



GRADE 5

ELA CCGPS UNIT PLAN: 1st 9 Weeks

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

PRIMARY READING FOCUS: Literary

THEME: Perspectives in Time

EXTENDED TEXT: *Steal Away Home*, by Lois Ruby, (890L)

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

1. *Little Blue and Little Yellow*, Leo Lionni, read aloud, (210L)
2. "How Violence is Ended: A Buddhist Legend", readers' theater script, Aaron Shephard, (690L) <http://www.aaronshp.com/rt/RTE16.html>
3. *The Sneetches*, book, Dr. Suss (NP)
4. *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, Patricia C. McKissack, book excerpt (790L) <http://www.scholastic.com/teachdearamerica/pdf/APictureOfFreedom.pdf>
5. "Children's Rhymes", Langston Hughes, poem (NP) <http://www.poemhunter.com/poem/children-s-rhymes/>
6. "Democracy", Langston Hughes, poem (NP) http://www.poemhunter.com/i/ebooks/pdf/langston_hughes_2004_9.pdf
7. *This is the Dream*, Diane Shore, book, (NP)
8. *Narrative of the Life of Frederick Douglass*, Frederick Douglass (1080L) <http://www.historyisaweapon.com/defcon1/dougeduc.html>
9. "Emancipation Proclamation", Speech, Abraham Lincoln (950L) <http://www.pbs.org/wgbh/aia/part4/4h1549t.html>
10. T.R. Davidson interview, Interview recounting Jim Crow Laws (810L) http://www.pbs.org/wnet/jimcrow/narrative_davidson.html
11. Jim Crow Laws <http://academic.udayton.edu/race/02rights/jcrow02.htm>
12. *Dear Mrs. Parks: A Dialogue with Today's Youth*, book excerpt, Rosa Parks (850L)
USE GALILEO FOR THE FOLLOWING LINKS IF NECESSARY (SOME MAY BE PASSWORD PROTECTED)
13. "Reap the Whirlwind," Duane Damon, article, (1000L) <http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=ndh&AN=6995078>
14. *A Mighty Long Way from Little Rock*, article, Andrea Seabrook, (750L) <http://web.ebscohost.com/srck5/detail?vid=3&hid=108&sid=1bc63e4a-8060-4459-a3fa-901f983ec72f%40sessionmgr12&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=nfh&AN=6XN200908261501>
15. *Prejudice Today*, Collin Allgaier, article, (870) <http://web.ebscohost.com/srck5/detail?vid=7&hid=108&sid=dc18e529-ad1d-4ec3-8350-952e23c7a9b0%40sessionmgr11&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=prh&AN=14936007>

SUPPLEMENTARY MATERIAL:

1. Follow the Drinking Gourd, video with song lyrics <http://www.youtube.com/watch?v=DpljPr63paw>
2. Follow the Drinking Gourd, video of book http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDAQtwlwAg&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dm8UB8vXS3ro&ei=P2ZGT-mDIMm1twfI5MiVDg&usq=AFQjCNHB33_YPY3nA2ml6wiqM96WMMmKQA&sig2=pnr-tAtepeo9z0RTBnVGig

3. Bill of Rights Rap, video with song and lyrics <http://www.youtube.com/watch?v=I7RxrQJrdh4>
4. Slavery Photo Tour, History.com <http://www.history.com/topics/harriet-tubman/photos#>
5. The Underground Railroad: Escape from Freedom, Scholastic webquest http://teacher.scholastic.com/activities/bhistory/underground_railroad/
6. Reading of the Emancipation Proclamation, video, 1:25-6:58 http://www.youtube.com/watch?v=jz7jUuz_XLQ
7. Jim Crow PowerPoint, slide show with segregation era photos <http://www.slideshare.net/tranceking/jim-crow-signs-powerpoint>
8. *I Have a Dream*, Speech, Martin Luther King http://www.teachertube.com/viewVideo.php?video_id=20916
9. Civil Rights Timeline <http://www.infoplease.com/spot/civilrightstimeline1.html>

PRIMARY WRITING FOCUS: Opinion

1. In the book *Steal Away Home*, Dana states that her parents do not tell her what to do. Instead of dictating Dana's decisions, her parents provide her with options and advice that allow her to make her own choices. James' parents have a different parenting style. He is told explicitly what he may and may not do. In your opinion, which is the better parenting style. Be sure to support your answer with examples and/or quotations from the text.
2. Have students respond to the following prompt. In *Steal Away Home*, *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, and *Narrative of the Life of Frederick Douglass*, the ability to read is treated as a type of freedom. Write an essay that establishes your opinion about the importance of reading. Use text citations and references to defend your opinion.
3. James' parents have differing opinions on how to approach the fight against slavery. Speaking to James, Mrs. Weaver says, "Pa and I are of the same mind on this slavery business. He's doing it his way, I'm doing it mine." Refer to the text to determine Mr. Weavers approach to the fight against slavery. Write an essay that expresses which approach is superior in your opinion. Be sure to use citations and examples from the text to defend your opinion.
4. Using your prior knowledge and experiences, all of the reading from this unit, and any independent research you may choose to do, answer the following question. America has made many gains in providing equal rights for all people. Do you think equality for all has been achieved? Defend your opinion with citations and examples from any text we have read or you have researched.

Narratives:

1. Using *Steal Away Home* as a guide, recall that Quakers believe in the use of nonviolent strategies to solve conflicts. Additionally, many Quakers believed that slavery was a violation of basic rights. Write a narrative about a Quaker during the era of the Underground Railroad. Be sure to establish the situation and setting, include descriptive details, provide a clear sequence of events, and give a conclusion.
2. *The Sneetches* and *Little Blue and Little Yellow* are examples of children's literature that tell a story about Civil Rights issues. Going through the entire writing process, write a story with a civil rights issue as the conflict. Be sure to establish the situation and setting, include descriptive details, provide a clear sequence of events, and give a conclusion.

Informational:

1. In the readers' theater script "How Violence is Ended", Prince Dighiti states "violence is ended by *Non*violence." Using what you know from class readings, your own background knowledge, and independent research, write an essay that explains what the meaning of this quote. Be sure to include direct references to Civil Rights issues, text references and examples, and personal connections to topic.

Research Connections: (Optional)

1. Using http://library.thinkquest.org/J0112391/civil_rights_leaders.htm. Select two historical figures of the Civil Rights movement to conduct research

about. Following completion of the research, you will need to complete a multimedia presentation that depicts and explains the relationship between these two individuals in the context of their historical contributions to the Civil Rights movement. Acceptable multimedia presentation formats include; Prezi (<http://prezi.com/>), PowerPoint, interactive whiteboard software, Photo Story, Movie Maker and other selections approved directly with the teacher. Be prepared to present your report to the class.

Routine Writing Opportunities:

1. Connecting text to actual historical events
2. Biographies of important historical figures of the era
3. Cornell notes
4. Respond to the text while practicing the standards from the language domain
5. Reflect on the text
6. Keep an interactive notebook while reading
7. Write and make predictions
8. Create written correspondences to characters in the text
9. Summarize excerpts from the text

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT: In the book *Steal Away Home*, Dana states that her parents do not tell her what to do. Instead of dictating Dana's decisions, her parents provide her with options and advice that allow her to make her own choices. James' parents have a different parenting style. He is told explicitly what he may and may not do. In your opinion, which is the better parenting style. Be sure to support your answer with examples and/or quotations from the text.

SKILL BUILDING TASKS

APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4

APPROXIMATELY 3 WEEKS FOR GRADE 5

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can visuals be used to make predications and support opinions?

Task: Build background knowledge

Standards:

ELACC5RI7: 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.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 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.
- 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.

ELACC5W10: 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 audience

ELACC5SL1: 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.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Instruction:

- Provide instruction on how to begin and utilize an interactive notebook. Many great resources can be found at <http://interactive-notebooks.wikispaces.com/>
- Activate background knowledge by sharing the Bill of Rights rap <http://www.youtube.com/watch?v=I7RxrQJrdh4>
- Have students discuss the rights enumerated in the Bill of Rights
- Explore Slavery Photo Tour, History.com <http://www.history.com/topics/harriet-tubman/photos#>
- Discuss how slavery violates the Bill of Rights, call upon the viewed material to support answers
- Have students create a journal entry in their interactive notebook responding to their thoughts on slavery and the violation of the Bill of Rights
- Establish rules and protocols for classroom and group discussions
- Conclude with a discussion about how slaves might have escaped slavery

Differentiation Option(s):

Help support student discussion by moving around the room and adding to conversation.

ESSENTIAL QUESTION: How do readers use their context clues and resources to determine the meaning of unfamiliar vocabulary?

Task: Establish norms and procedures, begin reading

Standards:

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5W4: 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.)

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5L1: 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.

ELACC5L4: 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.

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.

Instruction:

- Establish expectations for reading
- Pre-teach the unacceptable nature of some of the wording used in *Steal Away Home*, explain that the author chose to use these words to establish characterization, reiterate the derogatory and unacceptable nature of such words
- Provide explicit instruction on how to take notes on the text using the interactive notebooks. You may choose to use the Cornell method for note taking <http://coe.jmu.edu/LearningToolbox/cornellnotes.html>. Notes should be taken each day reading occurs
- In the interactive notebook, students should include pages for new vocabulary. You may choose to have one vocabulary page for each chapter or specific sections of the book. Students will use the resources available (i.e. dictionaries, thesauruses, computers, electronic devices, etc.) to determine the meaning, synonyms, and antonyms of the vocabulary words chosen.
- Provide explicit instruction on the Frayer model for learning vocabulary <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>
- Instruct how to use context clues as method to determine word and/or phrase meaning
- Introduce conjunctions
- Conduct group read aloud of Chapter 1 and 2, point out conjunctions while reading
- Guide students in selecting the vocabulary for the interactive notebook vocabulary page
- Discuss the changing point of view being used in *Steal Away Home*, identify the narrator from chapter 1 and 2
- Conduct a ticket out the door check for the notes in the interactive notebook

***Assessment Opportunity**

Homework: Read chapter 3, write a discussion about the dialect used by the different characters. This will be discussed in class tomorrow.

Differentiation Option(s):

For students who struggle with note-taking, pair them with a note buddy. This person can help guide the note-taking process and provide model notes when needed.

ESSENTIAL QUESTION: How do dialects convey differences in characters?**Task: Discuss dialect, read****Standards:**

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5W4: 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.)

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L1: 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.

ELACC5L3: 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.

ELACC5L4: 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.

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.

Instruction:

Discuss homework

Compare and contrast the dialects being used in *Steal Away Home*

Discuss the purpose for each of the dialects, focus the discussion on the different dialect of the modern, historical, Quaker, townspeople, and former slave characters

Partner students to complete a modified version of the Think, Pair, Share strategy <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>. Students will read, think about the occurrences in the book, and share their opinions and thoughts.

Provide explicit instruction in verb tense

Read chapter 4 in groups paying attention to the use of conjunctions and verb tense

Monitor students selection of vocabulary for the interactive notebook vocabulary page

For closure, conduct an interactive notebook check

***Assessment Opportunity**

Homework: Students should write a summary to explain why an author uses different dialects when writing.

Differentiation Option(s):

Teachers should be cognizant of student needs when planning partner activities. Additionally, verbal and written directions

ESSENTIAL QUESTION: How does an author illustrate a theme?

Task: Compare and Contrast

Standards:

ELACC5RL2: 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.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L1: 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.

Instruction:

Discuss homework

Review portions of chapter 4, paying close attention to the question James asks his father and his father's response, "Words speak softer than actions.

But, there's nothing more powerful than the word"

- Read the readers theater script "How Violence is Ended: A Buddhist Legend" <http://www.aaronsherp.com/rt/RTE16.html>.
- Discuss and instruct on the concept of theme, <http://www.learner.org/interactives/literature/read/theme1.html> provides helpful instruction for teaching students about theme
- Provide explicit instruction in how to organize compare and contrast writing assignments
- In their interactive notebooks, students should compare and contrast the theme of nonviolence conquering violence from "How Violence is Ended" and *Steal Away Home*
- Explicitly instruct how to structure informational writing
- Allow students time to revise their writing, point out this step in the writing process
- Students will share their findings and thoughts in a whole group discussion
- As a ticket out the door, ask students to explain the concept of theme

***Assessment Opportunity**

Differentiation Option(s):

Struggling readers may feel more comfortable with a readers theater role that has minimal speaking. Students who are capable readers, however, may prefer a role with multiple speaking parts. Consider the reading abilities of the students when assigning readers theater roles.

ESSENTIAL QUESTION: How does point of view influence the description of events?

Task: Determine how point of view influences description

Standards:

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

ELACC5W10: 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.

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

Instruction:

Explicitly instruct on prepositions, teachers may choose to use <http://www.chompchomp.com/terms/preposition.htm> to help demonstrate how prepositions show location in space and time (information after the large box on the website should not be discussed)

Read aloud chapter 5 and 6

Note prepositions and conjunctions while reading, discuss if prepositions are showing location in time or space

Discuss how one knows who the narrator is in *Steal Away Home*
Provide explicit instruction about how a narrator's or speaker's voice influences the description of events
Continue to point out themes of nonviolence
Guide students in selecting the vocabulary for the interactive notebook vocabulary page
Review planning and organizing narrative writing, connect to the reading through group discussion
Write a journal entry in the interactive notebooks from the perspective of a supporting character from the novel.

Differentiation Option(s):

For struggling learners, limited differentiation would be required for this lesson. These students would be allowed to choose the perspective they would like to complete their journal entry from. To extend this lessons for accelerated learners, students could choose two conflicting perspectives to write a journal entry from. This would allow students to experience how point of view influences the description of events.

ESSENTIAL QUESTION: How does point of view influence the description of events?

Task: Rewrite a scene from a different point of view

Standards:

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5W10: 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.

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5SL6: 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 for specific expectations.)

Instruction:

Discuss possible alterations in the story line if *Steal Away Home* was written from Dana's mom's perspective, Mrs. Weaver's perspective or Jeremy's perspective.

Work in partner groups to rewrite a scene from a different point of view, circle all prepositions and underline all conjunctions used

Discuss author's purpose when choosing a narrator

Read chapter 7

Differentiation Option(s):

Group students selectively to help support or extend learning as needed. This would be an ideal time to re-teach concepts to students who have not grasped previously covered material.

ESSENTIAL QUESTION: How do speaking quotations differ from quotes when referencing a specific area of text?

Task: Group read, respond to text supporting opinion with references

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5W8: 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.

ELACC5W9: 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]”).

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L1: 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.

Instruction:

Introduce interjections, <http://ds151.k12.sd.us/interjections.html> provides some fun information to support the teaching of interjections including the video for *Interjections!* from the *School House Rock* series

Practice writing interjections

Discuss how you recognize dialog and speaking in a text, focus on proper usage of quotation marks

Identify dialog in *Steal Away Home*, point out any interjections

Explain the difference between narrative dialog and quotes used to reference other material

Provide guiding instruction in using primary quotes from a text, this instruction will include proper formatting of the title of a work, this will be continued throughout the unit

In groups, students will read chapter 8

Monitor student selection of vocabulary for the interactive notebook vocabulary page

Provide explicit instruction in the planning and writing of an opinion piece, connect to using text references

Have students respond to the following question. What kind of life do you think Ahn had before arriving in America? Connect to what you know about the Bill of Rights and Civil Rights. Use primary citations to support your answer.

For closure, discuss the responses and citations used to support the students’ opinions.

Homework: Students should read chapter 9.

Differentiation Option(s):

For struggling students, provide assistance to locate the citations that would support their opinion. Students who need more of an extension activity, may choose to conduct some brief research using available technology to better support their opinion.

ESSENTIAL QUESTION: How are words, phrases, and clauses used to link opinions?

Task: Read aloud, analyze setting, practice using transition words and vocabulary through a reader response

Standards:

ELACC5RL3: 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).

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]”).

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L4: 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.

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.

Instruction:

Discuss last night's reading

Read chapters 10 and 11 aloud, use the guided reading format

Have students create a list of conjunctions, interjections, and prepositions while reading

Allow students to independently select vocabulary for the interactive notebook vocabulary page

Discuss the different settings of the novel and how the author uses language to convey a specific mood

Provide explicit instruction and modeling in using words to link opinions, ideas, words, phrases, and clauses, use <http://larae.net/write/transition.html> to help guide instruction

In the interactive notebook, have students write a response to the text expressing how the author establishes a mood for the setting. Students should use text references from *Steal Away Home* to support their opinion. Additionally, students must strive to use at least three of their previous vocabulary words and two examples of transition words. Vocabulary words should be indicated by underlining, transition words should be circled.

- For closure, conduct a ticket out the door check of the interactive notebook

***Assessment Opportunity**

Homework: Students should read chapter 12.

Differentiation Option(s):

Students who struggle may need multiple exposures to transition words. A list of these words with their purpose may help support their learning. Students who need to have their learning extended may prefer a challenge to include additional vocabulary and transition words.

ESSENTIAL QUESTION: What is the purpose of using figurative language?

Task: Read aloud, identify figurative language

Standards:

ELACC5RL2: 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.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- 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.

ELACC5W6: 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.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5L5: 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.

Instruction:

Discuss the homework

Provide explicit instruction in figurative language, teachers can find a variety of PowerPoint presentation to support this instruction at

<http://www.freeclubweb.com/powerpoints/languagearts/figurative.html>

Read aloud chapters 13 and 14 pointing out the use of figurative language and other literary devices (similes, metaphors, idioms, adages, and proverbs)

In groups, students should discuss uses of figurative language from previously read chapters

Students should create a figurative language page in their interactive notebooks

Allow students to independently select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials

Students should create a figurative language and literary device page in their interactive notebooks

For closure, conduct an interactive notebook check

***Assessment Opportunity**

Homework: Students will read chapter 15 and identify any figurative language they may encounter in the text.

ESSENTIAL QUESTION: How does an author establish a theme?

Task: Group read, respond to opinion prompt

Standards:

ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELACC5RI10: 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.

ELACC5W10: 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.

ELACC5SL6: 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 for specific expectations.)

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

ELACC5L4: 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.

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.

Instruction:

Discuss homework and the reference to Martin Luther King Jr.

Allow students time to research the reference and connect to the nonviolence of the Quakers

Group read chapter 16 in a literature group format

Discuss how the author has been using specific literary elements to establish a theme in both settings
Discuss how the theme of nonviolence and equality is relevant to both time periods
Review writing opinion pieces

Have students respond to the following prompt. In the book *Steal Away Home*, Dana states that her parents do not tell her what to do. Instead of dictating Dana's decisions, her parents provide her with options and advice that allow her to make her own choices. James' parents have a different parenting style. He is told explicitly what he may and may not do. In your opinion, which is the better parenting style. Be sure to support your answer with examples and/or quotations from the text. Papers should be typed using resources to correct spelling, grammar, and punctuation. All titles should be formatted correctly.

Conduct an interactive notebook check

***Assessment Opportunity**

Differentiation Option(s):

Be certain that all students have adequate time to express their thoughts in the essay. Allow all students an opportunity to share their thoughts about the characters. During the discussion of figurative language, group students selectively so as to provide support or challenge depending on the individual needs of the students.

ESSENTIAL QUESTION: How does an author engage readers?

Task: Identify and respond to strategies authors use to engage readers

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L4: 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.

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.

ELACC5SL6: 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 for specific expectations.).

Instruction:

Read aloud chapter 17 modeling appropriate rate and prosody

Discuss how the author uses dialog, description, and pacing to establish reader interest and create suspense

Analyze how the chapters fit together to form an overall structure for the novel

In their interactive notebooks, students should answer the following question. Is the author of *Steal way Home* engaging you as a reader? What strategies are they using to grab your attention? Be sure to use references to the text.

Allow students to independently select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials

***Assessment Opportunity**

Differentiation Option(s):

Be certain to provide the necessary writing support to students who struggle with writing. For students who need a challenge, provide them with a revised form of the response question. Have them answer the following instead. Think of your favorite book. What strategies did the author use to engage you as a reader? Compare and contrast the strategies used in your favorite book and *Steal Away Home*. What strategies are most effective at engaging you as a reader?

ESSENTIAL QUESTION: How can a reader connect a text to other texts, personal experiences, or world occurrences?

Task: Read aloud, complete webquest, complete writing activity

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELACC5RI10: 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.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5W10: 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.

ELACC5SL1: 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

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.

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

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

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L2: 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.

Instruction:

Silently read chapter 18

Allow students to independently select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials

Review each of the writing purposes and their structure

In groups, students should complete The Underground Railroad: Escape from Freedom, Scholastic webquest

http://teacher.scholastic.com/activities/bhistory/underground_railroad/

Instruct the students to pick one of the multiple writing activities on the webquest to complete, the completed writing should be included in the interactive notebook

Complete the "Tell the Story" activity at the end of the webquest, print, and staple into the interactive notebooks

Conduct a ticket out the door, interactive notebook check

***Assessment Opportunity**

Differentiation Option(s):

Help students make wise choices about their partners or select partners for them. By allowing students to choose which writing activity to complete, this activity is already differentiated.

ESSENTIAL QUESTION: How can text references be used to support opinions formulated about a text?

Task: Group read, research to connect reading

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**ELACC5RI10:** 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.

ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5W8: 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.

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]”).

Instruction:

Read chapter 19 in a think, pair, share format

Allow students to independently select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials

Analyze and discuss the last sentence of the chapter in whole group

Research *Leaves of Grass* and Walt Whitman

Respond to the following question. Why do you think the writing of Walt Whitman appealed to Mrs. Weaver? Use references to support your opinion.

Review prepositions, interjections, and conjunction by having students identify each part of speech in their response

Conduct an interactive notebook check

***Assessment Opportunity**

Differentiation Option(s):

Use the writing response time to conduct a writers' workshop. This differentiation strategy allows the teacher to provide individualized instruction to all students at their current ability level.

PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Have students respond to the following prompt. In *Steal Away Home, A Picture of Freedom: The Diary of Clotee, a Slave Girl, and Narrative of the Life of Frederick Douglass*, the ability to read is treated as a type of freedom. Write an essay that establishes your opinion about the importance of reading. Use text citations and references to defend your opinion.

James' parents have differing opinions on how to approach the fight against slavery. Speaking to James, Mrs. Weaver says, "Pa and I are of the same mind on this slavery business. He's doing it his way, I'm doing it mine." Refer to the text to determine Mr. Weavers approach to the fight against slavery. Write an essay that expresses which approach is superior in your opinion. Be sure to use citations and examples from the text to defend your opinion.

SKILL BUILDING TASKS

APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4

APPROXIMATELY 3 WEEKS FOR GRADE 5

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does an author use descriptive details, a sequence of events, and a conclusion to establish a situation and setting?

Task: Respond to a prompt

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL10: 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.

ELACC5W10: 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.

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5L1: 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 aspects.

Instruction:

Review figurative language, teachers may choose to use another of the teaching resources found at

<http://www.freeclubweb.com/powerpoints/languagearts/figurative.html>

Review elements of a narrative, discuss characters, setting, dialog, description, conflict, and resolution

Using at least seven of the vocabulary words from the text, students should respond to the following prompt. Using *Steal Away Home* as a guide, recall that Quakers believe in the use of nonviolent strategies to solve conflicts. Additionally, many Quakers believed that slavery was a violation of basic rights. Write a narrative about a Quaker during the era of the Underground Railroad. Be sure to establish the situation and setting, include descriptive details, provide a clear sequence of events, and give a conclusion.

Provide explicit instruction in the perfect tense

***Assessment Opportunity**

Homework: Read chapter 20.

Differentiation Option(s):

For students who struggle with writing, a graphic organizer may help support them in the planning process. A good example of such an organizer can be found at http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf.

ESSENTIAL QUESTION: How can an opinion be given more validity?

Task: Establish opinions supported by examples

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL10: 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.

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

ELACC5L4: 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.

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.

Instruction:

Discuss the homework

Read aloud chapter 21, identifying uses of the perfect tense while reading

Discuss how opinions should be supported by reasons

Provide direct instruction in how to support an opinion with a text reference

Work in groups to discuss the following questions drawing on references and examples from the text to support their answers

Why does Miz Lizbet want to learn to read

Do slaves have any rights in slave states?

What motivates Mrs. Weaver to help Miz Lizbet?

What motivates Miz Lizbet to help slaves to freedom?

Discuss James feelings and sentiments about Miz Lizbet. How would you feel if you were in his position?

In groups, students should select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials

Homework: Read chapters 22, 23, and 24

Differentiation Option(s): Continue to be vigilant during group work. Allow students who struggle with cooperative learning to choose their group.

ESSENTIAL QUESTION: How can an opinion be given more validity?

Task: Read, continue vocabulary, write an opinion piece referencing multiple works

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: 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.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- ELACC5W6:** 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.
- ELACC5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELACC5L1:** 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 aspects.

Instruction:

- Use your choice of reading strategies to read chapters 25 and 26
- Continue to add vocabulary using the Frayer Model
- Read the excerpt from *Narrative of the Life of Frederick Douglass*, Frederick Douglass <http://www.historyisaweapon.com/defcon1/dougeduc.html>
- Read the excerpt from *A Picture of Freedom: The Diary of Clotee, a Slave Girl*
- Discuss the importance of learning to read being presented in *Steal Away Home*, *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, and *Narrative of the Life of Frederick Douglass*.
- Discuss the point of views from each piece of writing
- Have students respond to the following prompt. In *Steal Away Home*, *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, and *Narrative of the Life of Frederick Douglass*, the ability to read is treated as a form of freedom. Write an essay that establishes your opinion about the importance of reading. Use text citations and references to defend your opinion. (This may require more than one day).
- Essays should be typed
- Conference with students in a writers' workshop format

***Assessment Opportunity**

Differentiation Option(s): While conferencing, be sure to provide remediation and extension where needed.

ESSENTIAL QUESTION: How can a reader use previously read material to make valid predictions? How can predications be checked?

Task: Predict the ending

Standards:

- ELACC5RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ELACC5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ELACC5W4:** 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.)
- ELACC5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)
- ELACC5SL1:** 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.
- ELACC5SL3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- ELACC5L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

Strategies:

- Allow students time to compare their writing from yesterday, students should work together to conduct a peer review
- Read chapters 27 and 28 in small groups
- In groups, students should select vocabulary for the interactive notebook vocabulary page, continue to reiterate use of reference materials
- Write and discuss predictions about how the novel will end

Have students draw a comic strip depicting how they think the novel will end
Display these comics and conduct a gallery walk as a lesson closure

Homework: Read chapter 29

Differentiation Option(s):

To help guide the peer review process, you may choose to provide a checklist. Two good checklists can be found at http://mendota.english.wisc.edu/~WAC/page.jsp?id=169&c_type=category&c_id=22 and <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>. You may also choose to create a checklist based on the individual needs of the students.

ESSENTIAL QUESTION: How does a reader use examples and references to support a theme?

Task: Supporting theme with examples and references

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC5W10: 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.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5L1: 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).

Instruction:

Discuss the homework

Introduce correlative conjunctions, teachers may choose to use slides 16-26 from the PowerPoint found at

<http://www.google.com/url?sa=t&rct=j&q=correlative%20conjunctions%20powerpoint&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fbms.bellevueonarea.net%2FFROW%2FConjunct7.ppt&ei=letUT4qAMsigtwfo8NS3DQ&usq=AFQjCNHikaCt3Fjylfq07C9K5iUR1FeTHQ>

Write either/or, neither/nor statements related to the text

Read chapter 30 in partners utilizing choral reading to build fluency

Check text against yesterday's predictions

In their interactive notebooks, students should summarize the plot of *Steal Away Home* reflecting on the details and challenges faced by the characters to support the importance of freedom as a theme in text

***Assessment Opportunity**

Homework: Use <http://www.thatquiz.org/> to create about the reading.

Differentiation Option(s):

Strategically group students to support the choral reading. Encourage high achieving students to use direct references and quotes from the text to support their writing. Students who struggle with writing or are overwhelmed by large amounts of text to look back on, may need assistance to locate challenges and details to support the theme of the importance of freedom in the text.

ESSENTIAL QUESTION: How does an author give an opinion piece more validity?

Task: Respond to an opinion prompt

Standards:

ELACC5RI10: 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.

ELACC5RL7: 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).

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5SL1: 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.

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

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Instruction:

- Use an online response program like <http://www.socrative.com/>, <http://www.polleverywhere.com/>, or <http://www.thatquiz.org/> to allow students to share their thoughts from last night's homework
- Discuss how the overall structure of the novel impacts the reader. You may choose to discuss this using <http://www.polleverywhere.com>
- Let students work in pairs to create a time line for each of the story arcs
- In their interactive notebooks, have students respond to the following prompt. James' parents have differing opinions on how to approach the fight against slavery. Speaking to James, Mrs. Weaver says, "Pa and I are of the same mind on this slavery business. He's doing it his way, I'm doing it mine." Refer to the text to determine Mr. Weavers approach to the fight against slavery. Write an essay that expresses which approach is superior in your opinion. Be sure to use citations and examples from the text to defend your opinion.
- Conduct writers workshop style conferences as needed
- Provide a venue for students to share their writing

***Assessment Opportunity**

Homework: Students should write a response to the following question. How does a narrator's or speaker's point of view effect the events and theme?

Differentiation Option(s):

Be sure to provide support as needed while utilizing the technological components of this lessons. This is a time where students who may not shine academically, may be able to support others. Additionally, use the conferencing time as a period to remediate or provide extension for each learner.

ESSENTIAL QUESTION: How do visual elements contribute to the meaning, tone, and beauty of a presentation?

Task: Research, watch and listen to Follow the Drinking Gourd, analyze visual elements

Standards:

ELACC5RI10: 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.

ELACC5RL7: 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).

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5SL1: 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.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Provide an opportunity for brief, independent research of the Underground Railroad and songs used to by conductors to guide runaway slaves
- Conduct a share out of interesting facts found while researching
- Watch the Follow the Drinking Gourd video
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDAQtwlwAg&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dm8UB8vXS3ro&ei=P2ZGT-mDIMm1twfI5MiVDg&usq=AFQjCNHB33_YPY3nA2ml6wiqM96WMWmKQA&sig2=pnr-tAtepeo9z0RTBnVGig
- Use a graphic organizer similar to the one found at <http://www.dubois.cps.k12.il.us/PDFs/classificationnotes.pdf>, this organizer can be created with three categories for students to take notes on how the visuals contribute to the meaning, tone, and beauty of the work
- Analyze student notes and discuss how the visuals impact the meaning, tone, and beauty
- Listen to Follow the Drinking Gourd video with song lyrics <http://www.youtube.com/watch?v=DpljPr63paw>
- In their interactive notebooks, students should complete a written response comparing the purpose of the song to the purpose of the book
- Conduct a ticket out the door activity, ask students to identify the elements of the book or the song that most appealed to them as a viewer, why did those elements appeal to them

Differentiation Option(s):

Support students during the independent research time. You may want to provide struggling readers with links to sites that will be appropriate for their reading levels. Another possible option would be to provide a hotlist of links for all students to help guide the research.

ESSENTIAL QUESTION: How can context clues be used to determine word meaning?

Task: Read the Emancipation Proclamation determining the meaning of unfamiliar words and summarizing

Standards:

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5RI10: 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.

ELACC5SL6: 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 for specific expectations.)

ELACC5L3: 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.

ELACC5L4: 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.

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

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.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and

phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Instruction:

- Explain that the reading for this lesson will have some unfamiliar words
- Activate prior knowledge about the time period
- Review using context clues and reference materials to determine word meaning
- Provide explicit instruction in using Greek and Latin affixes and roots to determine word meaning, a good PowerPoint presentation with this information can be found at http://www.google.com/url?sa=t&rct=j&q=greek%20and%20latin%20roots%20powerpoint&source=web&cd=2&ved=0CCoQFjAB&url=http%3A%2F%2Fwww.madera.k12.ca.us%2F21681012004139617%2Flib%2F21681012004139617%2F5th_R_14_Greek_Latin_Roots.ppt&ei=Y-xUT4y-KMigtwfo8NS3DQ&usq=AFQjCNFCQI3k8Lexc7DH25P2yu7zdwCVOQ
- Read the "Emancipation Proclamation" (950L) available at <http://www.pbs.org/wgbh/aia/part4/4h1549t.html>
- Encourage students to annotate while reading
- Summarize the speech
- Rewrite the "Emancipation Proclamation" in modern terms
- Discuss dialectical differences between the actual "Emancipation Proclamation" and their version, hypothesize why the dialects are different.

Differentiation Option(s):

The reading may prove to be very challenging for many students. To help support their learning, it may be beneficial to provide them with a list of the most challenging words and their meanings.

ESSENTIAL QUESTION: What tactics does a speaker use to appeal to an audience?

Task: Listen to the Emancipation Proclamation, discuss speaking and speech delivery

Standards:

ELACC5RI3: 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.

ELACC5RI10: 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.

ELACC5SL6: 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 for specific expectations.)

ELACC5L4: 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.

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Instruction:

- Listen to the Emancipation Proclamation song <http://www.youtube.com/watch?v=cwNTwuHAf1M&feature=related>
- Listen to the reading of the Emancipation Proclamation, video, 1:25-6:58 http://www.youtube.com/watch?v=jz7jUuz_XLQ
- Annotate a copy of the text while listening, paying particular attention to the persuasive devices being used
- After listening to the speech, discuss aesthetic perception. What was the purpose of the speech? How would it have been delivered? What would be the most effective way to deliver the speech?, students may choose to conduct very brief research using the available technology
- Assign portions of the speech for students to practice, reiterate pacing and tone to appeal to audience
- Provide time for students to deliver their speech portions

***Assessment Opportunity**

Differentiation Option(s):

Teachers may choose to let the students select their own portions of the speech with final discretion being the educator's. This would allow students who struggle to have portions that are perceived to be easier, while higher achieving students may choose to challenge themselves.

ESSENTIAL QUESTION:

Task: Use the Emancipation Proclamation to practice comma usage

Standards:

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5W10: 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.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: 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.

Instruction:

Teach using commas in a series, introductory elements, and for yes and no

Re-examine the Emancipation Proclamation

Choose sentences from the text to practice expanding and reducing, emphasize correct usage of commas and punctuation

Choose sentences from the modern re-write to expand and reduce, emphasize correct usage of commas and punctuation

Share sentences using www.polleverywhere.com

Students will write a narrative conversation from the perspective of two Civil War figures or two *Steal Away Home* characters, require one example of commas in a series, commas in introductory elements, and commas to set apart yes and/or no

Students can share their conversations

***Assessment Opportunity**

Differentiation Option(s):

Provide individual support to students as needed

PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Information/Explanatory:

In the readers' theater script "How Violence is Ended", Prince Dighiti states "violence is ended by *Norviolence*." Using what you know from class readings, your own background knowledge, and independent research, write an essay that explains what the meaning of this quote. Be sure to include direct references to Civil Rights issues, text references and examples, and personal connections to topic.

Narrative:

The Sneetches and *Little Blue and Little Yellow* are examples of children's literature that tell a story about Civil Rights issues. Going through the entire writing process, write a story with a civil rights issue as the conflict. Be sure to establish the situation and setting, include descriptive details, provide a clear sequence of events, and give a conclusion.

SKILL BUILDING TASKS

APPROXIMATELY 3 WEEKS FOR GRADE 5

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How do writer's convey their ideas effectively?

Task: KWL chart, explore multimedia, compare and contrast

Standards:

ELACC5RI7: 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.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W4: 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.)

ELACC5SL6: 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 for specific expectations.)

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Instruction:

- Look up the definition of the words "Civil" and "Rights"
- Brainstorm what Civil Rights are
- Create a KWL chart about Civil Rights, fill in the K and W
- Look at the Jim Crow Laws PowerPoint, <http://www.slideshare.net/tranceking/jim-crow-signs-powerpoint>
- Allow time for research using available technology
- Encourage use of the Cornell Notes format for taking notes while researching
- Complete a Venn Diagram comparing and contrasting life for African Americans before the Civil War and following the Civil War
- Use the Venn Diagram to support writing of a brief essay comparing and contrasting life for African Americans before the Civil War and following the Civil War, the essay should be included in the interactive notebook for this unit, remind the students that correct conventions are necessary
- Fill in the L portion of the KWL chart
- As closure, provide time for students to share their favorite sentence from their writing, praise use of effective writing techniques

Differentiation Option(s):

Some students may need support during the research time. Teachers may choose to create a hotlist to guide their students' research. Hotlists can be created using <http://www.kn.sbc.com/wired/fil/>. Creation of the Venn Diagram will help support the writing for this lesson.

ESSENTIAL QUESTION: How can people share their ideas with peers?

Task: Complete online reading, conduct a think-pair-share, respond to reading

Standards:

ELACC5RI7: 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.

ELACC5RI10: 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.

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELACC5SL4: 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.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Give students time to explore the Jim Crow Laws website <http://academic.udayton.edu/race/02rights/jcrow02.htm>, this may be done individually or in groups
- Partner students
- Conduct a think, pair, share activity based on the reading from the website, encourage students to share their thoughts and insights
- Discuss the laws, were they fair or unfair?, encourage students to explain and elaborate their answers, connect to the time period
- Briefly review opinion writing
- Instruct students to use what they know about the Emancipation Proclamation and Jim Crow Laws to respond to the following question, do you think life improved for African Americans following the end of the Civil War, why or why not?, be sure to use examples from class reading to support your answer, answers should be written in the interactive notebooks
- Group students to conduct a three step interview, http://its.guilford.k12.nc.us/act/strategies/three_step_interview.htm
- For closure, groups should share out their opinions and thoughts

Differentiation Option(s):

Struggling readers may require some support to read and comprehend the information presented on the Jim Crow Laws website. Advanced readers, however, may be allowed to research to locate other Jim Crow Laws of the time period. Encourage these students to create a list of the laws they find to share with their groups later.

ESSENTIAL QUESTION: Can primary sources function as reliable sources of information?

Task: Read interview, sequence events, connect to historical context

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL3: 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).

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC5W10: 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.

ELACC5SL1: 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.

Instruction:

- Provide each student with a revised copy of the T.R. Davidson interview, http://www.pbs.org/wnet/jimcrow/narrative_davidson.html
Teachers should access this interview, copy, and paste into a Word document. Educators should then identify any words they feel would be inappropriate for their classroom. Teachers may then choose to remove these words or replace them with alternate, classroom appropriate choices
- Allow students time to partner read the selection
- Using available technology, have students access http://www.ourtimelines.com/create_tl_2c.html. Using this website, instruct them to create a timeline of T.R. Davidson's life, have students print their timelines
- Using the timeline and the interview as a support for the discussion, discuss the impact Jim Crow Laws had on T.R.'s Life, connect to actual occurrences in the text
- Discuss similarities and differences in primary sources, secondary sources, and fictional works

Homework: Have students write a response to the reading

Differentiation Option(s):

When partnering students, keep in consideration reading levels and behavioral habits of the students. Group students accordingly.

ESSENTIAL QUESTION: How does an author establish a theme?

Task: Read poem, research author, read poem, discuss theme in relation to point of view

Standards:

ELACC5RL2: 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.

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELACC5SL6: 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 for specific expectations.)

ELACC5L5: 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.

Instruction:

- Group read "Children's Rhymes" by Langston Hughes <http://www.poemhunter.com/poem/children-s-rhymes/>
- Use available references to define new and unfamiliar words
- Discuss sentence length and writing style, contrast to prose writing
- Provide time for students to briefly research Langston Hughes
- Using <http://polleverywhere.com>, ask students how they think the author's life influenced his writing?
- Read "Democracy", Langston Hughes, http://www.poemhunter.com/i/ebooks/pdf/langston_hughes_2004_9.pdf
- Place poems side by side
- Identify the themes and use of figurative language of both poems
- Using <http://polleverywhere.com>, ask students to articulate why the author chose to focus on the theme of freedom?

***Assessment Opportunity**

Homework: Have students write their own poem. Encourage use of figurative language, concrete words and phrases, and sensory details to convey their thoughts precisely.

Differentiation Option(s):

Some students may need support during the research time. Teachers may choose to create a hotlist to guide their students' research. Hotlists can be created using <http://www.kn.sbc.com/wired/fil/>.

ESSENTIAL QUESTION: What makes a presentation style effective/appropriate?

Task: Read poem, define vocabulary, independently identify theme, support theme with text, share out

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: 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.

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5W10: 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.

ELACC5SL4: 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.

ELACC5L4: 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.

Instruction:

- Allow students time to present their poems, point out effective presentation strategies utilized by students (pacing, tone, etc.)
- Challenge students to listen for examples of figurative language used in peer poems, praise use of figurative language
- Establish background knowledge about Maya Angelou, connect to Langston Hughs and hot an author's point of view effects a theme
- Read another poem on the theme by an author of your choice
- Use the Frayer model and available resources to define any challenging or unfamiliar words
- Discuss sentence length and style being used to capture reader interest
- Challenge students to independently identify the theme
- Have students write a paragraph using quotes from the text to support their theme
- Use the Circle of Voices method for students to discuss their identified theme and paragraph, http://drscavanaugh.org/discussion/inclass/discussion_formats.htm
- Have each group come to consensus about the most clearly supported theme from the group
- As closure, have each group report out on the theme they chose

***Assessment Opportunity**

Differentiation Option(s):

For high achieving students, challenge them to use the available technology to locate other poems with similar themes about Civil Rights. Struggling readers may require some one-on-one or small group support to identify the themes.

ESSENTIAL QUESTION: How does an author convey theme?

Task: Compare and contrast themes of each of the three poems

Standards:

ELACC5RL2: 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.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: 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.

Instruction:

Provide copies of "Children's Rhymes" by Langston Hughes <http://www.poemhunter.com/poem/children-s-rhymes/>, and "Children's Rhymes" by Langston Hughes <http://www.poemhunter.com/poem/children-s-rhymes/> and one additional poem of your choice

Reread each of the poems

Review possible themes for each of the poems

Explain that each of the poems addresses a similar theme

Have students write a two paragraph essay to compare and contrast the authors' approaches to address the theme. Reiterate correct formatting for the title of works

Give students time to write their own poem addressing a similar theme

Use <http://edu.glogster.com/> or similar online program to post poems

***Assessment Opportunity**

Homework: Have students read and respond to poems from three separate peers

Differentiation Option(s):

Challenge the high achieving students to utilize any of the poems they located independently to further support their writing. Students who struggle with reading and writing, may need a graphic organizer to help organize their ideas prior to beginning the writing process.

ESSENTIAL QUESTION: What is the best way to conduct research?**Task: Partner research, share findings, writing response requiring synthesis of researched material****Standards:**

ELACC5RI7: 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.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5W10: 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.

ELACC5SL6: 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 for specific expectations.)

Instruction:

Split the class in half, assign one group the topic of Plessy V. Ferguson and the other group the topic of Brown V. Board of Education

Partner students within the same group

Provide each partner group a copy of the W's graphic organizer <http://www.thinkport.org/17a6dc05-4f3a-42ed-a71c-82ee3e692708.asset?>

Using available technology, give each group time to conduct research about their topic, notes and findings should be recorded on the W's graphic

organizer

- Following research, regroup students to have one student who researched Plessy V. Ferguson and one who researched Brown V. Board of Education
- Each student should share their findings about their court case
- In their interactive notebooks, have students respond to the following question. What were the long standing implications of each of the court cases?, continue to reiterate proper usage of grammar and conventions
- Allow students time to share out their thoughts
- As closure, conduct an interactive notebook check

*Assessment Opportunity

Differentiation Option(s):

Partner students to support or extend their learning where needed.

ESSENTIAL QUESTION: How does a speaker engage an audience?

Task: View the “*I Have a Dream*” speech, by Martin Luther King Jr, summarize

Standards:

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5W10: 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.

ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

ELACC5SL4: 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.

ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Watch the “*I Have a Dream*” speech, by Martin Luther King Jr. at http://www.teachertube.com/viewVideo.php?video_id=20916
- Instruct the students to take notes using the Cornell method
- Using their notes, tell the students to summarize the points being made and list the supporting details provided by Martin Luther King Jr.
- Using <http://pollweverywhere.com>, ask students how the speech relates to the Jim Crow Laws and the previously read poems, allow students to respond using available technology
- Analyze effective strategies Martin Luther King Jr. uses to keep his audience engaged (use of figurative language, tone, pacing, etc.)
- As a ticket out the door, have students explain their impression of the speech.

Homework: Have students answer the following question for homework. What was the main point being made in the *I Have a Dream* speech? How did the speaker use reasons and evidence to support his point?

Differentiation Option(s):

To differentiate this lesson, consider that some students may require multiple viewings of the speech to truly begin to understand the purpose and information being conveyed. Students who thrive on challenges, may choose to conduct additional research about Martin Luther King Jr. Allow these students are opportunity to share any information they learn.

ESSENTIAL QUESTION: How does a reader identify theme?

Task: Make predictions, read *Little Blue and Little Yellow*, research the author, connect to Civil Rights

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL10: 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.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5L2: 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.

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?).

Instruction:

- Introduce *Little Blue and Little Yellow*
- Make predictions about what students think the book is about
- Read the book
- Point out the authors use of commas
- Connect reading to Civil Rights topics
- Using available technology, have students research the author to determine her purpose when writing the book
- In their interactive notebooks, have students respond to the reading and research by answering the following question, How does the theme of *Little Blue and Little Yellow* address Civil Rights. Be sure to use example from the text to support your answer
- As closure, conduct an interactive notebook check

***Assessment Opportunity**

Differentiation Option(s):

Some students may require a list of links, such as a hot list, to help guide their research. For students who are able to find an abundance of information about the author, you may choose to let them create a hotlist to share the links they find. The following site can be used to create a hotlist <http://www.kn.sbc.com/wired/fil/>.

ESSENTIAL QUESTION: What makes themes from fiction relatable to real life?

Task: Read aloud, group discussion, discussion questions

Standards:

ELACC5RL2: 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.

ELACC5RL10: 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.

ELACC5SL1: 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.

ELACC5SL6: 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 for specific expectations.)

ELACC5L2: 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.
- 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?).

Instruction:

- Discuss Dr. Seuss and the political agenda in many of his books, you may want to refer to “The Political Dr. Seuss” webpage published by PBS, <http://www.pbs.org/independentlens/politicaldrseuss/film.html>,
- Make predications about possible themes that may exist in *The Sneetches*
- Read *The Sneetches*
- While reading, point out the use of commas.
- After reading, have students independently determine the theme using references from the text to support their supposition
- Create groups of 4, in each group number a student 1,2,3, or 4, , conduct a “Circle of Voices” group discussion about the themes http://drscavanaugh.org/discussion/inclass/discussion_formats.htm, students should speak in the order of their assigned number
- Use the current groups and numbers, split the class into groups of all 1s, all 2s, all 3s, and all 4s to create a modified version of a jigsaw group http://drscavanaugh.org/discussion/inclass/discussion_formats.htm
- In their new groups, instruct students to connect discussed themes from the book, to the time of Civil Rights
- Use available technology and <http://polleverywhere.com>, have students answer the following questions
 1. What do you think was Dr. Seuss’ purpose in writing *The Sneetches*?
 2. What do you think is theme of *The Sneetches* and why?
 3. How does the theme of *The Sneetches* relate to the time of Civil Rights?
 4. Can you think of other time period this theme might relate to?
- Discuss student answers as they appear
- As closure, assign homework and provide one example (Freedom Summer by Anne Schwartz) of a how to create a sticky using <http://en.linoit.com/>. Give students the necessary login information to access your class pin board

***Assessment Opportunity**

Homework: Have students conduct research to identify other examples of children’s literature that has a Civil Rights related theme. Students should post their finding on the class pin board at <http://en.linoit.com/>.

Differentiation Option(s):

It may benefit some students to have a print out to show them there groups. Additionally, when grouping students use professional judgment for students who have behavioral or academic deficits. For students who excel scholastically, encourage them to post multiple stickies to the class pinboard.

ESSENTIAL QUESTION: How does an author capture a reader’s interest?

Task: Review homework, review narrative wiring, respond to narrative prompt

Standards:

- ELACC5L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELACC5L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELACC5L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Review the pin board from homework

- Review narrative writing by discussing the elements common to narratives
- Discuss narrative elements students may know from the books pinned on the pin board
- Assign the following prompt, *The Sneetches* and *Little Blue and Little Yellow* are examples of children's literature that tell a story about Civil Rights issues. Going through the entire writing process, write a story with a civil rights issue as the conflict. Be sure to establish the situation and setting, include descriptive details, provide a clear sequence of events, and give a conclusion
- Encourage students to type their narratives
- Following completion of the narratives, teachers may choose to establish a venue for students to share their writing, this could be a time to share or even a place in which to publish their writing for public viewing, there are links to several great publication sites available at <http://comminfo.rutgers.edu/professional-development/childlit/ChildrenLit/childpublishing.html>

***Assessment Opportunity**

Differentiation Option(s):

Students who demonstrate a struggle with writing may be given a graphic organizer to help them organize their thoughts. Early finishers may be engaged by providing opportunities for them to share their narratives through a publication medium or by reading their work to younger peers.

ESSENTIAL QUESTION: How can opinions be given more validity?

Task: Review opinion writing, re-read readers' theater script, respond to prompt

Standards:

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instruction:

- Review opinion writing and using text references to support one's own ideas and opinions
- Re-read "How Violence is Ended: A Buddhist Legend" by Aaron Shephard, <http://www.aaronshep.com/rt/RTE16.html>
- Have students respond to the following prompt, In the readers' theater script "How Violence is Ended", Prince Dighiti states "violence is ended by *Nonviolence*." Using what you know from class readings, your own background knowledge, and independent research, write an essay that explains what the meaning of this quote. Be sure to include direct references to Civil Rights issues, text references and examples, and personal connections to topic.
- Encourage students to type their responses
- Following completion of the essays, teachers may choose to establish a venue for students to share their writing, this could be a time to share or even a place in which to publish their writing for public viewing, there are links to several great publication sites available at <http://comminfo.rutgers.edu/professionaldevelopment/childlit/ChildrenLit/childpublishing.html>

***Assessment Opportunity**

Differentiation Option(s):

Students who demonstrate a struggle with writing may be given a graphic organizer to help them organize their thoughts. Early finishers may be engaged by providing opportunities for them to share their narratives through a publication medium or by reading their work to younger peers.

OPTIONAL EXTENSION OPPORTUNITY

PLANS FOR ASSESSMENT 4: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Information/Explanatory (Research opportunity/ can be presented as a multimedia presentation)

Using http://library.thinkquest.org/J0112391/civil_rights_leaders.htm. Select two historical figures of the Civil Rights movement to conduct research about. Following completion of the research, you will need to complete a multimedia presentation that depicts and explains the relationship between these two individuals in the context of their historical contributions to the Civil Rights movement. Acceptable multimedia presentation formats include; Prezi (<http://prezi.com/>), PowerPoint, interactive whiteboard software, Photo Story, Movie Maker and other selections approved directly with the teacher. Be prepared to present your report to the class.

SKILL BUILDING TASKS

APPROXIMATELY 3 WEEKS FOR GRADE 5

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does one locate information?

Task: Introduce research opportunity

Standards:

ELACC5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information more texts.

ELACC5RI7: 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.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

- Introduce research project and prompt, Using http://library.thinkquest.org/J0112391/civil_rights_leaders.htm. Select two historical figures of the Civil Rights movement to conduct research about. Following completion of the research, you will need to complete a multimedia presentation that depicts and explains the relationship between these two individuals in the context of their historical contributions to the Civil Rights movement. Acceptable multimedia presentation formats include; Prezi (<http://prezi.com/>), PowerPoint, interactive whiteboard software, Photo Story, Movie Maker and other selections approved directly with the teacher. Be prepared to present your report to the class.
- Take time to explore the webquest found at http://library.thinkquest.org/J0112391/civil_rights_leaders.htm
- Briefly explore each of the historical figures described on the webquest
- Explain that each student will be conducting independent research about two of the figures described on the webquest
- Have students select their top five choices for conducting research, use these five choices to assign each student two people, this will help eliminate having the majority of students research the same person
- Review the Cornell Method for note taking, demonstrate how this can be done using a Word document
- Impress upon the children the importance of keeping up with where they find their information, discuss how Wikipedia is not a reliable source of

- information and search engines, such as Google is not the location of information
- Demonstrate how to copy a web address by hand and through the use of technology
- Read aloud the preface and the introduction to *Dear Mrs. Parks*
- Connect the reading through discussion to Civil Rights issues and freedoms limited to certain groups of people

Differentiation Option(s):

Some students may need guidance with their research. Consider creating a hotlist with appropriate resources for students who may need assistance. Hotlists can be created using <http://www.kn.sbc.com/wired/fil/>. Teachers may also choose to differentiate by product or process. Teachers may limit the amount of work required by the project or include a challenge of a third historical figure for high achieving students. The product is already being differentiated by allowing students to choose their own mode of presentation.

ESSENTIAL QUESTION: What information is conveyed through primary sources and secondary sources?

Task: Read and discuss excerpt, assign historical figures for research

Standards:

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Choose a few of your favorite letters from *Dear Mrs. Parks* to read during class
- Conduct a modified version of think, pair, share in the form of a read, pair, share, partner students to read the letters, have students discuss the experiences of Mrs. Parks and how her freedoms were being limited
- In their interactive notebooks, students should jot down any questions they would like to be able to ask Rosa Parks or other Civil Rights leaders
- Inform students of their assigned historical figures to research
- Provide time for students to conduct research for their research project

Homework: Students should continue to research their historical figures as part of their homework.

Differentiation Option(s):

When pairing students for group work, be cognizant of ability level and behavior. While some students may have access to their own technology for research, be sure to provide access to research materials for all students. Additionally, teachers should monitor and guide the research for students who may struggle. High achieving students will research their two assigned historical figures and another of their own choosing.

ESSENTIAL QUESTION: How are thoughtful discussions conducted?

Task: Read excerpt, respond, review Cornell note-taking, continue research

Standards:

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W6: 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.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Choose a few of your favorite letters from *Dear Mrs. Parks* to read during class
- Conduct a modified version of think, pair, share in the form of a read, pair, share, partner students to read the letters, have students discuss the experiences of Mrs. Parks and how her freedoms were being limited
- In their interactive notebooks, students should jot down any questions they would like to be able to ask Rosa Parks or other Civil Rights leaders
- Inform students of their assigned historical figures to research
- Provide instruction on using paraphrasing while note taking during research, the PowerPoint Presentation found at <http://www.esu.edu/~bsockman/PPT/paraphrasing.ppt> offers great content, there are some minor formatting issues you may need to tweak depending on the version of PowerPoint being used
- Students should take notes on paraphrasing in their interactive notebooks
- Provide time for students to conduct research for their research project, research may be done using available technology or other resources, all notes should be kept in their interactive notebook or an electronic device

Homework: Students should continue to research their historical figures as part of their homework.

Differentiation Option(s):

When pairing students for group work, be cognizant of ability level and behavior. While some students may have access to their own technology for research, be sure to provide access to research materials for all students. Additionally, teachers should monitor and guide the research for students who may struggle. High achieving students will research their two assigned historical figures and another of their own choosing.

ESSENTIAL QUESTION: How does the tone, language, and structure effect the meaning of a text?

Task: Respond to informational reading, continue research

Standards:

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5L2: 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.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Reflect on the readings from *Dear Mrs. Parks*
- Instruct students to write a letter to Mrs. Parks
- Have students trade letters
- Thinking about the tone, language, and structure used by Mrs. Parks in her response letters, have students respond to a peer's letter using correct

- conventions
- Provide a venue for sharing letters and responses
- Provide explicit instruction in how to list citations and references, valuable information can be found at <http://www.library.cornell.edu/resrch/citmanage/mla#list> , this is also a good time to review proper formatting for titles
- Continue to conduct research for the project
- As a ticket out the door activity, conduct a note book check

Homework: Students should continue to research their historical figures as part of their homework.

*Assessment Opportunity

Differentiation Option(s):

When pairing students for group work, be cognizant of ability level and behavior. While some students may have access to their own technology for research, be sure to provide access to research materials for all students. Additionally, teachers should monitor and guide the research for students who may struggle. High achieving students will research their two assigned historical figures and another of their own choosing.

ESSENTIAL QUESTION: How is a summary crafted?

Task: Read article, respond in groups, whole group discussion, continue research

Standards:

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5SL1: 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.

Instruction:

- Introduce *Reap the Whirlwind* by Duane Damon (1000L) <http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#db=ndh&AN=6995078>
- Read the abstract, discuss how an abstract for an article is merely a form of summarizing
- Read the article in small groups, follow the reading with small group discussion using the following questions or other teacher created questions
 1. What were some of the limited freedoms described? Be sure to reference the text.
 2. Despite being freed by the Emancipation Proclamation, were the African Americans truly free? Discuss and describe why you think that.
 3. What were the differences, if any, of being a slave versus being considered contraband? Be sure to reference the text.
 4. What type of organizing structure is being used in this article
 5. What figurative language can be found in William Lloyd Garrison's quote on page 5?
 6. What were some of the effects of the Emancipation Proclamation?(Have students complete the ripple effect graphic organizer found at <http://www.una.edu/faculty/onlineacademy/State/Adobe%20Reader/DO%20NOT%20OPEN%20program%20files/Tool%20Box/graphic%20organizers/Color%20graphics/Concentric%20Circles/4%20main%20idea%20circles%20color.pdf>)
- Organize the groups to create a whole group circle, pose the questions from the small group reading to the entire group, follow agreed upon rules for speaking and listening
- Provide an opportunity for students to continue to work on their research, explain that this will be the last day to conduct any in-class research

Homework: Students should continue to research their historical figures as part of their homework

Differentiation Option(s):

Teachers may need to activate prior knowledge prior to reading the article. When grouping students, be cognizant of ability level and behavior. Continue to provide support for research.

ESSENTIAL QUESTION: How are presentations structured to elicit audience engagement?

Task: Choose presentation mode

Standards:

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5SL4: 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.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening..

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Review each form of acceptable media for the research presentation, exemplars for each medium are below
 1. Prezi, <http://prezi.com/wxyivaj-4yoq/martin-luther-king-jr/>
 2. PowerPoint, <http://www.uis.edu/aeo/documents/RosaParks.ppt>
 3. Interactive whiteboard software, <http://www.prometheanplanet.com/en-us/Resources/Item/36265/thurgood-marshall>
 4. Photo Story/Movie Maker, <http://www.youtube.com/watch?v=4dy4tjxVMHA&feature=related>
- Have students think about which presentation format will be most logical and most interesting for them, encourage students to choose a presentation format they can work on from both home and school, encourage students to bring their own technology (if allowed by your school) or a USB storage device
- Review the rubric for the presentation and assignment, discuss logical ways to organize the presentation (chronology, comparison, cause/effect, or problem/solution)
- Remind students that sources must be included in their presentation
- Allow students time to ask questions and clarify any misconceptions

Differentiation Option(s):

Some students may need guidance in their chosen mode of presentation. Additionally, allow for differentiation of product by allowing students to chose other modes of presentation.

ESSENTIAL QUESTION: How does one separate reliable resources from unreliable?

Task: Activate prior knowledge, read analyze and respond, continue to work on presentation

Standards:

ELACC5RI3: 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.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5SL4: 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.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening..

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Refer to the Photo Story example from yesterday, <http://www.youtube.com/watch?v=4dy4tjxVMHA&feature=related>
- Create a KWL chart about the Little Rock Nine, work as a class to fill in the “K” and “W” portions
- Review identifying and using reliable resources
- Allow students 10 minutes to conduct research about the Little Rock Nine using available technology, students may need to work in groups depending on access to technology and teacher discretion
- Have students highlight the two most interesting facts they found
- Group students in groups of 5 to 6 to share their most interesting facts, have each group pick the three most interesting facts they hear/read
- Allow each group time to share out their most interesting facts, record these on the “L” portion of the KWL chart
- Using the reading format of the teacher’s choosing, read *A Mighty Long Way from Little Rock* (750L)
<http://web.ebscohost.com/srck5/detail?vid=3&hid=108&sid=1bc63e4a-8060-4459-a3fa-901f983ec72f%40sessionmgr12&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#db=nfh&AN=6XN200908261501>
- Depending on the reading format chosen, have students respond to the following questions either in groups or in their interactive notebooks
 1. Look at the abstract. What is its purpose to the article?
 2. How does the reading connect to the Brown v. Board of Education court case? Describe the cause and effect relationships
 3. Use their context clues to develop definitions for the following words from the reading; “trump”, “flanked”, and “railed”
 4. When Carlotta says, “that would have changed a number of things”, what is she talking about? What would have changed?
 5. Were Carlotta’s freedoms being limited? If so, how?
 6. How effect did Carlotta’s actions have on Ed, the callers, life?
 7. What does the idiom “sweep it under the rug” mean in this passage?
- In whole group, discuss each of the discussion questions 2-7
- Refer back to the abstract, discuss how an abstract functions as a short summary
- Provide explicit instruction in summarizing, a great lesson to support this skill can be found at <http://www.readingquest.org/strat/summarize.html>
- Pick a text related to the topic of Civil Rights, have students read this text and write an abstract that would help a reader understand what the text is about
- Allow students time to work on their presentations

***Assessment Opportunity**

Homework: Students should respond to the following questions; How do Carlotta’s experiences echo the limitation of freedom’s in other works we have read. Be sure to use examples from the various texts. Also, continue to work on the research presentation.

Differentiation Option(s):

Teachers should be cognizant of abilities and behaviors when grouping students.

ESSENTIAL QUESTION: What makes a presentation interesting?

Task: Work on presentations, conference with students about presentations

Standards:

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W6: 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.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL4: 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.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Review and discuss homework
- Use this day as a full work day to prepare presentations
- Be sure to make time to conference with each student

Homework: Students should, continue to work on the research presentation.

Differentiation Option(s):

Conduct conferences with students about their presentations. Provide guidance and assistance wherever needed.

ESSENTIAL QUESTION: How can texts be connected to real world events?

Task: Read article, connect to other Civil Rights issues, respond to opinion inquiry

Standards:

ELACC5RI3: 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.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Read *Prejudice Today* by Collin Allgaier, (870L) , this is a very brief article in the form of an anecdote <http://web.ebscohost.com/srck5/detail?vid=7&hid=108&sid=dc18e529-ad1d-4ec3-8350-952e23c7a9b0%40sessionmgr11&bdata=JnNpdGU9c3JjazUtGIZZQ%3d%3d#db=prh&AN=14936007>
- Ask students if there are other examples of modern day prejudice that limit the freedoms and rights of others, you may want to guide the discussion towards common stereotypes (ie. People of Asian heritage are often depicted as smart, girls are not viewed as naturally gifted in areas of math and

science, boys are often not encouraged to participate in baking or design, women do not make as much as their male counterparts, etc.), discuss how some freedoms are still being limited.

- Have students respond to the following prompt, knowing that America has come so far at ensuring Civil Rights and the freedoms of all people since the time of slavery, what more can be done to protect rights that are continuing to be overlooked?

***Assessment Opportunity**

Homework: Students should, continue to work on the research presentation.

ESSENTIAL QUESTION: How can reviewing and peer reviewing alter the quality of one's work?

Task: Peer review of presentations

Standards:

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W6: 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.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL4: 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.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Use this as a final day for preparing for the presentation
- Structure class so that students may conduct a peer review of each others' presentations, provide each student with a rubric for the presentation, have students put their name on their rubrics, give each student a highlighter (I would suggest using a variety of colors), have each student make their presentation readily accessible (ie. If a student is presenting using a Prezi, the Prezi should be pulled up on a device ready to be viewed), rubrics should remain beside the presentation, students should view and score (using their highlighter) at least two presentations
- Using the rubrics from today's activity, give students time to analyze the strengths and weaknesses of their presentation
- Provide time to revise
-

Homework: Students should, continue to work on the research presentation.

ESSENTIAL QUESTION: How is speech adapted to effectively present a topic?

Task: Present culminating research project

Standards:

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC5W6: 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.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL4: 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.

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ELACC5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC5SL6: 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 for specific expectations.)

Instruction:

- Allow students to present their presentations (2 days)
- Provide rubrics for students to critique the presentations of their peers
- Prior to beginning presentations, remind students about protocols to follow when speaking or listening

Assessment Opportunity*Differentiation Option(s):**

Teachers may choose to allow some students who suffer with social anxiety to present in a venue smaller than a whole class presentation.