

ELA UNIT PLAN # 1: 5th Grade			
Subject	ELA	School/Teachers	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 21 Instructional Days,

KY STANDARDS DOCUMENT	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW	
Standards What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.) RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (6 Days) RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. (7 Days) RL.5.3 Compare/Contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text. (8 Days) L.5.1c Use verb tense to convey various times, sequences, states, and conditions. L.5.1d Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. L.5.4b Use common affixes and roots as clues to the meaning of a word (port, rupt, scrib/script, spec/spect) L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs	Critical Areas What must be the focus of instructional time during this unit? Progressions What is the students' prior knowledge? What are the next steps?

Language is used to express thoughts and feelings. Point of view impacts how a story is told and what information is shared and highlighted. Stories in the same genre often have similar themes, but there are subtle differences as well.	Building on the 4th grade knowledge of: • RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. • RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Moving toward the 6th grade knowledge of: • RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
Concepts: What do students need to know? How does the point of view influence how a story is told? What are some common elements of mysteries? What are some common elements of adventure stories? What are some differences in challenges that characters face and how they solve them?	Skills: What do students need to do? RL.5.1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.5.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.5.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.5.1 Explicit Inference Text Evidence Conclude Author's Purpose Quote RL.5.2 Theme Drama Poem Details Character Reflect Topic Summarize Conflict Resolution Solution RL.5.3 Trait Compare Contrast Describe Dialogue Analyze Character/character traits Theme	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I am learning to... accurately quote from a text	So I am able to... - explain what a text says - draw an inference from a text	I ... - can explain what a text says by accurately using quotes from the text - Draw an inference from text using direct text evidence
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
6 Days	- Why did the author write this? What evidence supports your idea? - What quote from the text is the best evidence to show _____? - Why did _____? What are specific text examples that support your answer? - What specific details from the text tell you where and when the story takes place?
	Additional Practice/Reaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking	I am learning to... - analyze how the theme is reflected in a poems, stories, and dramas - cite evidence in stories, dramas and poems to support my thinking	So I am able to... - make meaning of what I read - support my thinking about what I have read	I ... - can identify the theme of a text - analyze how the theme is reflected throughout poems, stories, and dramas - cite explicit and implicit evidence to support my thinking

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
7 Days	• What happened at the beginning, middle, and end of the story? • What is a summary of this story? • What does ____ represent in the story? • What is the theme of the story? What helped you decide that this is the theme? • How does the theme relate to the character's actions? • Why does ____ feel (sad, angry, elated, etc.) What text clues let you know they are feeling this way?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.3 Compare/Contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text	I am learning to... - compare and contrast and characters, events, or settings in a story or drama - use specific details from a text	So I am able to... analyze their interaction over the course of a text.	I ... - compare and contrast characters, settings or events in a story or drama - use specific details to analyze the interaction of characters, settings, or events in a story or drama
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	- How does (character) react when _____? Why do they act this way? How is this reaction different from (different character)? - How is (setting 1) different from (setting 2)? Why is this important to the story? - Why does (character) react differently from (character 2)? How is their perspective different? - How does the setting impact the story? What are characters able to do because of the setting they are in? - How would the story change if the setting were different? Can you reimagine the story in a different setting?		

	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24		

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA GRADE 5 UNIT PLAN # 2

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	28 Days, 25 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 Days)

RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. (10 Days)

RI.5.3 Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text. (10 Days)

L.5.1a Explain the function of conjunctions, prepositions, and interjections in a grade-level text.

