



GRADE 5

ELA CCGPS UNIT PLAN: 2nd 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: Informational

THEME: Back to the Future: How can I learn from the experiences of the past?

EXTENDED TEXT: *Rosa Parks: My Story* by Rosa Parks and Jim Haskins, 970L

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

Novels listed below are excerpted:

1. *The Abraham Lincoln You Never Knew* by James Collier and Greg Copeland, Biography short story NF 920L <http://www.alplm.org/>
2. *Sterling Biographies: Abraham Lincoln: From Pioneer to President* by Ellen Blue Phillips
3. *The Tuskegee Airmen (We The People)* by Phillip Brooks, NF short story 1050L (field trip opportunity @ KSU or Warner Robins, GA) <http://tuskegeeairmennationalmuseum.org/>
5. *DK Biography: Martin Luther King, Jr.* by Amy Pastan (field trip opportunity @ King Center) Speech - <http://www.mlkonline.net/speeches.html>
6. "Mother to Son" by Langston Hughes, poem <http://www.poetryfoundation.org/poem/177021>
7. "I Know Why the Caged Bird Sings" by Maya Angelou, poem http://www.americanpoems.com/poets/Maya_Angelou/13474
8. *Holes* by Louis Sachar, excerpts: Chapters 1, 2, 3, 4, 5, and 6, (Imagined experiences or events) 660L <http://www.lessonplanspage.com/laholesbylouissachar2-teacherpageseachchapter36-htm/>.
9. *Sideways Arithmetic from Wayside School* by Louis Sachar, short story 670L
10. *More Sideways Arithmetic from Wayside School* by Louis Sachar, short story 670L
11. *Morris and Buddy* by Becky Hall, 800L
12. *Sunder* by William Armstrong, 900L
13. *Friendship* by Mildred Taylor, 750L
14. *Song of the Trees* by Mildred Taylor, 710L
15. *Mississippi Bridge* by Mildred Taylor, 810L

SUPPLEMENTARY MATERIAL:

- "Holes" 2003 Disney film (based on the novel)
- "Red Tails" 2012 (film version portraying the triumphs of the Tuskegee Airmen) <http://movies.yahoo.com/movie/red-tails/>
<http://www.npr.org/2012/01/26/145841045/real-tuskegee-airmen-helped-red-tails-take-flight>
- "Mother to Son" by Langston Hughes, poem <https://secure.hosting.vt.edu/www.soe.vt.edu/englished/portfolios/frye/Mother%20to%20Son.ppt>
- Proofreading Marks: [Elementary Proofreading and Editing Marks](#)

- Editing checklist: [Editing Checklist](#)
- Editing checklist: [Editing Checklist for Self- and Peer Editing - ReadWriteThink](#)

PRIMARY WRITING FOCUS:

Informative

1. As we read *Rosa Parks: My Story*, we learned that when America was a segregated society people were treated very unfairly. Unfortunately, some people are still treated unfairly today when they are excluded or bullied because they are different. Write an essay comparing the experiences of Rosa Parks to some of the unfair ways in which people are sometimes treated in today's society. Use specific details from the text to explain how the two sets of experiences are similar.
2. Using evidence from the texts, *Abraham Lincoln: From Pioneer to President* and *The Tuskegee Airmen*, explore the similarities and differences in the ways in which Abraham Lincoln and the Tuskegee Airmen overcame hardships and challenges in their lives.
3. Dr. Martin Luther King Jr. wrote many inspiring speeches. Conduct your own research into the purpose for at least three of his speeches. Explain why you feel these three are especially powerful and moving. Use specific quotes from the speeches to help convey meaning.

OR

Using the poem "Mother to Son" by Langston Hughes, examine each stanza for the use of dialect. Compare and contrast the dialect, such as, "I'se been a-climbin on" to Standard American English used today. Explain why you believe the author used the dialect and how this particular choice of words impacts the reader

Narratives:

1. In *Holes*, Stanley is falsely accused of a crime he didn't commit. Stanley persevered until he was exonerated. Think of a time when you were accused of something you did not do. How did you handle the situation? What could you have done differently? Use dialogue and pacing to develop experiences and events.

Research Connections:

- Biography of Authors
- Biography of Historical Figures (President Lincoln, Dr. Martin Luther King Jr., Rosa Parks)
- Field Trip (Dr. King Center, Tuskegee Airmen Exhibit @ KSU, Morehouse University)
- History of Segregation

Routine Writing Opportunities:

- Daily journal entries of extended text
- Note Taking

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

PROMPT:

As you read *Rosa Parks: My Story*, you will learn that when America was a segregated society people were treated very unfairly. Unfortunately, some people are still treated unfairly today when they are excluded or bullied because they are different. Write an essay using at least four experiences of Rosa Parks to compare with the unfair ways in which people are sometimes treated in today's society. Use specific details from the text to explain how the two sets of experiences are similar.

SKILL BUILDING TASKS

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 developing work time independence help me to learn?

Task: Rituals & Routines

Standards:

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.

ELACC5SL1a. 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.

ELACC5SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

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.

