Grade 5 - Unit 5 - Picturing Change

Unit Focus

Students are challenged to interpret and analyze multiple points of view through the use of picture books. This unit serves as a culmination of the work around character, theme, and conflict from throughout the year. However, it elevates the work from previous units by challenging students to use these three elements of literary studies to analyze multiple perspectives and points of view across an inclusive collection of picture books.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards
- Common Core
  - *English Language Arts: 5*
  - Reading Literature
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(CCSS.ELA-LITERACY.RL.5.1)*
  - 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. *(CCSS.ELA-LITERACY.RL.5.2)*
  - 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). *(CCSS.ELA-LITERACY.RL.5.3)*
  - Describe how a narrator's or speaker's point of view influences how events are described. *(CCSS.ELA-LITERACY.RL.5.6)*
  - 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. *(CCSS.ELA-LITERACY.RL.5.10)*
  - 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. *(CCSS.ELA-LITERACY.SL.5.1)*
  - 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. *(CCSS.ELA-LITERACY.SL.5.1.A)*
  - Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*

Transfer

Students will be able to independently use their learning to...
T1 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.
T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.

Meaning

Understanding(s)

Students will understand that...
U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.
U2 Readers ask and answer questions to deepen understanding and promote further thinking.
U3 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment.

Essential Question(s)

Students will keep considering...
Q1 What can I learn about myself by looking deeply into characters?
Q2 What can I learn about others and the world by looking deeply into characters?
Q3 How do people/characters, events, and ideas develop within the text?
Q4 How do readers and writers evaluate different perspectives?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Readers use mirrors to see themselves in the characters, the plot, the setting, and the conflicts to better understand the stories.

Skill(s)

Students will be skilled at...
S1 Identifying how the character's feelings and emotions affect the character's point of view and perspective.

Stage 1: Desired Results - Key Understandings

- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*
- 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. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.5.4.C)*

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o Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*
o Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*

K2 Readers use books as windows to better understand different points of view and perspectives.
K3 Feelings and emotions affect the character's point of view and perspective.
K4 Internal thoughts reveal, explain or contradict the character's point of view or perspective.
K5 A character's motivations/drive and flaws/weaknesses influence their point of view or perspectives.
K6 A character's experiences, as well as the conflicts they face, shape their point of view or perspectives.
K7 A character's beliefs, values, customs, and culture shape their point of view or perspectives.
K8 Morphemes: Latin Base aqua and Greek Base hydr(o) = "water", Latin Base dent and Greek Base odont = "tooth, teeth", Latin Base ped and Greek Base pod = "foot, feet", Latin Base temp, tempor and Greek Base chron(o) = "time", Latin Base sol and Greek Base mon(o) = "alone, only, one"

S2 Identifying when internal thoughts of a character reveals, explains, or contradicts the character's point of view or perspective.
S3 Determining what motivates a character and drives the decisions they make.
S4 Identifying experiences or conflicts that impact the character and how they shape their point of view or perspective.
S5 Examining the character's beliefs, values, customs, and culture and how it shapes their point of view or perspective.
S6 Engaging in respectful discourse while considering multiple perspectives.
S7 Recognizing morphemes hold their own individual meaning.