grade 6, students will cite textual evidence to support evidence.

**RI**— In grade 4, students were asked to explain what happened and why based on information in the text. **In grade 5,** students explain the relationships or interactions between two or more individuals or
ideas. In grade 6, students will analyze in detail how the key individual or idea are introduced, illustrated, and elaborated on in a text.

In grade 4, students were asked to read and comprehend informational text by the end of the year. **In grade 5, students read and comprehend the appropriate text band.** In grade 6, students will read and comprehend informational text with scaffolding.

**RF** — In grades 4 and 5 students will read grade-level appropriate texts.

**W** — In grade 4, students wrote an opinion piece on topics or texts to support a point of view with reasons and information. **In grade 5, students use ideas to support the writer's purpose.** In grade 6, students will write arguments to support claims with clear reasons and relevant evidence.

Students in grade 4, students conducted short research projects that built knowledge of investigation of different aspect of a topic. **In grade 5, students use multiple resources to conduct short research projects.** In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

Students in grade 4, students recalled relevant information from experiences or gathered relevant information from print and digital sources as well as taking notes and organizing information. **In grade 5, students summarize or paraphrase information in notes.** In grade 6, students will assess the credibility of each source and avoid plagiarism.

**In grades 4, 5, and 6 students produce clear and coherent writing that is appropriate to task.**

In grade 4, students developed and strengthened writing by planning, revising, and editing. **In grades 5 and 6, students try a new approach, using all parts of the writing process.**

In grade 4, 5, and 6 students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**SL** — In grades 4 and 5, students report on a topic or text, tell a story, or recount an experience using appropriate facts and relevant detail; they speak clearly at an understandable pace. In grade 6, students will present claims and findings using pertinent descriptions to accentuate main ideas and themes; they will use appropriate eye contact, adequate volume, and clear pronunciation.

In grade 4, students were asked to spell grade-appropriate words. **In grade 5, students are asked to use underlining, quotation marks, or italics to indicate titles.** This strand does not exist for grade 6.

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions, or states of being. **In grade 5, students use domain-specific words to signal contrast, addition, and other logical relationships.** In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.
Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

**Argument**

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

**Three Tiers of Words**

- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate, specificity,* and *accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- Tier Three words (what the Standards refer to as *domain---specific* words) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
Terminology
No new terminology at this time.

Challenging Concepts
No new challenging concepts at this time.

Online Resources

**Common Core State Standards, Appendices, and PARCC Assessments**

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- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Grade 5 English Language Arts, Quarter 3, Unit 3.3
Writing a Closing Argument—Persuasive Writing

Overview

**Number of instructional days:** 15 (1 day = 60 minutes)

By the end of this unit, students will analyze multiple accounts of the same event and compose a well-constructed closing argument based on opinions they have formulated. All closing arguments must be related to the opinion presented. All compositions should be clear and appropriate to task. The writing process is implemented with the guidance of peers and adults. Students demonstrate a command for the conventions of standard English. Students engage effectively and collaboratively in discussions.

Students should be able to report on a topic and present their findings using multimedia to collect information.

Multiple resources (digital and print) should be made readily available to the students to support their arguments. We are still leading up to the big research project in quarter 4, therefore, students need to perfect the process of research in this unit. Teachers should introduce and clearly explain the concept of an argument and how to defend it using evidence. During their investigations, students should paraphrase evidence to support their opinions. Opportunities should be provided for students to collaborate and share their ideas.

In Unit 3.2, students had the opportunity to write a defensible argument. In this unit, students refine that skill by producing a credible closing argument. This unit refines the research skill by locating evidence to support their arguments and opinions. Careful consideration should be given to the validity of the resources and evidence provided to support student arguments/opinions.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

**Concepts to Be Learned and Skills to Be Used**

- **ANALYZE** multiple accounts of the same event or topic.
  - GATHER relevant information from print or digital resources.
  - RECALL relevant information from experiences.
  - ENGAGE effectively in a range of collaborative discussions.
Grade 5 English Language Arts, Quarter 3, Unit 3.3

Writing a Closing Argument—Persuasive Writing (15 days)

- **REPORT a topic and PRESENT and opinion.**
  - SUMMARIZE the points a speaker makes and EXPLAIN how each claim is supported by evidence.
  - INCLUDE multimedia components in presentations.
  - ADAPT speech to a variety of contexts and tasks, using formal English when appropriate.

