

5th Grade, Shared Reading Unit 3: *Fairness*

What's fair? ¿Qué es justo?

9 weeks (45 sessions)

STAGE 1: DESIRED LEARNING

Essential Question: What 's fair? ¿Qué es justo?

Essential Understanding: Students will understand that...

Fairness is a complex concept and doesn't necessarily mean the same for all. Fairness isn't a synonym for but is related to equality, equity, and justice. Our own perspectives of "what's fair" can evolve and change. Students explore the concept of fairness through the social science domains using various forms of media and in multiple genres.

While exploring fairness from a civics perspective, students will understand that fairness can be a concept that is paired with rules, laws, and freedoms. They navigate with cause and effect text structures to learn about why and how laws have been formed. Laws are meant to provide equitable opportunities and protect humans from discrimination and inequitable practices. Or, are they? This is something that students will grapple with as they read several genres and modes of texts and listen to interviews on similar topics to understand how laws come-to-be and decide if all rules and laws are intended to support fairness.

Students use organizers (timelines) to understand the chronologically sequenced events surrounding laws, specifically the Americans with Disabilities Act.

In the final inquiry in this domain, students read an autobiography and other nonfiction texts to understand what life is like for some Americans with Disabilities. They draw conclusions from the texts they explore.

The history-based inquiries focus on three stories surrounding World War II. Students compare and contrast the characters, events, and themes of the stories to understand why it's important to read multiple stories about similar topics. Students will use text evidence and inferences to respond to questions about why they think one version of the story is more well-known than the other, from whose perspective the stories are told, and why it's important to seek out multiple perspectives (even those that are unknown). They will zero in on similarities and differences of the narrators' points of view. By navigating, analyzing, and comparing and contrasting texts in this way, students discover the importance of seeking out and learning others' perspectives and to be aware that stories are shared by humans who have their own perspectives.

In inquiries designed around economy and geography domains, students explore the fair-trade banana market. Students analyze data on charts, use informational texts and videos, and advertisements and information on Company websites to get a deeper understanding of how and why natural resources are used and abused around the world. Students gather information from first-hand interviews and accounts of humans who are employed by the global banana market to understand how humans play a role in the global economy.

Connection to Writing:

Students will complete two writing tasks- an autobiographical poetry book and an expository piece that identifies a need in their school that will allow more accessibility and opportunity for all students.

Looking Back:

The theme of identity is carried into this unit from the previous two. This time, students begin to learn about the identities of others and how they are shaped by laws and other people.

The concept of stories and the perspectives of those who tell them is another theme that has carried through from the first two units, as students read multiple stories that share perspectives in new ways.

Looking Ahead:

In sticking with the theme of perspectives, the novel that students will read is told from two characters' perspectives. Identity will continue to be a theme as students learn about how the components of our identities that we don't get to choose can impact us. The understanding about fairness and equitability is also a theme that will resonate throughout the next unit as students explore water and its impact on humans all across the world. Students will learn about the accessibility of water and how it's used in a variety of countries.

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.

Teacher Content and Instructional Background and Resources to become familiar with before teaching Unit 3:

- [Unit 3 Shared Reading and Shared Writing Scope and Sequence](#)
- **Unit/Inquiry Organization:** Unique to this unit is its organization. Inquiries have been grouped into Social Science domains: *History, Civics, Economy, and Geography*.
 - Each group of inquiries begins with an overview.
- **Ability/Disability:** The topic of ability and disability is explored in this unit. It's critical that we apply and use People First Language when writing or speaking about people with disabilities. When this happens, it prevents a person from being classified solely based on a label.

“People First Language” (PFL) puts the person before the disability, and describes what a person has, not who a person is. PFL uses phrases such as “person with a disability,” “individuals with disabilities,” and “children with disabilities,” as opposed to phrases that identify people based solely on their disability, such as “the disabled.” Read more from the Office of Disability Rights [here](#). (“People First Language”)

Catch-all phrases such as *the blind, the deaf or the disabled* do not reflect one's full individuality or identity, equality, or dignity.

- **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, but 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, refer to the [5th Grade Standards Alignment Chart](#).

Reading: Literature Standards		Unit 1	Unit 2
Key Ideas and Details			
RL.5.1	Quote accurately from a text when exploring what the text says explicitly and when drawing inferences from the text.	✓	✓ Req. 5 W
RL.5.2	Determine a theme or central idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama; drawing on specific details in the text (e.g., how characters react).	✓	✓ Req. 5 W
Craft and Structure			
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓ Req. 5 W	✓ Req. 5 W
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓	✓
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.		✓ Req. 5 W
Integration of Knowledge and Ideas			
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓	✓ Req. 5 W

- **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.

Unit 3 Vocabulary and Word Study Overview

Teacher Note:

In this unit, Vocabulary Words are indicated in the EXPLORE section where they show up in the media. They will be labeled as **Vocabulary Terms in purple font**.

In this unit, Word Study sessions are intentionally sequenced by session to occur in the order in which they appear. Also, because they are mostly specific to individual text(s), it is indicated when to teach those sessions in the EXPLORE session. This is different from the units with the novels because these terms are very content specific and might be more purposefully taught either before, during, or after text is read.

General Word Study Teacher Resources:

- [Word Study Teacher Guide](#)
- [Unit 3 Vocabulary and Word Study Scope and Sequence](#)

Vocabulary Resources:

- [Intermediate Vocabulary Routine/Activity Descriptions, Samples, and Templates](#)
- [Unit 3 Word Wall Cards](#)
- [Unit 3 Mystery Slides](#)

Word Study Skills Resources:

- [What's a morpheme?](#)
- [Student Lexicon Journal Template](#) to collect/explore morphemes

Unit 3 Inquiry Progression		
Inquiry #	Inquiry Question	# Sessions
Unit Opening/Begin Building Background for Fairness		
Inquiry 1	What's fair? ¿Qué es justo?	4 Sessions
Social Science Domain: Civics <i>Are All Americans Treated Fairly? ¿Se trata a todos los estadounidenses de manera justa?</i>		
Inquiry 2	What does it mean to be an American? ¿Qué significa ser estadounidense?	9 Sessions
Inquiry 3	Are Americans with disabilities treated fairly? ¿Se trata de manera justa a los estadounidenses con discapacidades?	7 Sessions
Social Science Domain: History <i>Whose Story Gets Told? Why? ¿La historia de quién se cuenta? ¿Por qué?</i>		
Inquiry 4	Why should I read multiple stories about the same topic? ¿Por qué debería leer varias historias sobre el mismo tema?	10 Sessions
Social Science Domains: Economy and Geography <i>How are Humans Impacted by the Global Economy? ¿Cómo se ven afectados los seres humanos por la economía global?</i> <i>What Roles do Humans Play in the Global Economy? ¿Qué papeles desempeñan los seres humanos en la economía global?</i>		
Inquiry 5	What is the real cost of bananas? ¿Cuál es el costo real de los plátanos?	13 Sessions
FLEX		2 Sessions
Total Sessions		45 Sessions