

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

5th Grade

Unit of Study: Reading - Uncovering Meaning and Message in Literature; Writing – Personal Narrative (Dialogue, Description and Events)

Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.5.R.L.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.5.R.L.2:** Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **CC.5.R.L.3:** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **CC.5.R.L.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **CC.5.R.L.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **CC.5.R.L.10:** By the end of the year, read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.
- **CC.5.W.1:** Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequence.
- **CC.5.W.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

Overarching CT Standards/Grade Level Expectations:

- **CT.5.R.7:** Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- **CT.5.R.8:** After Reading—Identify recurring themes in literature, including book by the same author.
- **CT.5.R.10:** After Reading—Discuss and analyze how characters in text deal with conflicts of human experience relating to real life situations.
- **CT.5.R.11:** After Reading—Summarize the major actions that define the plot and how actions lead to conflict or resolution.
- **CT.5.R.13:** After Reading—Identify the narrator and explain which point of view is used in the text.
- **CT.5.R.14:** After Reading—Explain how a story would change if a difference character narrated it.
- **CT.5.R.17:** After Reading—Compare and contrast ideas, themes and/or issues across texts and across texts representing multicultural experiences.
- **CT.5.R.18:** After Reading—Compare and contrast the same conflict from the point of view of two difference characters.
- **CT.5.R.20:** After Reading—Explain similarities and differences within and among multiple cultures or historical periods.
- **CT.5.R.22:** After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.26:** After Reading—Understand how the author’s experience and beliefs influence text.
- **CT.5.R.28:** After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.
- **CT.5.R.30:** After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.

Priority Standards:

- **CC.5.R.L.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.5.R.L.2:** Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **CC.5.R.L.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **CT.5.R.7: Before and During Reading—**Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- **CT.5.R.11: After Reading—**Summarize the major actions that define the plot and how actions lead to conflict or resolution.
- **CT.5R.13: After Reading—**Identify the narrator and explain which point of view is used in the text.
- **CT.5.R.18: After Reading—**Compare and contrast the same conflict from the point of view of two different characters.
- **CT.5.R.26: After Reading—**Understand how the author’s experience and beliefs influence text.
- **CT.5.R.28: After Reading—**Understand the social and cultural perspective from which the author writes and how that contributes to the text.
- **CT.5.R.30: After Reading—**Explain how information in a text could be used to solve a problem and cite text-based examples.
- **CC.5.W.1:** Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequence.
- **CC.5.W.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Explicit textual evidence and inferences	Quote from text	Understanding/analyzing
Theme of story, drama or poem	Determine	Understanding
How point of view (e.g., narrator’s, speaker’s) influences descriptions	Describe	Analyzing
Implicit vs. explicit information	Make inferences	Analyzing
Inferences	Justify	Evaluating
Major actions that define plot	Summarize	Understanding
Different points of view about the same conflict	Compare and contrast	Analyzing
Author’s experience and beliefs	Understand	Understanding
How author’s social and cultural perspective influences text	Understand	Understanding
Information can be used to problem-solve	Explain	Analyzing
Text-based examples	Cite	Understanding
Use effective techniques, details and sequence	Write narratives	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why is it important for a reader to know about an author's personal experiences?	Character development, theme and point of view are influenced by the author's personal experiences.
Why is it important for a reader to pay attention to both explicit (obvious) and implicit (inferential) information?	Understanding text meaning and messages requires understanding of both explicit (obvious) and implicit (inferential) information.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

5th Grade

Unit of Study: Reading - Finding Information to Explore and Support Ideas; Writing – Compare/Contrast (Supporting Ideas with Information)
Pacing: Instruction – 30 days; Reteaching – 5 days

Overarching Common Core State Standards:

- CC.5.R.I.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.5.R.I.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
- **CC.5.R.I.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.**
- CC.5.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **CC.5.R.I.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**
- **CC.5.R.I.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**
- CC.5.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently.
- **CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.5.W.4: Produce clear and coherent writing in which the development and organization is appropriate to task, purpose and audience.**
- **CC.5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.**

Overarching CT Standards/Grade Level Expectations:

- CT.5.R.7: Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- CT.5.R.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- **CT.5.R.1: Vocabulary—Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.**
- CT.5.R.2: Vocabulary—Use structural analysis to understand new words and concepts.
- CT.5.R.3: Vocabulary—Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
- **CT.5.R.24: After Reading—Evaluate the quality and value of text.**
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**
- CT.5.R.30: After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.
- **CT.5.R.20: Writing Process—Plan, gather and organize information from multiple sources to address a topic.**

Priority Standards:

- **CC.5.R.I.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CC.5.R.I.3:** Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
- **CC.5.R.I.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CC.5.R.I.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **CT.5.R.1:** Vocabulary—Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.
- **CT.5.R.24:** After Reading—Evaluate the quality and value of text.
- **CT.5.R.25:** After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.
- **CT.5.R.20:** Writing Process—Plan, gather and organize information from multiple sources to address a topic.
- **CC.5.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CC.5.W.4:** Produce clear and coherent writing in which the development and organization is appropriate to task, purpose and audience.
- **CC.5.W.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Main ideas and how they are supported by details	Determine and explain	Understanding
Text	Summarize	Understanding
Relationships or interactions between individuals, events, ideas of concepts within a text	Explain	Analyzing
Information from multiple sources	Locate an answer or solve a problem	Understanding
Word meaning and concepts	Predict, clarify and/or expand	Analyzing
Quality and value of a text	Evaluate	Evaluating
Issues and information from multiple texts	Connect	Analyzing
Information form multiple sources	Plan, gather and organize	Analyzing/creating
Convey ideas and information clearly	Write informative/explanatory text	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why is it necessary use several different sources to find information about a topic?	Gathering information about a topic from multiple sources leads to greater knowledge of that topic and exposure to more than one point of view.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

5th Grade

Unit of Study: Reading - Using Persuasion; Writing – Persuading Readers in Writing

Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.5.R.L.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **CC.5.R.L.10:** By the end of the year, read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.
- **CC.5.W.1:** Write opinion pieces or topics or texts, supporting a point of view with reasons and information.
- **CC.5.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CC.5.W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **CC.5.W.9:** Draw evidence from literary and informational texts to support analysis, reflection and research.

Overarching CT Standards/Grade Level Expectations:

- **CT.5.R.7:** Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- **CT.5.R.13:** After Reading—Identify the narrator and explain which point of view is used in the text.
- **CT.5.R.18:** After Reading—Compare and contrast the same conflict from the point of view of two different characters.
- **CT.5.R.22:** After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.28:** After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.
- **CT.5.R.30:** After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.

Priority Standards:

- **CC.5.R.L.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **CT.5.R.22:** After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CC.5.W.1:** Write opinion pieces or topics or texts, supporting a point of view with reasons and information.
- **CC.5.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CC.5.E.4:** Produce clear and coherent writing in which the development and organization is appropriate to task, purpose and audience.
- **CC.5.W.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
How point of view (e.g., narrator's, speaker's) influences descriptions	Describe	Analyzing
Similarities and differences between texts based on evidence	Find	Understanding/analyzing
Support point of view with reasons and information	Write opinion pieces	Creating
Convey ideas and information clearly	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why does the reader need to be aware of the author's perspective?	Authors' personal opinions and judgments influence what is written which, in turn, influences what readers understand.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

5th Grade

Unit of Study: Reading - Expressing Ourselves Aloud; Writing – The Power of Biography

Pacing: Instruction – 30 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.5.R.I.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.**
- CC.5.R.I.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CC.5.R.I.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CC.5.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently.
- **CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.5.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- **CC.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**
- CC.5.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Overarching CT Standards/Grade Level Expectations:

- CT.5.R.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- CT.5.R.7: Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- CT.5.R.13: After Reading—Identify the narrator and explain which point of view is used in the text.
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**
- **CT.5.R.26: After Reading—Understand how the author’s experience and beliefs influence text.**
- **CT.5.R.27: After Reading—Recognize author’s perspective.**
- **CT 5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**
- CT 5.R.28: Writing Process—Identify professional authors’ styles and techniques.
- CT 5.R.36: Writing Genres—Write compare-contrast essay, using point-by-point structure.

Priority Standards:

- **CC.5.R.I.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.**
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**

- **CT.5.R.26: After Reading—Understand how the author’s experience and beliefs influence text.**
- **CT.5.R.27: After Reading—Recognize author’s perspective.**
- **CT 5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**
- **CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Relationships or interactions between individual, events, ideas or concepts within a text.	Explain	Analyzing
Issues, information and experiences across texts	Connect	Understanding
How author’s experiences and beliefs influence texts	Understand	Understanding
Author’s perspective	Recognize	Understanding
How author’s social and culture perspective influences text	Understand	Understanding
Convey ideas and information clearly	Write information/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Investigation of different aspects of a topic	Conduct research	Analyzing/Evaluating

Essential Questions	Big Ideas
How is a reader able to express ideas and explain information clearly and accurately?	Careful reading of text is important for a reader to accurately describe and explain what it is about.
How should readers engage in class discussions?	It is important for readers to participate in discussions by both listening carefully and speaking knowledgeably.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 5

5th Grade

Unit of Study: Reading - Examining Language and Aesthetic Elements; Writing – Performance, Poetry and Drama

Pacing: Instruction – 25 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.5.R.L.3:** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- CC.5.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CC.5.R.L.5:** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
- CC.5.R.L.6: Describe how a narrator’s or speaker’s point of view influences how events are described.
- CC.5.R.L.7: Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
- CC.5.R.L.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- CC.5.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band independently and proficiently.
- **CC.5.W.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

Overarching CT Standards/Grade Level Expectations:

- CT.5.R.1: Vocabulary—Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
- CT.5.R.2: Vocabulary—Use structural analysis to understand new words and concepts.
- CT.5.R.3: Vocabulary—Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
- CT.5.R.7: Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
- CT.5R.13: After Reading—Identify the narrator and explain which point of view is used in the text.
- CT.5.R.14: After Reading—Explain how a story would change if a difference character narrated it.
- CT.5.R.16: After Reading—Explain the characteristics of various genres.
- CT.5.R.17: After Reading—Compare and contrast ideas, themes and/or issues across texts and across texts representing multicultural experiences.
- CT.5.R.18: After Reading—Compare and contrast the same conflict from the point of view of two difference characters.
- **CT.5.R.19:** After Reading—Explain how specific text features help you understand a selection.
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- CT.5.R.30: After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.

Priority Standards:

- **CC.5.R.L.3:** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **CC.5.R.L.5:** Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.

- **CT.5.R.19: After Reading—Explain how specific text features help you understand a selection.**
- **CC.5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Characters, settings or events	Compare and contrast	Analyzing
Series of chapters, scenes or stanzas and how they fit together and provide structure	Explain	Analyzing
Text features	Explain	Analyzing
Support analysis, reflection and research	Draw evidence	Analyzing

Essential Questions	Big Ideas
Why is it important for readers to pay attention to text structures or features?	Understanding text structure will help readers to better understand the entire text.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 6

5th Grade

Unit of Study: Reading - Studying the Craft of Persuasion (Unit 6); Writing – Research for Persuasive Argument

Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:

- CC.5.R.I.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.5.R.I.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.**
- **CC.5.R.I.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
- **CC.5.R.I.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.**
- CC.5.R.I.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CC.5.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently.
- **CC.5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.5.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- **CC.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**
- **CC.5.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

Overarching CT Standards/Grade Level Expectations:

- CT.5.R.1: Vocabulary—Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.
- CT.5.R.2: Vocabulary—Use structural analysis to understand new words and concepts.
- CT.5.R.3: Vocabulary—Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
- CT.5.R.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- CT.5.R.13: After Reading—Identify the narrator and explain which point of view is used in the text.
- CT.5.R.16: After Reading—Explain the characteristics of various genres.
- CT.5.R.19: After Reading—Explain how specific text features help you understand a selection.
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**
- **CT.5.R.26: After Reading—Understand how the author’s experience and beliefs influence text.**
- **CT.5.R.27: After Reading—Recognize author’s perspective.**
- **CT 5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**

- CT 5 R.28: Writing Process—Identify professional authors’ styles and techniques.