- **WRITE an opinion piece on topics or texts that support a point of view.**
  - PRODUCE clear and coherent writing appropriate to task, purpose, and audience.
  - SUMMARIZE or PARAPHRASE information in notes and finished work.
  - AQUIRE and USE grade-appropriate general academic and domain specific words and phrases.
  - SEQUENCE ideas using facts and details to SUPPORT main ideas.
  - DEMONSTRATE a command the conventions of standard ENGLISH including parts of speech, punctuation, and spelling.

- **CONDUCT a short research project.**
  - PROVIDE a list of sources.
  - DEVELOP and STRENGTHEN writing as needed with guidance and support from peers and adults.

**Essential Questions**

- What is a closing argument and when do we use it?
- How is persuasive writing helpful in accomplishing an objective?
- What words or phrases signal persuasive writing?
- Where would you encounter persuasive writing?
- What’s the difference between paraphrasing and quoting?
- Why is it important to revisit and revise a piece of writing?
- What is the purpose and function of a concluding statement?
# Written Curriculum

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**The following standards are the focus of this unit of study:**

## Reading Standards for Informational Text

**Craft and Structure**

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Writing Standards

**Text Types and Purposes**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

  d. Provide a concluding statement or section related to the opinion presented.

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.

**The following standards reinforce and/or support the unit of study focus standards:**

## Writing Standards

**Production and Distribution of Writing**

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
### Language Standards

#### Conventions of Standard English

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

#### Vocabulary Acquisition and Use

**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 Standards

##### Comprehension and Collaboration

**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.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

##### Presentation of Knowledge and Ideas

**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 (e.g., graphics, sound) and visual displays in 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. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
The following standards recur through many/all of the units of study:

**Reading Standards: Foundational Skills**

**Fluency**

RF.5.4     Read with sufficient accuracy and fluency to support comprehension.
   a.    Read on-level text with purpose and understanding.

**Reading Standards for Literature**

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

**Reading Standards for Informational Text**

**Range of Reading and Level of Text Complexity**

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.

**Writing Standards**

**Range of Writing**

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.

**Clarifying the Standards**

*Key:* RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — In grades 4-6, students read and comprehend literature including stories, dramas, and poetry, in the grades appropriate text complexity band with scaffolding as needed.

**RI** — In grade 4, students compared and contrasted a first- and second-hand account of the same event or topic. In grade 5, students analyze multiple accounts of the same event or topic, noting similarities and differences. In grade 6, students will be able to determine the author’s point of view or purpose.

In grade 4, students were asked to integrate information from two texts on the same topic in order to write or speak about the topic knowledgably. In grade 5, students integrate information from several texts. In grade 6, students will compare and contrast key details in two texts on the same topic.

In grade 4, students were asked to read and comprehend information text by the end of the year. In grade 5, students read and comprehend the appropriate text band. In grade 6, students will read and comprehend informational text with scaffolding.
In grades 4 and 5, students read with sufficient accuracy and fluency to support comprehension. This should include reading with purpose and understanding.

W— In grades 4 and 5, students link opinion and reasons using words and phrases, providing a concluding statement for the opinion presented. In grade 6, students will use words, phrases, and clauses to clarify relationships among claims while maintaining a formal style of writing.

In grade 4, 5, and 6 students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. Students in grade 4 conducted short research projects that built knowledge of investigation of different aspects of a topic. In grade 5, students use multiple resources to conduct short research projects. In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

Students in grade 4 recalled relevant information from experiences or gathered relevant information from print and digital sources as well as taking notes and organizing information. In grade 5, students summarize or paraphrase information in notes. In grade 6, students will assess the credibility of each source and avoid plagiarism.

