

5th Grade, Shared Reading Unit 2: CHANGE

How do my experiences change who I am?

¿Cómo me cambian mis experiencias?

13 Weeks

STAGE 1: DESIRED LEARNING

Essential Questions: How do my experiences change who I am?

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

Some components of our identities will never change (inherited traits, etc.) and will always be part of who we are. Other parts of our identities evolve with each experience we have. As humans, we engage in formal and informal interactions with others by belonging to a variety of communities. Our communities and lives can change by the minute. Sometimes change is unexpected and unwelcome, but it might also be necessary. Our experiences change who we are, and with perseverance, support, and having a reflective mindset, change can be positive.

Students and teachers will read the novel, *Esperanza Rising* (Ryan), by Pam Muñoz Ryan as an anchor to understand how experiences change who we are. By analyzing the events, relationships, and interactions between characters, students will understand that parts of our identities are shaped by our personal interests and the choices we make. The novel lends itself to innate and developing literacy skills to comprehend this theme. Students will organize their thoughts around the plot (characters, setting, events, problems and solutions, and theme) using graphic organizers to keep their ideas handy. Additional skills that are critical in understanding the novel are determining the causes and effects of character actions, analyzing a series of events and summarizing them, and using the details from the text to draw conclusions about the characters.

Along with the novel, students will explore poetry, music, nonfiction texts, and digital media. Integrating a variety of media into the unit broadens students' perspectives and deepens their understanding about how our experiences change who we are. Students will determine main ideas and use details from all of the texts and media to draw conclusions about and summarize their understandings.

Through the language arts, students broaden understandings of some science and social science content. Students will understand that change shapes the world we live in and the world we live on. The characters in *Esperanza Rising* experience this effect as they live through the Dust Bowl.

Using the novel's events as a springboard, students discover that human interactions with Earth's surface result in its surface changing. They will understand that the ways in which humans interact with Earth's surface impacts resources, communities, habitats, relationships, and life on Earth.

Students will conduct a set of trials to understand how to prevent soil erosion. By building and testing a Stream Table Model at two separate times, they will research and apply what they observed in Trial 1 to build a second, more effective Stream Table.

These understandings are developed and deepened throughout the unit using inquiry questions, such as- *Who is Esperanza, What does it mean to start over, How do unexpected challenges impact us, Does everyone deserve a second chance, What does it mean to mature, and How do my experiences change who I am?*

Connection to Writing: Students will complete both narrative poetry and an opinion writing tasks in this unit.

Students will work with a peer to create and present a narrative Two-Voice poem. This will require that students have a solid understanding of the characters' traits, emotions, and values. Students will know these indications based on the analysis and comprehension activities they engage in during Shared Reading.

Students will relate characters' experiences and decisions to real-life ones that humans were forced to make during the Great Depression era. Students will draw on information from primary sources, including audio versions of interviews, transcriptions, and real-life narratives in the first-person to take a stance on labor strikes. They will gather their reasons and create a written composition describing their opinion. It will include details to support their opinion and will demonstrate their understanding of the reasons that humans chose to strike during this historical time.

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 2 Teacher Content/Resources to Support Instruction:

- [Unit 2 Shared Reading and Shared Writing Scope and Sequence](#)
- **Identity and Intersectionality** These concepts continue in this unit, as learners explore the relationship between them to think deeply about their own identities and intersectionalities. In later units, they'll explore identities and intersectionality as they relate to other people. Teacher resources below will help you frame concepts for learners: [Intersectionality Video](#) [Teaching Tolerance](#) (Bell)
- **Explicit Language Arts Skills and Strategies, Genre and Mode, and Text Features** are indicated in each inquiry where they align and are used to make sense of the content. It's not a comprehensive list of all of the possibilities, they are the most aligned with the inquiry and the language arts of the inquiry. These exist across all units. For a snapshot of the alignment of all ELA/SLA and Content
- Standards by Unit and the year, reference the [5th Grade Standards Alignment Chart](#).
- **Thinking and listening critically and engaging with text:** Shared experiences with media are powerful when we're able to discuss and learn about each other's understandings, conclusions, questions, misunderstandings, and ideas. Each inquiry is supported with media that encourages learners to think, listen, and learn critically with each other. Skills develop and strengthen over a lifetime so learners need many opportunities to do them together. In the inquiries that include chapters from *Esperanza Rising* (Ryan), there are questions related to the chapter to guide the inquiry.