Instruction:

- Distribute all reading and writing materials, copy of the text, source books/journals, etc.
- A journal is used by student to keep a record of notes and comments
- A source book is used to record strategies, types of organizers, and other helpful resource tools
- Discuss rituals and routines for mini-lessons and workshops
 - On-task behavior
 - Use rubrics, charts, and artifacts for support
 - Understand what to do during work time and when you finish an activity/ task
 - Maintain resources and keep materials organized
 - Work well with partners, in small groups, listening, and responding appropriately
 - explain appropriate listening and responding
 - * eyes on speaker, hands and feet still, hands raised to question speaker, etc.
 - move around the room without disruption to locate necessary resources
 - problem solve and confer with partners
 - establish partners and small groups

- If time permits conclude by listening to the Rosa Parks audio clip (15 min.)
Audio clip: http://www.manythings.org/voa/people/Rosa_Parks.html

ESSENTIAL QUESTION: How does understanding the vocabulary help me comprehend non-fiction text?

Task: Preview Vocabulary

Standards:

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.

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.

ELACC5SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

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

ELACC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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:

- Begin by listening to the Rosa Parks audio clip (15 min.)
Audio clip: http://www.manythings.org/voa/people/Rosa_Parks.html
- Introduce the text, *Rosa Parks: My Story* by Rosa Parks and Jim Haskins and preview chapters 1 and 2 for unfamiliar words
- Have students record all unfamiliar vocabulary in their writing sourcebooks(place for notes) or journal
- Ask students to turn to partner and discuss what they think the word(s) mean by using the context clues in the sentence
- Record word and what you think it means on a chart labeled: Word/What I think it is/ what I learned it is
- This lesson can be repeated as often as necessary to help student understand important vocabulary

***Assessment Opportunity**

ESSENTIAL QUESTION: How can I identify the important facts of a non-fiction text?

Task: Distinguishing important facts

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.

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

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

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

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.

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

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

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the

development of main idea or themes.

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

ELACC5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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:

- Conduct whole group read aloud of chapter 1 & 2. There are twelve chapters so choose whether to read independently, with partners, or in small or whole group two chapters per day.
- Remember to have students record all strategies in their sourcebook/journal
- Using the dot and search method to identify the main idea and/or supporting details page by page

Directions for the Dot and Search Method

- Tell students, as you read they are to search for words and information they feel is important
- When they locate that information place a dot next to it
- At the end of the daily reading have students locate the information with a dot beside it
- Students will then record the information in their journals making a note of the chapter, page, and paragraph where the information was located
- The dot and search process can be conducted for every chapter
- At the end of each day students should record their notes into their writing journal
- This information will be organized for use in their summary writing after the book is completed

ESSENTIAL QUESTION: How does understanding word meaning before reading help me to comprehend?

Task: Use of language vocabulary

Standards:

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

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.

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACCRF3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

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

ELACC5RF4a. Read on-level text with purpose and understanding

ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC5W2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic

ELACC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

Instruction:

- Create a scavenger hunt with students today before partner reading of chapter 3 & 4
- Have preselected terms from the chapter reading available for the search (Caucasian pg.42, infirmary 44, congregational 45, animosity 46, ostracized 50)
- Place the terms and their meanings on a chart
- Have the students locate the words in the chapter
- Students should record in their sourcebook the words, meaning, page, paragraph, and sentence where they located the term
- Students will categorize these terms for use in their summary later (eg., racism = bigotry, hatred, prejudice)

Homework suggestion: Have students identify other places where these words can be found or were used. (eg. on the news, another book, etc.)

***Assessment Opportunity**

ESSENTIAL QUESTION: How does making a prediction keep me focused when reading?

Task: Making predictions

Standards:

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

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ELACC5RF4a. Read on-level text with purpose and understanding.

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

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.

ELACC5SL1a. 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.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Instruction:

PREDICTION	AGREE	DISAGREE
Rosa Parks will ask her husband to stop participating in the meetings		
The meetings will make a difference		
The violence will get worse and many more will die		
The resistance to injustice will ease off for a while		

- Before reading chapters 5 & 6 today, have students predict by completing a survey with at least 4 preselected predictions
- Students should place an X in the box next to whether they agree or disagree with the predictions on the survey
- Take 5 - 10 minutes and allow students to add predictions to the list based off of yesterday's reading
- After the chapter reading, have students go back and place a star next to correct predictions with evidence from the text that supports their prediction
- All predictions may not be answered until later in the text

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I use quotes to engage the reader?

Task: Underlining important information

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

ELACC5W9b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a

text, identifying which reasons and evidence 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.

ELACC5L2d. Use underlining, quotation marks, or italics to indicate titles of works

Instruction:

- Provide opportunities for student to interpret what the author implies on each page as they read chapters 7 & 8 today
- Demonstrate underlining the main idea and important information which they may want to quote in their summary
- Have students use the key information they have selected and change it to a format using quotes
- Think aloud about what components help you to choose the important information (eg. word choice, impact on reader, etc.)
- As you read, place highlight tape over the information or write it on sticky notes
- Turn and talk to your partner about the main ideas noticed in the text
- Work on summarizing notes into usable paragraphs

ESSENTIAL QUESTION: How can I organize the information from my notes?

Task: Organizing important facts and details

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.

ELACC5W1b. Provide logically ordered reasons that are supported by facts and details.

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

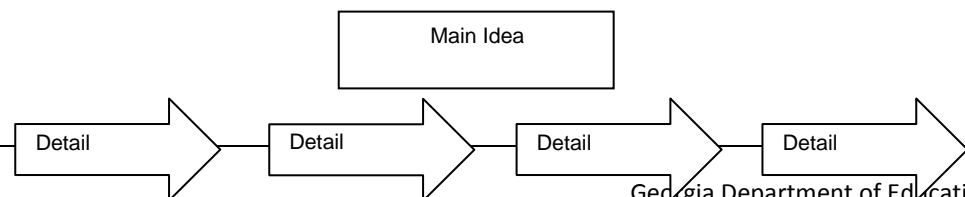
ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

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

Instruction:

- Students will read chapters 9 & 10 independently
- Students will place their reading notes, using previous strategies, into an organizer for ease of writing their summaries
- Students will use the organizer, such as the one shown below, to plan their writing for each chapter
- Students will then place a chapter heading as the main idea of each plan
- Students will identify four of the most important details to support that heading and place it within their organizer
- Students will take their organizers and draft a summary of the story, chapter by chapter
- Students should have at least one paragraph for each chapter to meet standards; one page per chapter would exceed



***Assessment Opportunity**

ESSENTIAL QUESTION: How do I only select the most important information for my summary?

Task: Identifying the most important information

Standards:

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

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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.

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

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

ELACC5L2a. Use punctuation to separate items in a series.*

ELACC5L2b. Use a comma to separate an introductory element from the rest of the sentence.

Instruction:

- Completion of reading today with chapters 11 & 12
- Explain to students they will begin summarizing their notes
- In summarizing they must sometimes delete, substitute, and keep information
- Use the rule based strategy to help them produce a summary and to eliminate unnecessary and redundant information

Rule-Based Strategy

- Delete trivial material that is unnecessary and difficult to understand
- Delete redundant material
- Substitute superordinate terms for lists (eg., “flower” for “roses, tulips, daisies ”).
- Select a topic sentence, or invent one

ESSENTIAL QUESTION: How do I engage the reader?

Task: Developing Ideas

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.

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

ELACC5W2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELACC5W2e. Provide a concluding statement or section related to the information or explanation presented.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

Instruction:

- Using the primary prompt above from the text: *Rosa Parks: My Story*, have students write an essay relating to bullying or any form of mistreatment
- Teach the “showing” vs. “telling” writing strategy
- Give students a sentence that simply tells information
- Model rewriting the sentence using vivid language
- Have students work together to rewrite various sentences using adjectives and stronger verbs
- Remind students they make a stronger impact on the reader by including strong language and compelling support
- After completing this exercise have students begin the planning process for their essay on discrimination
- Students should brainstorm and plan for their essay using some type of graphic organizer similar to the ones previously taught to organize their essay
- Establish time limits for brainstorming and developing plans. (approximate times brainstorming 5 minutes, planning 15 – 20 minutes)
- Allow students several days to complete the writing of this prompt. (Suggested time 2 to 3 two hour sessions)

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

PROMPT: Using evidence from the texts, *The Abraham Lincoln You Never Knew* and *The Tuskegee Airmen*, explore at least three similarities and differences in the ways in which Abraham Lincoln and the Tuskegee Airmen overcame hardships and challenges in their lives.

SKILL BUILDING TASKS

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 predicting the outcome help me to comprehend the text?

Task: True or False Game

Standards:

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

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.

ELACC5RF4 a. Read on-level text with purpose and understanding.

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.

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.

Instruction:

- Today students will begin reading *The Abraham Lincoln You Never Knew* (75 pages, 4 chapters, chapters average 14 pages in length)
Try to complete reading within 3-5 days
- Put tape on the floor and designate one side “True” and the other “False”
- Read preselected statements to students of the impending readings
- If students think the statement is true, they move to the true side
- If students think the statement is false, they move to the false side
- After the reading of the text is completed, read the statements again having students do the same process to check for comprehension

***Assessment Opportunity**

ESSENTIAL QUESTION: How does talking ideas out with a partner help me to solidify my understanding?

Task: Identifying Main Idea

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

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).

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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.

Instruction:

- During the 3-5 day reading of the text *The Abraham Lincoln You Never Knew*, use your note taking strategies from the first 9 weeks
- At the end of each chapter turn and tell your partner one main idea from the chapter
- Give details from the text that support your thinking
- Write your thought with the support from the text in your journal or sourcebook
- Make detailed observations and notes for later use in comparing Abraham Lincoln to the Tuskegee Airmen

ESSENTIAL QUESTION: How does knowing the vocabulary help me to explain a topic?

Task: Vocabulary Building

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.

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.

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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:

- Using a concept circle graphic organizer, place a word or phrase associated with the Abraham Lincoln/Tuskegee Airmen within the circle
 - Ask students to write about the connections they see between the words and phrases
 - Have them explain why the words in the concept circle are together
- This activity is to be done with Abraham Lincoln and Tuskegee Airmen as often as needed

***Assessment Opportunity**

ESSENTIAL QUESTION: How does knowing the vocabulary help me to explain a topic?

Task: Vocabulary Building**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.

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.

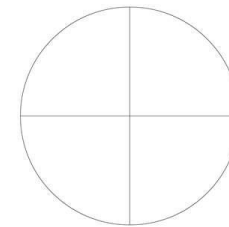
ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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:

- Put vocabulary words in 3 sections of the circle
 - Have students add a word to the 4th section
 - Next students should write about why they chose that word to add
 - How are the words in the circle related?
- This activity is to be done with Abraham Lincoln and Tuskegee Airmen as often as needed

***Assessment Opportunity**



ESSENTIAL QUESTION: How does asking questions help me to understanding the big idea?

Task: Summarizing**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).

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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).

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

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

Instruction:

- Distribute index cards to students
 - Ask students to write on both sides of index card
 - Side 1: Based on the text write a summary statement (a big idea) that you understood
 - Side 2: Identify something about the text that you did not fully understand. Write in a question.
 - Students should complete a card per page
 - At the conclusion of reading, ask students to write a brief (one minute) essay summarizing their understanding of the big idea
 - Share with partners
- This activity is to be done with Abraham Lincoln and Tuskegee Airmen as often as needed

***Assessment Opportunity**

Differentiation Option(s): Students can complete a card per paragraph

ESSENTIAL QUESTION: How does activating my background knowledge help me to make sense of non-fiction text?

Task: Activating Background Knowledge to make sense of non-fiction text

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.

ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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.

ELACC5W9a. 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]”).

ELACC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instruction:

- Watch the video clip of the “Red Tails” on the first day of this lesson
- Prior to reading review Internet resources (this could take a two or three days depending on the technology available to you)
- Begin reading *The Tuskegee Airmen (We the People)* (41 pages, 8 chapters, 4 pages per chapter) If possible, complete these activities within two weeks.
- After establishing some background knowledge, use this knowledge to make inferences as you read the stories
- Make a 3-column chart labeled: “text says,” “background knowledge,” and “my inference”
- Read teacher selected quotes from the text in the first column of the graphic organizer stating text says
- Read each quote and discuss the background knowledge
- Read the text and make inferences based off of the text and background knowledge
- Pay special attention to varied language and dialects

Abraham Lincoln Presidential Library: <http://www.alplm.org/>
Tuskegee Airmen: <http://tuskegeeeairmennationalmuseum.org/>
“Red Tails”, 2012 (film version portraying the triumphs of the Tuskegee Airmen)
<http://movies.yahoo.com/movie/red-tails/>
<http://www.npr.org/2012/01/26/145841045/real-tuskegee-airmen-helped-red-tails-take-flight>

***Assessment Opportunity**

ESSENTIAL QUESTION: How does organizing my thoughts help me to explain what I read?

Task: Using Graphic Organizers

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).

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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.

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

ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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

ELACC5W2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

ELACC5W9a. 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:

- Refer back to your notes of Abraham Lincoln and the Tuskegee Airmen, think of how the two are connected
- Develop three-circle Venn diagram, label them: “events” / “individuals” / “historical concepts”
- Identify the similarity and differences and place them in the diagram
- After the completion of Venn Diagram and using a K-W-L organizer, list three things you learned about each group of events, individuals, and concepts
- Conclude with three opening statements about what you learned for your informational essay
- Next Step: Decide how further reading and information changed what you thought you knew

***Assessment Opportunity**

ESSENTIAL QUESTION: How can information be shared differently?

Task: Compare & Contrast

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).

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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.

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

ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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

Instruction:

- Watch the movie clip of the “Red Tails” again
- Make a comparison between the text and the clip
- What are the similarities and the differences?
- What information in the clip is considered fictional?

<http://movies.yahoo.com/movie/red-tails/>

<http://www.npr.org/2012/01/26/145841045/real-tuskegee-airmen-helped-red-tails-take-flight>

ESSENTIAL QUESTION: How can portraying an event help me to respond to the text?

Task: Dramatic Presentation

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.

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.

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

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

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.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

ELACC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

ELACC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instruction:

- After watching the clip, have students begin creating a dramatic presentation of an event identified in their graphic organizers
- Students should incorporate the major characters and details in sequential order
- Students should develop a script, props, and costumes

- Script should be written in play format with logical sequencing, appropriate facts, and relevant details (include stage directions)
- Include graphics from power points as backgrounds and/or props
- Invite parents, staff, and other classes to the presentation

<http://movies.yahoo.com/movie/red-tails/>

<http://www.npr.org/2012/01/26/145841045/real-tuskegee-airmen-helped-red-tails-take-flight>

***Assessment Opportunity**

ESSENTIAL QUESTION: How can portraying an event help me to respond to the text?

Task: Dramatic Presentation

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.

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.

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

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

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.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

ELACC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

ELACC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instruction:

- Students will create a dramatic presentation of an important in the life of Abraham Lincoln
- They are to incorporate the major characters and details in sequential order
- Students are to develop a script, props, and costumes
Invite parents, staff, and other classes to the presentation

Resource: <http://www.alplm.org/>

***Assessment Opportunity**

ESSENTIAL QUESTION: How can portraying an event help me to respond to the text?

Task: Examine a topic

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.

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

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.

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

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

ELACC5W2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELACC5W2e. Provide a concluding statement or section related to the information or explanation presented.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Instruction:

Using graphic organizers and notes, write an essay explaining at least three of the challenges of Abraham Lincoln and the Tuskegee Airmen

- Effectively use the writing process (plan, draft, revise, final, proofread)
- Identify three similarities and three differences between Abraham Lincoln and the Tuskegee Airmen
- Discuss in detail how they responded to challenges; include evidence from the text
- Develop a topic using facts and specific information from both texts
- Earlier in the lesson, students created an engaging opening statement; now they are to develop a strong concluding statement to include in essay

***Assessment Opportunity**

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

PROMPT:

Dr. Martin Luther King Jr. wrote many inspiring speeches. Conduct your own research into the purpose for at least three of his speeches. Explain why you feel these three are especially powerful and moving. Use specific quotes from the speeches to help convey meaning.

Or

Using the poem “Mother to Son” by Langston Hughes, examine each stanza for the use of dialect. Compare and contrast the dialect, such as, “I’se been a-climbin on” to Standard American English used today. Explain why you believe the author used the dialect and how this particular choice of words impacts the reader.

SKILL BUILDING TASKS

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 figurative language impact the reader?

Task: Recognizing figurative language

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.

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

ELACC5RF4a. Read on-level text with purpose and understanding.

ELACC5RF4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

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.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Instruction:

- Give students a list of figurative language terms, definitions, and examples of language used in context
- Explain that poets use figurative language to describe things
- Select poetry which uses these terms
- Read poems aloud slowly
- Ask students to visualize each
- Explain figurative language terms ie. "signing trees" a personification that means the move of the trees, not crying or humming
- Allow students to identify terms as you read
- Students partner read poem to practice fluency

"I Know Why the Caged Bird Sings," Maya Angelou, poem

http://www.americanpoems.com/poets/Maya_Angelou/13474

(Allow for 3 – 4 days of practice identifying terms and practicing fluency)

ESSENTIAL QUESTION: How does figurative language impact my writing?

Task: I Have...Who Has? Game

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.

ELACC5RF4a. Read on-level text with purpose and understanding.

ELACC5RF4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC5SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Instruction:

- Today students will develop a figurative language game
- Allow for multiple attempts to practice game with classmates (This may take 2 – 3 days)
- Have students create an I Have ...Who Has? game to share with classmates

Directions for game:

- On 3X5" index cards, write each of the vocabulary words on one side of the card
- Turn the cards over and write the definition of a different word from the selected list
- Establish groups based off of the number of figurative language terms given
- Each student in group gets a card and reads it silently before the game begins
- To start: One student will ask, "Who has...?" and reads the definition. He turns his card over to view his word
- The student who has the word that fits the definitions says "I have (vocabulary word)..."
- She then turns her card over and asks "who has...?" and reads the definition
- Play continues until everyone has had a turn

***Assessment Opportunity**

ESSENTIAL QUESTION: How can I understand the meaning of words through relationships?

Task: Text Features

Standards:

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELACC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

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

ELACC5L5a. Interpret figurative language, including similes and metaphors, in context.

ELACC5L5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

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 vocabulary chart to understand relationships between words.
(spend day 1 creating the chart and day 2 working in groups or with partners to understand relationships and meanings)
- Create 3 X 3 Vocabulary chart
- Place familiar words in each box
- Students should write six sentences which illustrate the relationships between the three words in column 1 down, 2 down, 3 down and rows 1 across, 2 across, and 3 across. (The example uses text features) You may substitute with figurative language and civil rights terms for this unit.

Photographs	Charts	Captions
Labels	Diagram	Bold Words
Glossary	Headings	Table of Contents

Column 1 Down: _____

Column 1 Across: _____

Column 2 Down: _____

Column 2 Across: _____

Column 3 Down: _____

Column 3 Across: _____

Differentiation Option(s): Allow students to choose from a word list placing the words in the blocks they choose

***Assessment Opportunity**

ESSENTIAL QUESTION: How will the clues in a text lead me to the author's purpose?

Task: Analyzing author's purpose

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.

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.

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

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.

ELACC5RF4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Instruction:

- Explain that the title often gives clues about the main idea of the book
- Explain that the main idea is what the whole passage is about.
- Make copies of one of Dr. Kings speech
- Brainstorm what this speech is mostly about
- Select 10 to 12 words or phrases you think are important for students to know prior to reading
- Distribute the list of words or phrases and their meanings to students
- These words and phrases should be cut into moveable pieces
- Prior to reading, have students place the words or phrases next to what they believe is the meaning
- As the speech is read aloud, have students move the words or phrases as necessary
- After reading, discuss the words/phrases and there correct meaning

*Assessment Opportunity

ESSENTIAL QUESTION: How does figurative language influence the reader?

Task: Word Choice

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.

ELACC5RF4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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.

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.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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.

Instruction:

- Listen to clips of Dr. Martin Luther King Jr. speeches

- Ask students to identify 5 words they believe had a strong impact on the listeners
 - Have them get into pairs, trios, or groups of four to share and discuss their words
 - Have each group select three words to share and explain to the entire class
 - Refer back to previous lesson on figurative language and its use
 - Discuss the impact of figurative language
 - Identify three figurative language uses
- <http://www.mlkonline.net/speeches.html>

Differentiation Option(s): A Field Trip to the Dr. Martin Luther King Center in Atlanta before or after you begin this lesson is suggested

ESSENTIAL QUESTION: How does knowing the vocabulary help me to comprehend the text?

Task: Identifying important vocabulary

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.

ELACC5RF3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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.

ELACC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

ELACC5L4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

ELACC5L4c. 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:

- Write down a key vocabulary from one of Dr. King's speeches (e.g. persevere, segregation, civil rights)
- Use reference materials when necessary to locate the meaning (e.g. dictionary, thesaurus, internet, glossary, etc.)
- Ask students to choose one word to make an acrostic poem
- Ask students to identify things which they know about the word using each letter of the word
- This is a great opportunity to integrate prefixes, suffixes, and root words and their meanings

Example, persevere: When you persevere you ...

(Each letter should describe a specific action or behavior appropriate when persevering)

P-
E-
R-
S-
E-
V-
R-
E-

***Assessment Opportunity**

ESSENTIAL QUESTION: How can taking good notes make me a better writer?

Task: Note Taking

Standards:

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

ELACC5W2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2e. Provide a concluding statement or section related to the information or explanation presented.

ELACC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instruction:

- Listen to clips of Dr. Martin Luther King Jr. speeches
 - Select 3 of your favorite speeches
 - Keep track of the relevant facts and details using the dot and search method taught earlier
 - Preview the speech
 - Look at the title and think about what you know about the topic and what you can infer
 - Think aloud with partner as you read the speech making necessary notes
 - Share with a partner what impact the speech might have on society
 - Write an essay explaining the impact of these speeches. (Include direct quotes)
 - Provide an evident and logical conclusion
- <http://www.mlkonline.net/speeches.html>

***Assessment Opportunity**

ESSENTIAL QUESTION: How does reading fluently help me to understand the text?

Task: Prepared Speaking

Standards:

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.

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

ELACC5RF4a. Read on-level text with purpose and understanding.

ELACC5RF4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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, drawing on others' ideas and expressing their own clearly.

ELACC5SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Instruction:

- Select one of Dr. King's speeches to recite orally to the class
- Listen to the audio clip as many times as needed to perfect a speakers voice and tone
- Practice fluency in class with partner
<http://www.mlkonline.net/speeches.html>

Homework suggestion: Practice memorization of speech

ESSENTIAL QUESTION: How does adding figurative language impact a speech?

Task: Voice

Standards:

ELACC5W1b. Provide logically ordered reasons that are supported by facts and details

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

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

ELACC5W2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELACC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELACC5W2e. Provide a concluding statement or section related to the information or explanation presented.

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

Instruction:

- Brainstorm changes you would like to see take place at home, school, or in the community
- Prepare a speech for your parents, classmates/teacher/principal, or community leaders addressing those changes
- Use expressive language, tone, and rhythm
- Use analogies and figurative language (eg. similes, idioms, metaphors, and hyperboles) whenever possible
- Remind students to use impactful language throughout; word choice is important and selected quotes could be used
- Write the speech in a way that grabs the listeners attention
- Conclude the speech with a summary of information from the speech
- Present the speech to the class during an author's tea

(Allow for 1 to 2 weeks for this activity)

ESSENTIAL QUESTION: What can I learn about myself and the world by studying historical figures?

Task: Researching Historical Figures

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.

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.

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.

Instruction:

- Conduct research on Dr. Martin Luther King Jr.
- Write a biography of Dr. King's life using non-fiction text features
- Include a timeline of his life and major historical achievements
- Include a cover, title page, dedication, table of contents, glossary, index, & bibliography
- Concluding page should be about you the author
- This activity can be done with any historical figure.

(Hold an author's tea for parents upon completion.) This assignment could take two weeks.

***Assessment Opportunity**

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

PROMPT:

In *Holes*, Stanley is falsely accused of a crime he didn't commit. Stanley persevered until he was exonerated. Think of a time when you were accused of something you did not do. Write a story about how you handled the situation? What could you have done differently? Use dialogue and pacing to develop experiences and events.

SKILL BUILDING TASKS

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 QUESTIONS: How do I retell what I have read in writing?

Task: Summarizing

Standard:

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.

ELACC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELACC5W3e. Provide a conclusion that follows from the narrated experiences or events.

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

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.

Instruction:

- Students read *Mississippi Bridge* by Mildred Taylor (64 pages)
- Use one of the selected graphic organizers to keep track of details as the story is read
- The summary should include:
 - The names of the characters
 - The specific places where the story happens

- The problem in the story and how the characters solved it
- The important events in order from the beginning, middle, and end of the story

***Assessment Opportunity**

ESSENTIAL QUESTION: What do I know about the topic that can help me predict the outcome?

Task: Making Predictions

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.
- 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).
- 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.
- ELACC5RF4a.** Read on-level text with purpose and understanding.
- ELACC5RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- ELACC5L3b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Instruction:

- Introduce the book, *Sideways Arithmetic from Wayside School*, predict topics that may be covered in the text.
- Model making predictions by identifying various subjects in the text and activating prior knowledge.
- Discuss background knowledge and how students can use their knowledge from books, movies, and experiences to help them understand the text.
- Model how to interpret and make an educated guess using background knowledge to make your predictions.
- Check for understanding of visual aids placed in the text to help predict and infer author’s meaning.

Predictions:

What do you think will happen in the text?
 Before reading, use the title and the illustrations to make predictions.
 During reading, stop and predict what you think will happen next.
 After reading, determine if your predictions were correct.

(Continue for one week)

ESSENTIAL QUESTION: What do I know about the topic that can help me predict the outcome?

Task: Making Connections

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).
- ELACC5RI1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELACC5L4a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Instruction:

- Today read “Song of the Trees,” by Mildred Taylor (64 pages). Have students think about what they already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.
- Make a connections poster labeled: “This reminds me of…”
- Explain that readers make connections to a story to help them better understand the text
- Introduce the three types of connections: self, text, world
- Model the self to text strategy by creating a list of personal connections to *Song of Trees* by Mildred Taylor
- Use the think-aloud strategy to model how to make each type of connection
- Tell the students, as they read, think about what the story reminds them of…
- As the students read the text, have them place connections on sticky notes to add to the poster

Connections:

What do you already know about the text?

Connect the text to yourself.

Connect the text to other things you have read.

Connect the text to other people, things, or ideas.

(Continue for one week)

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I make inferences using the words from the text and my background knowledge?

Task: Inference

Standards:

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

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC5RF3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

ELACC5RF4a. Read on-level text with purpose and understanding.

ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Instruction:

Strategies: Making Inferences in Nonfiction

- Read *More Sideways Arithmetic from Wayside School* by Louis Sachar (112 pages). Remind students to use clues in the text and background knowledge to fill in the gaps and draw conclusions.
- Distribute common real-world sentences to students
- Model a few examples of inferring from the text
- Remind students to use prior knowledge when making inferences
Example: Yesterday, I saw a friend getting into her car. She was dressed nicely and carrying a briefcase. The clothing and briefcase is evidence. From prior experiences, I can infer that _____???
- Ask students to think about the evidence and what they already know
- Ask them to guess, or infer, where my friend was going? work, interview, etc.
- What type of job would my friend possibly have?

- Allow time for students to discuss their ideas

Infer:

What are the underlying messages of the text?
 Fill in the gaps by combining what you know with what you have read.
 Draw conclusions.

(work on this strategy for 2 – 3 days)

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I make inferences using the words from the text and my background knowledge?

Task: Inference

Standards:
ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
ELACC5RF3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
ELACC5RF4a. Read on-level text with purpose and understanding.
ELACC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Instruction:

- Read *Souder* by William Armstrong (116 pages). Using clues in the text and background knowledge, fill in the gaps and draw conclusions.
- Have students look for implied information from the author
- Using a graphic organizer, identify the cause and two effects of something implied
- Record findings as a journal entry

Infer:

What are the underlying messages of the text?
 Fill in the gaps by combining what you know with what you have read.
 Draw conclusions.

(Work on this strategy for 2 – 3 days)

ESSENTIAL QUESTION: How does using my five senses help me create an image?

Task: Visualizing Using Cue Cards

Standards:
ELACC5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.
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).
ELACC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of

main ideas or themes.

Instruction:

- Read *Mississippi Bridge* by Mildred Taylor (56 pages). Create mental images of the characters, settings, and events in the text.

Introduce cue cards:

- **Who/What** can you see in the story?
- **Where** are they?
- **When** did the event happen?
- **Movement** - what are the characters doing?
- **Sound** - what can be heard?
- **Feel** - how are they feeling?
- Read the description of Mr. Logan or any main character
- Ask the students to close their eyes as they listen to the description a second time
- Think of what he looks like, sounds like, or smells like
- Students will draw a picture of Mr. Logan based off their visual image
- Have students select one picture. Use the cue cards to describe the picture in as much detail as possible.

Visualizing:

Read the passage to get the feeling of it.

Look back through the passage for words that create images.

Use the words to create a picture in your mind of the image by thinking of your five senses (feel, hear, touch, smell, taste).

Re-read the passage as often as necessary.

Differentiation Option(s): Students can describe the picture of Josias with a partner

(Work on this strategy for 1 week with various text)

ESSENTIAL QUESTION: How does asking questions keep me interested in what I'm reading?

Task: Asking Questions

Standards:

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

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.

ELACC5RF4a. Read on-level text with purpose and understanding.

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.

ELACC5SL1a. 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.

ELACC5SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.

ELACC5SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Instruction:

- Read *Morris and Buddy* (40 pages). Ask students to stop and ask questions to see if the text makes sense. Reread the text for more information.
- Ask "What is a question?" and "What is not a question?" "What is questioning?" (e.g., never ending wondering)
- Make class chart of brainstorm ideas

- Write down ideas before, during, and after reading
- Have students write in journal one reason why they would ask a question
- Practice asking questions with pictures, poems, nursery rhyme etc., before reading the text
- Using a large picture or book jacket tell students to come up with a question based on the picture
- Write questions on sticky notes, begin questions with Who, What, When, Where, Why, How
- Discuss questions as whole group

Questioning:

What questions do you have about the text?

Think about what else you want to know?

Question parts of the text that are unclear or do not make sense?

Reread the text to find answers to your questions

(Work on this strategy for 1 week)

ESSENTIAL QUESTION: How do I retain what I read?

Task: Evaluating

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.

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

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC5RF3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

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.

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.

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.

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

Instruction:

Read *Friendship* by Mildred Taylor (64 pages). Have students evaluate or think about the following things as they read

- Think about the text as a whole and form opinions.
- Think about how the author makes the story come alive and engages the reader.
- Think about what was entertaining, informative, or useful about the selection.
- Think about the purpose or theme of the story
- Take detailed notes using a graphic organizer
- Write thoughts in a journal
- Quote accurate information from the text to support thinking

- Introduce the topic with clear organized thinking
- Make writing easy to read, free from spelling, punctuation, and capitalization errors
- Record thoughts in your journal

(Work on this strategy for 1 week)

ESSENTIAL QUESTION: How do I put what the author says, together with my own knowledge, to come up with a conclusion?