In grades 4 and 5, students pose and respond to questions for clarity. In grade 6, students will pose and respond to questions in order to elaborate and provide details.

In grade 4, students identified the reason and evidence the speaker provided to support particular points. In grade 5, students summarize the points a speaker makes and explain how each claim is supported. In grade 6, students will distinguish between claims that are supported by evidence from the claims that are not.

In grades 4 and 5, students report on a topic or text, using appropriate facts and relevant descriptive details to support main ideas or themes; speaking clearly and in an understandable pace. In grade 6, students will report on a topic or text, using appropriate facts and relevant descriptive details to support main ideas or themes; speaking clearly, in an understandable pace, making eye contact, and using adequate volume.

In grades 4 and 5, students use multimedia to enhance the development of themes or main ideas. In grade 6, students will use multimedia to clarify information.

In grades 4, 5, and 6, students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.

L— In grade 4 students were asked to use knowledge of language and its conventions when writing, speaking, reading or listening specifically, choosing punctuation for effect. In grade 5, students compare and contrast the varieties of English used in stories, dramas, and poems. In grade 6, students will maintain consistency in style and tone.

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions or states of being. In grade 5, students use domain-specific words to signal
contrast, addition, and other logical relationships. In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Terminology

No new terminology at this time.

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

• http://corestandards.org/the-standards
• http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites
• New Mexico Department of Education: http://newmexicocommoncore.org/
• Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx
• New York Department of Education (PARCC): http://engageny.org/common-core/

General Sites
• A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
• Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
• Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
• Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 5 English Language Arts, Quarter 4, Unit 4.1
Engaging in and Writing a Research Project

Overview

Number of instructional days: 30 (1 day = 60 minutes)
By the end of this unit, students will compose a well-constructed research paper. Students gather information from multiple sources, summarize the information, and compile the information into a multi-paragraph format complete with a bibliography. Students acquire and accurately use grade-appropriate academic words or phrases within their compositions. During the research process, students engage in collaborative discussions and provide peer feedback as well as refining their own ideas. Students routinely develop and strengthen their writing through implementation of the writing process.

This research project is the culmination of our writing practices and the writing process should be refined. Students need multiple opportunities and ample time to read, review, and edit their peer’s writing project. Rubrics/checklists should be made readily available for students to complete the writing process. Since the foundation of research is summarization, direct quotations should be monitored and limited.

All short research projects in previous units have been foundational practice leading up to the bigger research project outlined in this unit. The focus of this unit should be the research process. The following unit emphasizes analysis and publication of this final research project.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- CONDUCT a short research project.
  
  o PROVIDE a list of sources.
  o DRAW on information from multiple print or digital resources.
  o LOCATE an answer quickly.
  o BUILD knowledge through investigation.
  o GATHER relevant information from print or digital resources.
  o SUMMARIZE or PARAPHRASE information in notes and finished work.
  o SOLVE a problem efficiently.
• WRITE routinely over extended and short time frames.
  o RECALL relevant information from experiences.
• PRODUCE clear and coherent writing appropriate to task, purpose and audience.
  o DEVELOP and STRENGTHEN writing as needed with guidance and support from peers and adults.
  o AQUIRE and USE grade appropriate general academic and domain specific words and phrases.
  o ENGAGE effectively in a range of collaborative discussions.
  o PREPARE for discussion by READING or STUDYING required material.

Essential Questions
• What question is guiding my research?
• What possible resources might provide information related to my question?
• How do I know my resources are reliable?
• Am I gathering information responsibly and ethically?
• Have I thoroughly answered my focus question?
• Why is it important to revisit and revise a piece of writing?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Informational Text

Integration of Knowledge and Ideas
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).
Writing Standards

Research to Build and Present Knowledge

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.

The following standards reinforce and/or support the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

Language Standards

Conventions of Standard English

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

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.

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.5.6 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 Standards

**Comprehension and Collaboration**

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.

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.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

*The following standards recur through many/all of the units of study:*

### Reading Standards for Literature

**Range of Reading and Level of Text Complexity**

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 text complexity band independently and proficiently.

### Reading Standards for Informational Text

**Range of Reading and Level of Text Complexity**

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.

### Writing Standards

**Range of Writing**

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.

### Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

- **RL**—No focus standards at this time.
- **RI**—In grade 4, students interpreted information and explained how the information aided in comprehension of the text. In grade 5, students draw on information, answer quickly, and solve problems efficiently. In grade 6, students will integrate information presented in different formats to develop in the understanding of a topic or issue.
- **RF**—No focus standards at this time.
W— In grades 4, 5, and 6, students write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Students in grade 4 conducted short research projects that built knowledge of investigation of different aspects of a topic. In grade 5, students use multiple resources to conduct short research projects. In grade 6, students will conduct short research projects using multiple resources to answer a specific question while staying on topic.

Students in grade 4 recalled relevant information from experiences or gathered relevant information from print and digital sources as well as taking notes and organizing information. In grade 5, students summarize or paraphrase information in notes. In grade 6, students will assess the credibility of each source and avoid plagiarism.

In grades 4, 5, and 6, students produce clear and coherent grade-specific writing in which the development and organization are appropriate to task, purpose, and audience.

In grades 4, 5, and 6, with guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising and editing.

SL— In grades 4, 5, and 6, students study for, prepare for, and engage effectively in a range of collaborative discussions with diverse grade level partners, building on others ideas, and expressing their own ideas clearly.

L— Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions, or states of being. In grade 5, students use domain-specific words to signal contrast, addition, and other logical relationships. In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.

Students in grade 4, 5, and 6 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. Students must consult both print and digital materials to clarify the precise meaning of key words.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
United States? What is an X‐ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

**Argument**

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.
Terminology

No new terminology at this time.

Challenging Concepts

No new challenging concepts at this time.

Online Resources

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
- [http://www.parcconline.org/](http://www.parcconline.org/) PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

- New Mexico Department of Education: [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- Rhode Island Department of Education (PARCC): [http://www.ride.ri.gov/Division-EEIE/transition.aspx](http://www.ride.ri.gov/Division-EEIE/transition.aspx)

**General Sites**

- A resource for student writing samples: [http://www.edsteps.org/CCSSO/Home.aspx](http://www.edsteps.org/CCSSO/Home.aspx)
- Links to several sites with Common Core Resources: [http://gettingsmart.com/cms/edreformer/10-common-core-resources/](http://gettingsmart.com/cms/edreformer/10-common-core-resources/)
- Lessons and Assessments, some aligned to Common Core: [http://learnzillion.com/overview](http://learnzillion.com/overview)
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin

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Grade 5 English Language Arts, Quarter 4, Unit 4.2  
Publishing and Presenting Research

Overview

Number of instructional days: 15 (1 day = 60 minutes)

By the end of this unit, students will have produced, published, and presented their research project. Students utilize multimedia to publish their composition. When presenting a project, students speak in a clear tone and use an understandable pace.

Options for multimedia publishing can include, but are not limited to Powerpoints, Word documents, internet templates and student-created web pages. Each student should be given the opportunity to practice oral presentation prior to their evaluated presentation. Teachers should utilize a flexible rubric to evaluate presentations and provide immediate, constructive feedback.

The research project in quarter 4 is intended to be foundational for future expectations in grade 6 and beyond. These skills are refined in grade 6. When working with keyboarding, it’s recommended that students strive to type a minimum of two pages in one sitting.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- DRAW on information from multiple print or digital resources.
- RECALL relevant information from experiences.
- AQUIRE and USE grade appropriate general academic and domain specific words and phrases.
- SUMMARIZE or PARAPHRASE information in notes and finished work.
- USE knowledge of English and its conventions to EDIT writing.
  - IMPROVE sentence structure.
- DEVELOP and STRENGTHEN writing as needed with guidance and support from peers and adults.
- USE technology to PUBLISH writing.
- PROVIDE a list of sources.
Essential Questions

- What are the qualities of an effective presentation of research?
- How will I share and present my information?
- How does using multimedia accommodate all learning modalities?
- How do I effectively deliver my information using multimedia?
- How do I keep my audience actively engaged during my presentation?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Writing Standards

Production and Distribution of Writing

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 keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

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.

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Speaking and Listening Standards

Presentation of Knowledge and Ideas

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 (e.g., graphics, sound) and visual displays in 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. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

The following standards reinforce and/or support the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

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.)

Language Standards

Conventions of Standard English

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use

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 Standards

Comprehension and Collaboration

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.
   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.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
The following standards recur through many/all of the units of study:

**Reading Standards: Foundational Skills**

**Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.

**Reading Standards for Literature**

Range of Reading and Level of Text Complexity

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 text complexity band independently and proficiently.

**Reading Standards for Informational Text**

Range of Reading and Level of Text Complexity

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.

**Clarifying the Standards**

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — In grade 4, students read and comprehend literature including stories, dramas, and poetry. **In grade 5, students read and comprehend informational texts.** In grade 6, students will read and comprehend literature in grades 6-8 complexity band with scaffolding as needed at the high end of the range.

**RI** — In grades 4 and 5, students read and comprehend informational texts, including history/social studies, science, and technical texts. In grade 6, students will read and comprehend literary nonfiction in the grades 6-8 complexity band with scaffolding as needed.

**RF** — In grade 4 and 5, students read on-level texts with purpose and understanding with sufficient accuracy and fluency to support comprehension.

**W** — Students in grade 4 recalled relevant information from experiences or gathered relevant information from print and digital sources as well as take notes and organize information. **In grade 5 students will summarize or paraphrase information in notes.** In grade 6 students will assess the credibility of each source and avoid plagiarism.

In grades 4, 5, and 6, students produce clear and coherent grade-specific writing in which the development and organization are appropriate to task, purpose, and audience.
In grades 4, 5, and 6, with guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.

In grades 4, 5, and 6, students draw evidence from literary informational texts to support analysis, reflection, and research; they explain how an author uses reason and evidence to support particular points in a text.

SL— In grades 4, 5, and 6 students study for, prepare, and engage effectively in a range of collaborative discussions with diverse grade level partners, building on others ideas, and expressing their own ideas clearly.

In grades 4 and 5, students report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly in an understandable pace. In grade 6, students will report on a topic or text, using appropriate eye contact and adequate volume.

In grades 4, 5, and 6, students add audio recordings and visual displays to presentations when appropriate to enhance development of main idea and themes.

In grade 4, students differentiated between contexts that called for formal English in situations and those where informal discourse was appropriate; they used formal English when appropriate to task and situation. In grades 5 and 6, students adapt speech to a variety of contexts using formal English when appropriate.

L— In grades 4, 5, and 6, students appropriately utilize standard English conventions including spelling grade appropriate words and consulting references as needed.

In grade 4, students chose words and phrases to convey ideas precisely. In grade 5, students expand, combine, and reduce sentences for meaning, reader/listener interest, and style. In grade 6, students will vary sentence patterns for meaning, reader/listener interest, and style.

Students in grade 4 acquired and used domain-specific words and phrases including those that signaled precise actions, emotions, or states of being. In grade 5, students use domain-specific words to signal contrast, addition, and other logical relationships. In grade 6, students will use domain-specific words to gather vocabulary knowledge when considering a word or phrase when important to comprehension or expression.
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

**Informational/Explanatory Writing**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.
**Argument**

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

**Terminology**

No new terminology in this unit.

**Challenging Concepts**

No new challenging concepts in this unit.

**Online Resources**

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
- [http://www.parcconline.org/](http://www.parcconline.org/) PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

- New Mexico Department of Education: [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
• Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transitio.aspx
• New York Department of Education (PARCC): http://engageny.org/common-core/

General Sites

• A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
• Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
• Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
• Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools