

# Unit 1: IDENTITY

Who am I? ¿Quién soy? Who are we? ¿Quiénes somos?

## Unit 1-Shared Reading

### STAGE 1: DESIRED LEARNING

**Essential Questions:** Who am I? ¿Quién soy? Who are we? ¿Quiénes somos?

**Essential Understanding:** Students will understand/discover that...

Intersectionalities are complex crossroads of a person's multiple identities, and our human experiences shape our identities. One way that our identities are developed is through a family's beliefs, values, traditions, cultural experiences, and heritage.

Each classroom has a unique identity because of the students and teachers that are part of it, and each classmate's story is part of the story/identity of the whole class.

Using their own experiences and details and events in the texts they'll explore, students will discover themes around individual and group identity, collaboration, and community participation.

Students will research and gather details about their personal name stories. They will use their information to design a presentation to share with their classmates about their unique name story. This will allow students to compare and contrast their own stories to their classmates' and others in texts they explore. Exchanging stories through dialogue, listening, and engaging with each other, students learn about, value, and honor their classmates' similarities and differences. Students will understand that each individual's voice, story, and thoughts are valuable. They will use what they've learned about each other to collectively write a class community agreement.

These understandings and discoveries are developed and deepened throughout the unit with the following inquiry questions- *What is a story?*, *Does everyone have a story?*, *Where does my story begin?*, *Who am I?*, *What is my responsibility in this class?*, and *What is our class identity?*

The theme of identity will cross over into Shared Writing. Students will use the book, *The Best Part of Me*, as an anchor to write their own poem to describe the best part of them. They will first brainstorm, then choose one of their physical traits that they believe is the best part of them. Students will use descriptive details and figurative language, such as similes and metaphors, to compose their poem.

**Looking Ahead:** The theme of identity is woven throughout the remaining 5th Grade Shared Literacy units, as it's naturally associated with change, fairness, and human and global systems.

In Unit 2: Change, there is an underlying foundation of identity. It's critical that students are aware of the ways that our identities change as we experience minor to major life events. Each experience we have impacts our identity. Students explore relationships among individuals, a variety of perspectives (both fictional characters and real people), and adjusting to a new setting and surroundings. Each shapes our identities and impacts who we are.

In Unit 3: Fairness, students take a deep and careful exploration through what makes up a story. They realize that the "accepted" version of a story can result in judgements because one story doesn't ever

capture every perspective. The stories we create, accept, and share impact our perspectives and identities.

In Unit 4: Systems, students explore cultures across the world to learn how identities are impacted by global locations, access to water, and roles within communities. Nature AND nurture contribute to one's identity.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Unit 1 Inquiry Progression		
Inquiry #	Inquiry Question	# Sessions
<a href="#"><u>Inquiry 1</u></a>	<i>Does everyone have a story?</i> <i>¿Todos tienen una historia?</i>	5
<a href="#"><u>Inquiry 2</u></a>	<i>Who am I?</i> <i>¿Quién soy?</i>	7
<a href="#"><u>Inquiry 3</u></a>	<i>What is my responsibility in this class?</i> <i>¿Cuál es mi responsabilidad en esta clase?</i>	6
<a href="#"><u>Inquiry 4</u></a>	<i>What are our stories? What is our class identity?</i> <i>¿Cuáles son nuestras historias? ¿Cuál es la identidad de nuestra clase?</i>	4
<b>TOTAL SESSIONS</b>		<b>22</b>

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## Unit 1-Shared Writing

### STAGE 1: DESIRED LEARNING

**Essential Question:** Who am I? ¿Quién soy? Who are we? ¿Quiénes somos?

**Essential Writing Tasks:**

1. **Visual Story-** Mode: *Narrative* Genre: *Informational, Autobiography* Format: *Student choice*  
Students gather information about their own personal stories to create a Visual Story. They will choose from a variety of formats- digital, written, slides presentation, song, poem, etc.
2. **Narrative Poem-** Mode: *Poetry* Genre: *Free Verse, Autobiography* Format: *Handwritten*  
Students choose one of their best features to use as the main idea of their poem.

**Looking Ahead:** Throughout the year, students will write in multiple modes, within different genres, and using a variety of formats. There will be overlap because it's important to revisit each. There will be a variety of fiction and nonfiction writing within the modes as well. In this unit, the theme of identity continues from Unit 1. With that, the writing tasks will include the undertones of identity but from someone else's perspective. Students will write a narrative fiction, two-voice poem based on characters' identities. They'll also write a nonfiction opinion piece about making a choice to strike or not.

**Connection to Technology:** For Task 1: Visual Story, students will have the choice to either use *Google Slides* add them into *SeeSaw* or *Book Creator* to compose their pieces.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

### Unit 1 Tasks Outline

#### Task 1: Visual Story

**Nonfiction** Mode: Narrative Genre: Informational, Autobiography Format: Student choice

Writing Process Stage	Session #s	Session Name	Days/ Sessions
Learn	1	<i>What is a story?</i> <i>¿Qué es una historia?</i>	3
	2-3	<i>How does my story begin?</i> <i>¿Cómo comienza mi historia?</i>	
Draft	4-6	<i>What is my story?</i> <i>¿Cuál es mi historia?</i>	3
Revise	NA	NA for this task	NA
TOTAL DAYS/SESSIONS			6