Task: Drawing Conclusion

Standards:

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

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

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.

ELACC5W1b. Provide logically ordered reasons that are supported by facts and details.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

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

Instruction:

- Explain that author's don't always tell everything, the reader must use what they know to figure it out
- Read the 1st chapter to students. As you read, use information from the author along with what you know to draw conclusions.
- Prompt for understanding by asking, "How does the author help you understand what happen on this page?"
- Have them turn to a partner and share their thinking
- Discuss answers
- Read the first 6 chapters of *Holes*. (This assignment can take up to 3 days)
- Use a graphic organizer to list 2 to 3 facts per chapter

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I compare and contrast two types of literary work?

Task: Compare & Contrast

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).

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

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

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.

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

ELACC5W1b. Provide logically ordered reasons that are supported by facts and details.

ELACC5SL1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Instruction:

- Compare and/ or contrast your family members or friends to yourself
- Watch clips from the movie “Holes”.
- Use a Venn Diagram to compare and contrast the differences between the movie and the text
- With a partner, have students compare their diagrams and make notes about the information that is different
- Select the information to share in a short essay
- Write a summary using the format taught previously, using characters, setting, plot, etc.

Assessment Opportunity*ESSENTIAL QUESTION: How do I identify the main idea of the text?****Task: Locating the main idea****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.

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

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.

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

ELACC5W3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

ELACC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELACC5W3e. Provide a conclusion that follows from the narrated experiences or events.

ELACC5L1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

ELACC5L1c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

Instructions:

- Have students review the details of the text they have noted.
- Write an 8 paragraph summary of *Holes*
- Write one paragraph for each chapter, an opening, and closing paragraph
- Include the main idea of each chapter in your summary
- Reiterated the main idea of all 6 chapters in the closing
- Complete an exit ticket on the first day indicating the main idea of the first 6 chapter

(This assignment can take up to 3 days.)

Assessment Opportunity*ESSENTIAL QUESTION: How do I begin the writing process?****Task: Organization**

Standards:

- ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELACC5W3a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ELACC5W3b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- ELACC5W3c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- ELACC5W3d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELACC5W3e.** Provide a conclusion that follows from the narrated experiences or events.

Instruction:

Students will write a story of a time when they encountered being wrongly accused

- Before they begin, review the writing process with them
- Have students brainstorm how they handled the false accusation
- Students should use a graphic organizer, brainstorm ideas, and establish a plan
- Students should include characters, setting, plot, and solution in plan, dialogue, and transition words
- Use the 5 senses technique to describe details



Hear



see



smell



taste



feel

ESSENTIAL QUESTION: How do I begin writing my essay?

Task: Drafting**Standards:**

- ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELACC5W3a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ELACC5W3b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- ELACC5W3c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- ELACC5W3d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELACC5W3e.** Provide a conclusion that follows from the narrated experiences or events.
- ELACC5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ELACC5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

Instruction:

- Using the organizer, tell students they will write their draft based off of their plan
- Think aloud explaining how to take their plan and put them into sentences
- Model
- Practice with students taking information from their organizer and placing them into their draft

- Remind them they should skip lines in order to revise later
- Continue drafting including all components of a narrative essay putting their ideas in a draft format

ESSENTIAL QUESTION: How do I make my writing stronger?

Task: Revising

Standards:

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

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

ELACC5L1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

ELACC5L1c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

ELACC5L1d. Recognize and correct inappropriate shifts in verb tense and aspect.*

Instruction:

- Develop a T-Chart
- Write “Weak” on one side and “Strong” on the other side
- List weak and strong verbs
- Have two students share their drafts
- Identify the weak verbs and together come up with strong verbs to replace the weak
- Use correct and appropriate verb tense and aspect
- Revise their first draft, make sure students realize this is only the first of many possible drafts

ESSENTIAL QUESTION: How do errors affect the reading of my essay?

Task: Editing

Standards:

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

ELACC5L1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

ELACC5L1c. Use verb tense and aspect to convey various times, sequences, states, and conditions.

ELACC5L1d. Recognize and correct inappropriate shifts in verb tense and aspect.*

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

ELACC5L2a. Use punctuation to separate items in a series.*

ELACC5L2b. Use a comma to separate an introductory element from the rest of the sentence.

ELACC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

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

ELACC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

Instruction:

- Distribute an at least two Editing Checklists and List of Proofreading Marks to each student
 - Glue one Editing and Proofreading list into source books
 - Display a piece of work on the board
 - Think aloud as you use the Editing Checklist and List of Proofreading Marks Chart
 - Students should use lists to edit their work
 - After the students edits their own work, allow them to exchange their writing pieces with partner
 - Partners will go over the writing pieces slowly using the extra copy of lists to edit their partners work
- Proofreading marks:** [Elementary Proofreading and Editing Marks](#)
Editing checklist 1: [Editing Checklist](#)
Editing checklist 2: [Editing Checklist for Self- and Peer Editing - ReadWriteThink](#)
- Publish completed works

***Assessment Opportunity**