L.5.4b Use common affixes and roots as clues to the meaning of a word (chron, dict, graph, photo)

L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Nonfiction builds background knowledge and helps readers become powerful learners. RI.5.1 - Why do readers quote from what they read? RI.5.2- How can I briefly and accurately express the main ideas and supporting details of the text? RI.5.3- How do interactions and relationships in informational texts help me understand how, what, and/or why something happened?	Building on the 4th grade knowledge of: - RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. - RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Moving toward the 6th grade knowledge of: - RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI 6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. - RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Concepts: What do students need to know?	Skills: What do students need to do?
Nonfiction is written for different purposes. Authors connect events and ideas in their texts.	RI.5.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ☐ Explain explicitness of text by quoting accurately. ☐ Draw inferences using textual information. RI.5.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A link to our scoring agreement(s)	
A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices	
- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP. 6. Collaborate with others to create new meaning. - LP. 7. Utilize digital resources to learn and share with others. - LP. 8. Engage in specialized, discipline-specific literacy practices. - LP. 9. Apply high level cognitive processes to think deeply and critically about text. - LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	I am learning to... use accurate quotes from a text	So I am able to... - explicitly explain what a text says - draw inferences from the text	I can... - explicitly state what a text says - use accurate quotes to explicitly state what a text says - draw inferences from a text - use accurate quotes from a text to draw inferences

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. • What evidence can you find to show _____? • Based on the information, which _____ (action is best, deal is better, argument is most likely)? • Who / What / Where / When / Why questions such as: o Who (action e.g. first landed on the moon)? Where does it tell you that in the book? o Where (do clown fish live)? Where does it tell you that in the book? • How questions such as: o How do you know whales are mammals? o How is a lizard like an alligator? • What evidence in the text proves _____?	
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking	I am learning to... - analyze how the central ideas are reflected in a text - cite relevant explicit and implicit evidence	So I am able to... - make meaning of what I read - support my thinking about a text	I... - can identify the central idea in a text - can analyze how the central idea is reflected throughout the text - cite relevant explicit and implicit evidence to support my analysis
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		
	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results		
	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
Estimated Time on Standard: 10 Days	- What is the main idea of the entire passage? What details tell more about that idea? - What is the main idea of just this paragraph? What details support the main idea? - Why is _____ a good title for this article? How do the details support this being a good title? - If you were going to make a new title, what would it be? What details gave you the idea for that title? - What do you think the author wants the readers to know? - Summarize the information in a few sentences.		

	Additional Practice/Reteaching Resources/MTSS Tier II Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.3 Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text	I am learning to... explain the relationships or interactions that happen over the course of a text	So I am able to... make meaning of what I read	I ... - can provide details about the individuals, events, procedures, ideas, or concepts in a text - can use those details explain what happened and why over the course of a text - can explain the relationships or interactions that happen over the course of the text

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
10 Days	• What are the most important events/ideas/steps to remember? Why are those the most important? • What caused (event)? • How are these historical events connected? • What effect did (event) have? • What is the effect of _____? • How did the (person/animal/item) change? • How did (experiences) lead to (achievement)? • What happens right before _____? • What would happen if you left out this step? • How are _____ and _____ the same? How are they different? What text evidence supports your answer?	
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions	

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5

Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25

Student Reflections on Unit

Plus $\oplus$	Delta Δ

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Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

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ELA UNIT PLAN # 3: 5th Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 21 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

- RL.5.4** Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. (8 Days)
- RL.5.5** Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures. (7 Days)
- RL.5.6** Describe how a narrator's or speaker's perspective influences how events are described. (6 Days)
- L.5.4a** Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.
- L.5.4b** Use common affixes and roots as clues to the meaning of a word (able, ible, sis, ity)
- L5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Language is used to express thoughts and feelings. Point of view impacts how a story is told and what information is shared and highlighted. Stories in the same genre often have similar themes, but there are subtle differences as well. RL.5.4- How does the author's choice and use of words affect the meaning of the text? How does the author's use of specific types of figurative language affect the meaning of the text? RL.5.5- How do the components of the text contribute to the overall structure? RL.5.6- How does the point of view influence how the story is told?	Building on the 4th grade knowledge of: • RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). (See grade 4 Language standards 4-6 on pages 28 for additional expectations.) • RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Moving toward the 6th grade knowledge of: • RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. • RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