Unit 2 Vocabulary and Word Study Teacher Resources

- [Vocabulary Routine/Activity Descriptions, Samples, and Templates](#)
- [Word Study Teacher Guide](#) excerpts collected from *LETRS*
- [Unit 2 Vocabulary and Word Study Scope and Sequence](#)
- [Student Lexicon Journal Template](#) to collect/explore morphemes

Unit 2 Inquiry Progression

Inquiry #	Inquiry Question	# Sessions
Inquiry 1	Who am I? <i>¿Quién soy?</i>	4
Inquiry 2 1924	Is the land alive? <i>¿Está viva la tierra?</i>	3
Inquiry 3 <i>Las Uvas</i>	Who is Esperanza? <i>¿Quién es Esperanza?</i>	4
Inquiry 4	What else is part of this community? <i>¿Qué más es parte de esta comunidad?</i>	5
Inquiry 5 <i>Las Papayas</i>	Can a person have more than one identity? <i>¿Puede una persona tener más de una identidad?</i>	4
Inquiry 6 <i>Los Higos</i> <i>Las Guayabas</i>	What does it mean to start over? <i>¿Qué significa empezar de nuevo?</i>	7
Inquiry 7 <i>Los Melones</i>	How does it feel to be different? <i>¿Cómo se siente ser diferente?</i>	4
Inquiry 8 <i>Las Cebollas</i> <i>Las Almendras</i>	What separates/segregates people, and what brings them together? <i>¿Qué separa o segrega a las personas y qué las une?</i>	8
Inquiry 9 <i>Las Ciruelas</i>	How do unexpected challenges impact us? <i>¿Cómo nos afectan los desafíos inesperados?</i>	5
Inquiry 10	What caused Earth's changes, and what can we learn from it? <i>¿Qué causó los cambios de la Tierra y qué podemos aprender de ello?</i>	5

<p>Inquiry 11 <i>Las Papas</i> <i>Los Aguacates</i></p>	<p>What does it mean to mature? ¿Qué significa ser maduro?</p>	<p>6</p>
<p>Inquiry 12 <i>Los Espárragos</i> <i>Los Duraznos</i></p>	<p>Does everyone deserve a second chance? ¿Merecen todos una segunda oportunidad?</p>	<p>6</p>
<p>Inquiry 13 <i>Las Uvas</i></p>	<p>How do my experiences change who I am? ¿Cómo pueden mis experiencias cambiar quién soy?</p>	<p>4</p>

5th Grade, Shared Writing Unit 2: CHANGE

How do my experiences change who I am? ¿Cómo me cambian mis experiencias?

13 Weeks

STAGE 1: DESIRED LEARNING

Essential Question: How do my experiences change who I am? ¿Cómo me cambian mis experiencias?

Craft, Conventions, and Grammar Sessions: Perspectives, Points of View, Writing for a Specific Audience, Sentence Variation, Sentence Combining

Essential Writing Tasks:

1. **Two-Voice Poem-** Mode: *Narrative* Genre: *Fiction, Biography, Poem*

Format: *digitally written in Canva and an oral presentation*

Students create two-voice poems using two characters of choice from *Esperanza Rising*, and they present the poem as both voices.

2. **Opinion: Would You Strike?-** Mode: *Opinion* Genre: *Nonfiction* Format: *Handwritten*

Students take a stance about if they would choose to strike as the characters in *Esperanza Rising* did.

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 upcoming units, the themes of identity and change will continue to emerge in new ways.

In Unit 3, students will continue to consider the lives and perspectives of others and their own. They will learn about some criteria that make up a community. They'll take a close look at one of their own communities and make a recommendation about something that should be created in their community to benefit its members.

Also in Unit 3, students try their hand at poetry again. They will have already explored poetry in a variety of verses, forms, and styles as both readers and writers. They will create a personal poetry book full of different types of poems based on their own identities.

In Unit 4, students will use *Canva* again to create an Infographic about a community that isn't one of their own. It'll be an informational piece to inform people of what to expect if they were a tourist in that country.

Looking Back: Unit 1's theme of identity serves as a prerequisite into the theme of change for Unit 2.

Identity and life's changes are related. In Unit 1, students spent some time considering their perspectives and their classmates'. The theme of perspective will transition into this unit as well when students consider the perspective of an audience and how that impacts a writer.

Connection to Technology: For Task 1: Two-Voice Poem, students use *Canva* to compose their pieces. For Task 2: Opinion- *Would You Strike?*, students evaluate a website and digital interviews for credibility. They learn about criteria that they can use to determine if information that is shared via technology is credible. Based on their finding that both sources are credible, they will be able to use their information to craft their own opinion 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 2 Overview:

Writing tasks are organized by one of three stages of the writing process- *Learn/Plan, Draft, and Revise*.

There is a **Present** stage only when it's a required part of the task. It won't be included in every one.

Interacting with the writing process to practice, develop, express, and communicate their ideas will support students as they develop their craft and identity as writers. Students will strengthen their writing, speaking, and listening stamina by continuously evaluating their work, gathering feedback, and revising.

Within the stages, there are sessions that focus on specific writing skills and strategies for the conventions and craft of writing. In 5th Grade, conventions and craft often overlap. Sometimes the convention is the craft (ex- using single word sentences is a convention that is also part of the craft/purpose of the message). Each stage leads to the next stage in the writing process.

In this unit, some sessions are designed to take one day. Many sessions will take multiple days. That is indicated in the Unit 2 Task Outline on the following page. Sessions and writing tasks align with literary and social science content that is being explored in Shared Reading with *Esperanza Rising*. They are intentionally sequenced to align with shared reading inquiry content.

The two writing tasks included in this unit:

The first is a two-voice poem.

Mode: *Narrative* Genre: *Fiction, Biography, Poem* Format: *Digital (Canva), oral presentation*

Students create two-voice poems using two characters of choice from *Esperanza Rising*, and they present (read) the poem as both voices.

The second writing task is an opinion piece that uses nonfiction historical events and complementing historical fiction representations in *Esperanza Rising* as an anchor for students. Students will analyze events in the book and what they've learned about a labor strike that took place at the time of the Dust Bowl (Great Depression) to decide if they would strike or not if they were in that situation. Craft and conventions skills and strategies for the task are built early in this unit and woven into the task.

Mode: *Opinion* Genre: *Nonfiction* Format: *handwritten, paper/pencil*

Students take a stance about if they would choose to strike as the characters in *Esperanza Rising* did.

As in Unit 1, the reading and writing complement each other. Students use the events, text structures, and literature from Shared Reading as springboards for the content, mode, and genre in Shared Writing.

While the unit targets specific writing skills and strategies, that doesn't mean others can't be incorporated when they emerge organically. We practice, strengthen, and develop writing skills and strategies throughout life. The goal is to encourage writers to use and develop them all year.

Major craft, convention, and grammar skills and strategies explicitly taught in this unit: *brainstorming, topic/main ideas/details, structures for organizing ideas and to plan writing, point of view, perspective, voice, appealing to an audience, sentence length, combining sentences, figurative language-hyperbole, transitions, punctuation, credibility of sources, firsthand accounts and primary resources, tools to support various writing modes, and analyzing the effectiveness of their writing*

Unit 2 Shared Writing Teacher Resources

- [Routines Used from *The Writing Strategies Book*](#) (Serravallo) Several sessions in this unit were modeled after or directly retrieved from Jennifer Serravallo's book [The Writing Strategies Book \(2017\)](#). Pages are linked where they occur. If you'd like to peruse the book/its activities, it is in your school's PD library.
 - ☰ 23-24 5th Grade The Writing Strategies Book pages used
- [Shared Literacy \(Reading and Writing\) Scope and Sequence by Unit](#)
- Would You Strike? [Writing Task Checklist](#) (for students and teachers)

Unit 2 Tasks Outline

Craft, Conventions, and Grammar Skills and Strategies:

Perspective, Point of View, Writing for a Specific Audience, Sentence Variation, Sentence Combining

Writing Skill or Strategy	Session	Session Name	Days/ Sessions
Point of View	1	What is point of view? ¿Qué es el punto de vista?	2
Point of View	2	Why should I consider writing from a different point of view? ¿Por qué debería considerar escribir desde un punto de vista diferente?	3
Writing Stamina	3	Can I write for 5 minutes? 10? 15? Why would I? ¿Puedo escribir durante 5 minutos? 10? ¿15? ¿Por qué habría?	1
Perspective	4	What is perspective? ¿Qué es la perspectiva?	3
Audience	5	How can I use perspective to appeal to the reader/audience? ¿Cómo puedo utilizar la perspectiva para atraer al lector/audiencia?	2
Sentence Length	6	Is less more? ¿Menos es más?	1
Combining Sentences	7	How can I combine sentences to improve my writing? ¿Cómo puedo combinar oraciones para mejorar mi escritura?	2
		FLEX	2
TOTAL DAYS/SESSIONS			16

Task 1: Two-Voice Poem

Nonfiction

Mode: Narrative **Genre:** Informational, Autobiography, Poem

Format: digitally written in Canva and presentation

Writing Process Stage	Session #	Session Name	Days/ Sessions
Learn/Plan	1	How can I represent two different voices in one piece? ¿Cómo puedo representar dos voces diferentes en una sola pieza?	2
	2	What are the similarities and differences of my “voices”? ¿Cuáles son las similitudes y diferencias de mis “voces”?	2
Draft	3	How will I use my brainstorming/character traits to write my poem? ¿Cómo usaré mi lluvia de ideas/rasgos de carácter para escribir mi poema?	4
	4	How can I include hyperboles in my writing? ¿Cómo puedo incluir hipérboles en mi escritura?	2
Revise	5	What conventions does my poem need? ¿Qué convenciones necesita mi poema?	2
	6	How can I assess my writing? ¿Cómo puedo evaluar mi escritura?	2
	7	What digital platform supports this type of writing? ¿Qué plataforma digital soporta este tipo de escritura?	2-3
Present	8	How can my poem come alive? ¿Cómo puede mi poema cobrar vida?	5
		FLEX	6-7
TOTAL DAYS/SESSIONS			28

Note: Task 2 Starts after *Las Papas* has been read.

Task 2: Opinion: Would You Strike?

Nonfiction

Mode: Poetry Genre: Free verse, Autobiography Format: Handwritten

Writing Process Stage	Session #	Session Name	Days/ Sessions
Learn/Plan	1	Why is it important for me to consider “all sides of the story”? ¿Por qué es importante para mí considerar “todos los lados de la historia”?	2
	2	Why is firsthand information important to consider? ¿Por qué es importante considerar la información de primera mano?	1
	3	Is the information credible? ¿Es creíble la información?	3
Draft	4	Which side am I on? ¿De qué lado estoy?	2
	5	How can I organize and write my opinion piece? ¿Cómo puedo organizar y escribir mi artículo de opinión?	4
	6	How can I make my ideas flow from one to the next? ¿Cómo puedo evaluar mi escritura?	3
Revise	7	Is my piece ready to be finalized? ¿Está mi pieza lista para ser finalizada?	4
Present		NA	0
		FLEX	2
TOTAL DAYS/SESSIONS			21