Priority Standards:

- **CC.5.R.I.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.
- **CC.5.R.I.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **CC.5.R.I.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- **CT.5.R.25:** After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.
- **CT.5.R.26:** After Reading—Understand how the author’s experience and beliefs influence text.
- **CT.5.R.27:** After Reading—Recognize author’s perspective.
- **CT 5.R.28:** After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.
- **CC.5.W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **CC.5.W.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **CC.5.W.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in multiple texts	Compare and contrast	Analyzing
Multiple accounts of the same event/topic	Analyze	Analyzing
Author’s use of reasons and evidence	Explain	Analyzing
Issues and information from multiple texts	Connect	Analyzing
How author’s experience and beliefs influence text	Understand	Understanding
Author’s perspective	Recognize	Understanding
How author’s social and cultural perspective influences text	Understand	Understanding
Appropriate to task, purpose and audience	Produce writing	Creating
Investigation of different aspects of a topic	Conduct research	Analyzing/Evaluating
Summarize/paraphrase information, provide a list of sources	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
Why should readers focus on text structure when reading multiple texts about the same topic/event?	Recognizing various types of text structures will make it easier to analyze various accounts of the same topic.
How is text structure part of author's craft?	An author will choose a specific text structure in order to get his/her points across to the reader.

Summative Unit Assessments – 5th Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric or Checklist Required
1. Uncovering Meaning and Message in Literature	1. Personal Narrative; Dialogue, Description and Events	Selected response/Written Response	--Students identify theme, message and/or point of view from given texts; students specifically identify event or action from beginning, middle and end of story that illustrates development of theme/message/point of view (Do the events chosen clearly show the theme, message or point of view?).	√ - measure growth	√ - rubric for content
2. Finding Information to Explore and Support Ideas	2. Compare/Contrast: Supporting Ideas with Information	Selected response/Written response	--Identify main idea/thesis statement and supporting details --Restate or repeat the main idea and supporting details of an article (Is the student able to pick out focus and details without rewriting the entire piece?)	√ - measure growth	√ - rubric for content
3. Using Persuasion	3. Persuading Readers in Writing	Selected response/Performance	--Given two stories/articles, student will be able to complete compare/contrast organizer and explanatory paragraph, identifying the supporting details (ideas) for each point of view/main idea (Can the student clearly state each position with 2-3 details?) --Each group member presents one side of an issue; audience determines who made a more convincing argument and why.	√ - measure growth	√ for paragraph; checklists for presentation (audience and teacher)
4. Expressing Ourselves Aloud	4. The Power of Biography	--Performance/Poster/Timeline	-- Dramatic and/or written portrayal of a historical personage during a pivotal point in his/her life that includes a written description/explanation (i.e., timeline, poster, etc.) of the most important contributions made by this person and an explanation of why this event/moment was chosen; students explain how this moment/action/decision influenced history, legislation, etc.; students must back-up opinions with evidence from text.		√ for performance and written explanation; checklist for poster/timeline
5. Examining Language and Aesthetic Elements	5. Performance, Poetry and Drama	Performance	--Given a scene, poem or song, students identify the emotion portrayed; students identify a corresponding passage from another text and justify the comparison. Alternatively, students identify the emotion in a given piece of text and illustrate it through art or musical selection.		√ - rubric for comparison or illustration
6. Studying the Craft of Persuasion	6. Research for Persuasive Argument	Presentation/Debate	Groups of students (up to 4) choose an issue and research pro and con arguments; group members choose a side and develop oral arguments; groups conduct a debate with audience determining who made the more convincing argument.		√ for debate research/issue development; checklist for audience reaction