	descriptions, dialogue, stage directions) when writing or speaking about a text.
Concepts: What do students need to know? How does the point of view influence how a story is told? How do different structures impact a reader's understanding?	Skills: What do students need to do? RL.5.4- ☐ Recognize examples of figurative language. ☐ Recognize similes and metaphors. ☐ Determine the meaning of words in texts. ☐ Determine the figurative meaning of words and phrases. RL.5.5- ☐ Explain how a series of chapters, scenes, and stanzas fit together. ☐ Explain how chapters, scenes, and stanzas provide overall structure of a story, drama, or poem. RL.5.6- ☐ Define influences. ☐ Identify the narrator's or speaker's point of view. ☐ Describe the narrator's or speaker's point of view. ☐ Identify relevant events. ☐ Infer the characteristics of the narrator or speaker. ☐ Describe how the narrator's point of view influences descriptions. ☐ Describe how the speaker's point of view influences descriptions.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?

RL.5.4 Context Clue Symbolize Imagery Figurative Meaning Literal Meaning Example Impression Detail Digital Footnote	RL.5.5 Drama Dialogue Scenes Casts Act Stage Directions Poem Stanza	RL.5.6 Influence Author Narrator Speaker in Text Point of View Develop	Instruction:	Student Toolbox:	Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?					
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms					
Anchor Chart(s):					

Interdisciplinary Literacy Practices

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|---|--|
| <ul style="list-style-type: none"> LP. 1. Recognize that text is anything that communicates a message. LP. 2. Employ, develop, and refine schema to understand and create text. LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. | <ul style="list-style-type: none"> LP.6. Collaborate with others to create new meaning. LP.7. Utilize digital resources to learn and share with others. LP.8. Engage in specialized, discipline-specific literacy practices. LP.9. Apply high level cognitive processes to think deeply and critically about |
|---|--|

- LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	text. LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning	I am learning to... I can determine the meaning of unknown words or phrases in a text and analyze how they shape meaning.	So I am able to...	I can... - What does the text say? - What type of figurative language is used? What does the text mean?
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
8 Days	- What does the word_____ mean in this sentence? - Are there any clues around the word that can help you determine its meaning? - Locate a simile/metaphor – what does the author compare? - What strategies can you use to help you find the meaning of the word? - Look at this group of words. What is the meaning of the phrase? - What do the characters symbolize? - What in the story is a symbol of_____?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.5 Analyze and explain the overall structure of poems, stories	I am learning to... I can analyze how a drama/poem is organized (the structure)	So I am able to... can understand the drama or poem.	I Can... - What's used? - act, scene, line or stanzas? - What happens in the - act, scene, line or stanza - How do they (acts, scene line or stanza) work together in the drama/poem.

and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	• How is this text organized? • This selection can best be described as a_____. • Can you tell the difference between a chapter in a book and a scene in a play? • How many stanzas or verses does this poem have? • How would this change if we took out the_____stanza/chapter/scene? • What is the key event/idea in this chapter/stanza? • Why do you think the author wrote this as a_____instead of as a_____?		
	Additional Practice/Reteaching Resources		
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.6 Describe how a narrator's or speaker's perspective influences how events are described.	I am learning to... I can determine the narrator or speaker's point of view,	So I am able to... SO I can describe how it influences how the events in a story are told.	I Can... - Who is the narrator/speaker? - What is the narrator's point of view? - How does the narrator's point of view affect how the events of the story are described?
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	- Who is telling these events? - Is the narrator part of the story? Is this story being told in first-person? - What is the narrator's perspective? Are they in the story or is the story being told by an outside observer? - How does the narrator's point of view influence how the events are described? - Why do you think the narrator described the events the way he/she did? - How would the story be different if another character was telling the story?		

	Additional Practice/Reteaching Resources
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
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Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 4: 5th Grade

Subject	ELA	School/Teacher	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	20 Days, 17 Instructional Days,

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning. (5 Days)

RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. (5 Days)

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. (7 Days)

L.5.1b Use the perfect verb tenses.

L.5.1e Use correlative conjunctions.

L.5.4a Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4b Use common affixes and roots as clues to the meaning of a word (co, contra, syn)

L.5.4c Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Understanding the words in a text helps me understand the meaning. Different types of texts have different purposes and structures. When I understand the structure of a text, it helps me understand the meaning. RI.5.4- How can I learn and use academic vocabulary appropriately? How can I learn and use domain-specific vocabulary appropriately? RI.5.5- How does the text structure help me understand the text? Why does the structure of the text matter? What are the differences between text structures in different types of text? RI.5.6- How does the point of view influence how the event is told?	Building on the 4th grade knowledge of: - RI 4.4: Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area (See grade 4 Language standards 4-6 on pages 28 for additional expectations). - RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. - RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Moving toward the 6th grade knowledge of: - RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. - RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. - RI 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Concepts: What do students need to know?	Skills: What do students need to do?
What can you do when you come to words that you do not know? How can I learn and use vocabulary appropriately? How does the author present the information in this text? How does the text structure help me understand the text? Why does the structure of a text matter?	RI.5.4- ☐ Identify general academic words and phrases. ☐ Identify domain-specific words and phrases. ☐ Determine the meaning of general academic phrases. ☐ Determine the meaning of domain-specific phrases. RI.5.5- ☐ Determine the overall text structure.

	☐ Describe the overall text structure. ☐ Compare/contrast the overall structure of events, ideas, concepts, or information. RI.5.6- ☐ Define influences. ☐ Identify narrator's or speaker's point of view. ☐ Describe narrator's or speaker's point of view. ☐ Identify relevant events. ☐ Describe how a narrator's point of view influences the descriptions. ☐ Describe how the speaker's point of view influences how the events are described. ☐ Compare and contrast multiple accounts of the same event or topic.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RI.5.4 Multiple Meaning Words Figurative Language Idiom Synonym Antonym Prefix Suffix Greek Roots Latin Roots Reference Materials Digital RI.5.5 Chronological Order Cause and Effect Comparison Problem/Solution Structure Events Concepts Describe RI.5.6 Accounts Topic Similarities Differences Point of View	Instruction: Student Toolbox: Assessment:

Common Unit Assessment(s) & Scoring Agreement(s)	
How will we know if our students have mastered the unit standards?	
A link to our unit assessment(s)	
A link to our scoring agreement(s)	
A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning	I am learning to... determine the meaning of unknown words or phrase	So I am able to... SO I can analyze how those words shape meaning.	I can... - identify unknown words - use clues from the text to determine meaning - use affixes and root words to help define new words - determine the meaning of the word
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
•			•

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
5 Days	• Can you read the sentences around the word/phrase to help you determine its meaning? • What does the word _ mean in this sentence? • What does the phrase _ mean in this selection? • What tools can you use to help you find the meaning of this word? • Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? • What does the prefix _ mean in the word _? • Where else in the book might you look to help you figure out what the word means? • What word would be the best choice in searching for _ on the Internet?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	I am learning to... compare and contrast the structure of two or more texts,	So I am able to... SO I can understand the purpose of each text.	I Can... - find text evidence to determine the text structure. - determine the author's purpose for writing the text based on the structure of the text - compare/contrast two or more texts based on its structure
		Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- How is this chapter/text organized? - If you compared these two books about _ , how are the ideas or concepts the same? How are they different? - Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? - Do the authors of both of these texts agree as to the cause and effect of ...? - The author organized this chapter by chronological order, what organizational structure did the author of the other book use?		

	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	I am learning to... analyze two or more texts about the same topic	So I am able to... SO I can understand different points of view.	I Can... - Determine the topic discussed in each text. - Identify details about each text. - Compare what the texts have in common. - Contrast details from the text.

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
•		•	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
7 Days	• What are the sources for the different accounts of the event or topic? • Are these first- or secondhand accounts of the events? • Describe the similarities between the accounts. • Using the books, can you find some important differences in their accounts of the events or topics? • Describe the differences between _ and _. • What details did the author provide to convey the difference between _ and _? • Why do you think the authors describe or tell about the events or topics differently? • Why would the point of view be different in these versions?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
	•		

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 5: 5th Grade

Subject	ELA	School/Teachers	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	18 Days, 15 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. (5 Days)

RL.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics. (10 Days)

L.5.5a Interpret figurative language, including similes and metaphors in context.

L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs

L.5.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Authors can use visuals to help their reader better understand the thoughts and feelings that they want to convey. Stories in the same genre often have similar themes, but there are subtle differences as well. RL.5.7- How does the meaning of a text change based on visual and multimedia elements? RL.5.9- How do different stories of the same genre approach similar themes and topics?	Building on the 4th grade knowledge of: • RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. • RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Moving toward the 6th grade knowledge of: • RL 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. • RL 6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Concepts: What do students need to know? How do the visual elements impact the mood of the text? What are some common elements of mysteries? What are some differences in the ways that characters in mysteries solve their problems? What are some common elements of adventure stories? What are some differences in challenges that characters face and how they solve them?	Skills: What do students need to do? RL.5.7- ☐ Define analyze. ☐ Identify multimedia and visual elements. ☐ Recognize meaning, tone, and beauty. ☐ Analyze how visual elements contribute to meaning, tone, and beauty. ☐ Analyze how multimedia contributes to meaning, tone, and beauty. RL.5.9- ☐ Identify characteristics of a theme, topic, or genre.

	☐ Compare/contrast how stories of the same genre approach a similar theme or topic.		
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?		
RL.5.7 Graphic Novel Multimedia Elements Tone Folktale Fiction Myth Visual	RL.5.9 Compare Contrast Similar Pattern of Events Literature Mystery Poem Fable Genre		
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	Instruction:		
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	Student Toolbox:		
Anchor Chart(s):	Assessment:		

Interdisciplinary Literacy Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> • LP. 1. Recognize that text is anything that communicates a message. • LP. 2. Employ, develop, and refine schema to understand and create text. • LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. • LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. • LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | <ul style="list-style-type: none"> • LP.6. Collaborate with others to create new meaning. • LP.7. Utilize digital resources to learn and share with others. • LP.8. Engage in specialized, discipline-specific literacy practices. • LP.9. Apply high level cognitive processes to think deeply and critically about text. • LP.10. Develop a literacy identity that promotes lifelong learning. |
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts	I am learning to... - determine how pictures add meaning or tone to a text - determine how music, videos, and animation can contribute to the meaning or tone of text	So I am able to... SO I can better understand both the text and non-print text. .	I can... - explain how visuals add my understanding of the text. - analyze how multimedia elements can change the tone of a story. - discuss how visual and multimedia elements help to develop the story.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	- How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? - How does adding photo images or video help increase your understanding of the text? - What audio elements can you add to your presentation of that story, folktale, myth, or poem? - When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. - Think about how visual images influence your perspective.		

	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics	I am learning to... compare and contrast stories in the same genre with similar themes and topics.	So I am able to... understand and enjoy the story more.	I Can... - identify genre of stories. - compare the theme of each story. - discuss the similarities and differences of stories and their approach to a particular topic.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
8 Days	• How are ____ and ____ alike? • How are ____ and ____ different? ☐ How do the ideas in ____ compare to the ideas in ____? • What characteristics does the character, ____ have that contrast the character of ____? • How does ____ from the ____ culture, compare to ____ from the ____ culture? • Why do you think the author of ____ used the same pattern of events that was used in ____? • What kind of writing does the author use to tell the story? • How did the author organize the story? • What are some of the characteristics found in a fable? mystery? poem?
	Additional Practice/Re-teaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

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ELA UNIT PLAN # 6: 5th Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	25 Days, 22 Instructional Days

<u>KY STANDARDS DOCUMENT</u>	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.5.7 Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (9 Days)

RI.5.8 Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim. (5 Days)

RI.5.9 Integrate information from several texts on the same theme or topic. (8 Days)

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.

L.5.2d Use underlining, quotation marks or italics to indicate titles of works.

L.5.2e Use strategies and resources (print and electronic) to identify and correct spelling errors.

L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Nonfiction is written for different purposes. Author's provide reasons and evidence to support their claims and convince their readers. I can combine what I learn in different texts to help me better understand a topic.	Building on the 4th grade knowledge of: - RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. - RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text. - RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Moving toward the 6th grade knowledge of: - RI 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. - RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. - RI 6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography/same person
Concepts: What do students need to know? How do interactions and relationships in a text help me understand what I am reading? What is the author trying to communicate and how does he or she use reasons and evidence to support a claim? Why is it important for me to be able to locate information in a text quickly? When might I use nonfiction to help me solve a problem? How can I use multiple sources of nonfiction to help me solve a	Skills: What do students need to do? RI.5.7- ☐ Obtain information from sources. ☐ Recognize digital sources. ☐ Identify problem solving steps. ☐ Collect information/data. ☐ Locate an answer or solve problem efficiently from various print and digital sources. ☐ Organize information to answer efficiently. RI.5.8- ☐ Identify an author's particular points. ☐ Identify which evidence and reasons support each point. ☐ Explain how to use reasons to support points. ☐ Explain how to use evidence to support points.

problem? Why is it important to read more than one text on a topic or subject? How are texts that I read on a topic the same and different?	RI.5.9- ☐ Identify information within texts on the same topic. ☐ Integrate information from texts on the same topic.			
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?	Instruction:	Student Toolbox:	Assessment:
RI.5.7 Print Sources Digital Sources Efficiently Locate Synthesize Summarize Topic Solution	RI.5.8 Evidence Reason Support Author Points Identify	RI.5.9 Compare Contrast Differ Knowledgeably Integrate		
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?				
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms				
Anchor Chart(s):				

Interdisciplinary Literacy Practices

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|--|--|
| <ul style="list-style-type: none"> • LP. 1. Recognize that text is anything that communicates a message. • LP. 2. Employ, develop, and refine schema to understand and create text. • LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. • LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. • LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | <ul style="list-style-type: none"> • LP. 6. Collaborate with others to create new meaning. • LP. 7. Utilize digital resources to learn and share with others. • LP. 8. Engage in specialized, discipline-specific literacy practices. • LP. 9. Apply high level cognitive processes to think deeply and critically about text. • LP. 10. Develop a literacy identity that promotes lifelong learning. |
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.5.7 Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	I am learning to... analyze (study closely) information from many formats	So I am able to... - locate the answer to questions quickly - problem solve efficiently.	I can... - analyze information for its relevance to my question. - use multiple print and non-print formats to answer questions - determine the problem. - look at each source for clues to solve the problem. - Solve the problem	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
9 Days	• Use Internet sources to find the answer to ____. • Use the information from ____ and ____ to find the answers to ____. • How would you solve the problem of ____? • Where would you find this answer? • Summarize information from different formats. • Can you use the information from several different sources to come up with a solution to that problem? • Which search engine would be the best to use in order to locate the answer to the question?
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.5.8 Explain how an author uses reasons and evidence to support particular	I am learning to... • explain how an author uses reasons and evidence to support his claims,	So I am able to... • SO I can identify which reason supports which claim.	I Can... • identify the author's claim. • find evidence that supports the author's claim. • identify the reasons behind the author's claim.

claims in a text, identifying which reasons and evidence support which claim.			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	• What is the author's message? • Did the author use any evidence to support his thinking? • Where in the text does the author show evidence to support the claim? • Why did the author write that? • Does the author give any reasons for writing that? • Could you tell me why the author might have included that? • What evidence could the author have added to make the points stronger?		
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions		

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.5.9 Integrate information from several texts on the same theme or topic	I am learning to... I can integrate (put together) information from several texts about the same topic,	So I am able to... SO I will speak or write more knowledgeably about the topic.	I Can... - Determine the question/problem. - Gather information from each text. - Answer the question completely with evidence from each source.	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
8 Days	- What did you learn from this piece of text about the topic ? - Were there important details in this text that were not in the other? - How are you deciding what details are important enough that you need to include them when you are writing? - Did the author of this text write something that you need to include that the other didn't? - How are you keeping track of the information so that you can put it together when you are writing or speaking? - Does that sound like you know what you are talking about?			

	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	

Unit Vocabulary		
Term:	Definition:	Additional Information: