

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 5 / We Have More in Common than We Think

Course Code: ELA

### COURSE INTRODUCTION:

Fifth grade English Language Art students will utilize higher level thinking skills and strategies necessary to interact with complex literature, topics, and themes. While studying and analyzing relevant and rigorous texts of various genres and content areas, students will be able to authentically explore the world around them. Through writing, students will create and critique persuasive, narrative, and informative pieces that are both succinct and meaningful. In the exploration of English Language Arts, students will utilize technology to express and present their research, thoughts, and demonstrate learning. As competent and participatory citizens, students will utilize speaking skills to persuade and inform as well as use listening strategies to critique and/or gain information. In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

### UNIT DESCRIPTION:

**In this unit students will learn about the concepts of acceptance and rejection and their relationships with others and themselves. Through modeled, shared, guided, and independent reading student will be exposed to a plethora of characters and situations which uncover the struggles of acceptance and rejection. In the process of exploring these characters and their situations, students will compare and contrast theme, text structure, and point of view, as well as make logical inferences, and decipher figurative language from each reading, while providing supporting details. From the study of narrative texts, students will create a well developed and detailed piece of narrative writing.**

***Teachers should incorporate Reading Foundational Skills and Language Standards into this unit in meaningful ways that align with learners' needs.***

### SUGGESTED UNIT TIMELINE:

**Four Weeks**

**CLASS PERIOD (min.):  
60 min**

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<p><b>Diverse Learners</b>                  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>						
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do groups determine whom to include and exclude?</li> <li>2. Why do groups decide to include or exclude others?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS					
	CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK	
<p>1. I can use evidence from the text to support my inferences.</p>	<p>R.1.H.5.a                      R.1.H.5.b                      R.1.H.5.c                      R.1.H.5.f                      R.1.H.5.g                      R.1.H.5.h                      R.1.H.5.i                      R.2.C.5.a                      R.2.C.5.b                      R.2.C.5.c                      R.2.C.5.d                      R.2.C.5.e                      R.2.C.5.f</p>	<p>1.5                      1.6                      2.4                      3.1                      3.4                      3.5                      3.6                      3.7                      3.8</p>	<p>RL.5.1</p>		<p>3</p>	

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<p>2. I can determine the theme of a text and support the theme using details from the text.</p>		<p>R.1.H.5.a R.2.C.5.a R.2.C.5.b R.2.C.5.e R.2.C.5.f R.1.H.5.i</p>	<p><b>1.5</b> <b>1.6</b> <b>2.4</b> <b>3.1</b> <b>3.4</b> <b>3.5</b> <b>3.6</b> <b>3.7</b> <b>3.8</b></p>	<p>RL.5.2</p>		<p><b>3</b></p>
<p>3. I can compare and contrast two or more characters using details to support my comparisons.</p>		<p>R.2.C.5.c R.2.C.5.f</p>	<p><b>1.5</b> <b>1.6</b> <b>2.4</b> <b>3.1</b> <b>3.4</b> <b>3.5</b> <b>3.6</b> <b>3.7</b> <b>3.8</b></p>	<p>RL.5.3</p>		<p><b>2</b></p>
<p>4. I can interpret figurative language in a text and how it shapes the tone of the text.</p>		<p>R.1.E.5.a R.1.E.5.d  R.2.B.5.a R.2.B.5.b</p>	<p><b>1.5</b> <b>1.6</b> <b>2.4</b></p>	<p>RL.5.4</p>		<p><b>2</b></p>
<p>5. I can explain how the structural portions of a text come together to create the overall structure of the text.</p>		<p>R.2.A.5.a R.2.A.5.b</p>	<p><b>1.5</b> <b>2.4</b> <b>1.6</b></p>	<p>RL.5.5</p>		<p><b>2</b></p>
<p>6. I can compare and contrast two or more stories' approach to a common theme or topic.</p>		<p>R.1.I.5.a</p>	<p><b>1.5</b> <b>1.6</b> <b>1.9</b> <b>3.5</b></p>	<p>RL.5.9</p>		<p><b>3</b></p>

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<p>7. I can describe how the narrator’s point of view influences the description of events in a text.</p>			<p align="center">1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8</p>	<p align="center">RL.5.6</p>		<p align="center"><b>3</b></p>
<p>8. I can create a narrative piece of writing that is sequentially well structured, uses thoughtful details, and effectively use techniques which develop the characters and story.</p>		<p>W.1.A.5.a W.1.A.5.b W.1.A.5.c W.1.A.5.d W.1.A.5.e W.3.A.5.a W.2.A.5.a W.2.A.5.b W.2.B.5.a W.2.C.5.a W.2.C.5.b W.2.D.5.a W.2.D.5.b L.1.B.5</p>	<p align="center">1.8  2.1  2.2</p>	<p>W.5.3.a W.5.3.b W.5.3.c W.5.3.d W.5.3.e W.5.4 W.5.5 W.5.6</p>		<p align="center"><b>4</b></p>
<p>9. I can actively and positively participate in classroom discussions and cooperative learning activities.</p>		<p>L.1.B.5 R.1.H.5.d L.2.A.5.a</p>	<p align="center">1.5 2.1 2.3 4.6</p>	<p>SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d</p>		<p align="center"><b>2</b></p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Reading Journal</li> <li>• Discussion</li> </ul>						

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<ul style="list-style-type: none"> <li>• Comparison Matrices</li> <li>• Informal Observations</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Narrative Writing Rubric</li> </ul> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>	
Obj. #  1	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema of inferencing and self questioning via a Socratic Seminar (see unit resources) using pictures and/or phrases.</li> <li>• The teacher will model how to make inferences and self question when confused by text, using a read aloud text and the Inferring Text organizer</li> <li>• The teacher will continue with the read aloud so as to provide students the opportunity to practice making inferences and share those inferences in pairs and with the class.</li> <li>• The teacher will provide inferencing support to students during shared and guided reading.</li> </ul>
Obj. #  1  9	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively engage in a Socratic Seminar pertaining to making inferences from pictures and phrases.</li> <li>• The students will actively listen to and observe the teacher model inferencing and self questioning.</li> <li>• The students will practice self questioning and making inferences via a read aloud. The students will then think, pair, share their understanding of inferencing.</li> <li>• The students will make inferences via the Inferring Text organizer during shared reading and guided reading.</li> </ul>
Obj. #  2	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema pertaining to determining the theme of a text based on the character’s perspective using a cooperative learning structure (see unit resources).</li> <li>• The teacher will model how to determine the theme of a story using a short read aloud text and the <a href="#">Character Perspective graphic organizer</a>.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The teacher will guide the students in determining the theme of a story via a short text and the</li> <li>• <a href="#">Character Perspectives graphic organizer</a>. After the students have determined the theme, they will share their understanding of the concept of theme.</li> <li>• The teacher will continue to provide support and instruction of theme when a read aloud, shared, and or guided reading story is completed.</li> </ul>
<p>Obj. # 2  9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a cooperative learning activity centered on the concept of theme</li> <li>• The students will actively listen to and observe the teacher model the process of determining theme via a character’s perspective.</li> <li>• The students will practice determining the theme of a text using a short text and the <a href="#">Character Perspective graphic organizer</a>.</li> <li>• The students will then share their understanding of theme.</li> <li>• After a read aloud, shared, and/or guided reading text has been completed; student will determine the theme of the story and share their understanding of the theme via discussion or reading journal.</li> </ul>
<p>Obj. # 3</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema via a classroom discussion of comparing and contrasting of two or more characters via Socratic Seminar using short texts.</li> <li>• The teacher will model how to compare and contrast the traits of two or more characters in a text using a short read aloud text and the <a href="#">Character Comparison matrix</a>.</li> <li>• The teacher will guide students in the comparison of characters using a short text and the <a href="#">character comparison matrix</a>. The students will share their understanding of character comparisons.</li> <li>• The teacher will continue to provide support and instruction when a read aloud, shared, and/or guided reading story is completed.</li> </ul>
<p>Obj. # 3  9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a Socratic Seminar on the comparing and contrasting of characters from a short text(s).</li> <li>• The students will actively listen to and observe the teacher model the process of comparing character traits.</li> <li>• The students will practice comparing character traits using a short text and the <a href="#">Character Comparison matrix</a>. The students</li> </ul>

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	<p>will then share their understanding.</p> <ul style="list-style-type: none"> <li>• After a read aloud, shared, and/or guided reading text has been completed; student will compare the characters from the same or different texts and share their understanding.</li> </ul>
<p>Obj. # 4</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema pertaining to interpreting the figurative language of a text using a cooperative learning structure and a short text. For an example, see the Katy Perry figurative language activity in the unit resources.</li> <li>• The teacher will model the identification and meaning of the various types of figurative language using a short text such as a poem or song lyric and the <a href="#">Figurative Language graphic organizer</a>.</li> <li>• The teacher will guide students in identifying and interpreting the various types of figurative language using poetry or song lyrics and the <a href="#">Figurative Language graphic organizer</a>. The students will share their understanding of figurative language.</li> <li>• The teacher will provide figurative language support to students during shared and guided reading.</li> </ul>
<p>Obj. # 4 9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a cooperative learning activity to identifying and interpret figurative language.</li> <li>• The students will actively listen to and observe the teacher model the process of identifying and interpreting figurative language.</li> <li>• The students will practice identifying and interpreting figurative language using poetry or song lyrics and the <a href="#">Figurative Language graphic organizer</a>. The students will then share their understanding of figurative language.</li> <li>• Students will use their reading journal to record and describe figurative language found in their shared and/or guided reading text.</li> </ul>
<p>Obj.# 5</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will explicitly instruct identifying and explaining the importance of text structure found in narrative texts via a PowerPoint presentation from <a href="#">ReadWriteThink.org</a>, a <a href="#">traditional</a> or <a href="#">alternative plot</a> diagram and a whole class discussion of the topic.</li> <li>• The teacher will model and guide students in identifying how and why the structure is important to a particular narrative text, using the plot diagram and a short text.</li> <li>• The teacher will provide assistance to students in the identification of text structures during read alouds and shared and guided reading.</li> </ul>

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<p><b>Obj.#</b> 5 9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a classroom discussion of narrative text structures.</li> <li>• The students will actively listen to and observe the teacher model the process of identifying and explaining text structure.</li> <li>• The students will practice determining how and why narrative text structures are important to the overall structure of a narrative text. The students will then share their understanding of narrative text structures.</li> <li>• After a read aloud, shared, and/or guided reading text has been completed, students will express how the individual components of a text fit together to create the overall structure of the text in their reading journals.</li> </ul>
<p><b>Obj.#</b> 6</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema via a Socratic Seminar and short texts, pertaining to the approach taken by authors of narrative texts that deal with a similar theme using short texts of similar theme.</li> <li>• The teacher will model the comparison of two or more short works of similar a theme and complete the Theme Comparison matrix.</li> <li>• The teacher will guide students in the comparison of two or more works of a similar theme and the completion of the Theme Comparison matrix. The students will share their understanding of theme.</li> <li>• The teacher will provide theme comparison support to students as students complete a shared and/or guided reading text.</li> </ul>
<p><b>Obj.#</b> 6 9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a Socratic Seminar on the approach different authors take on a similar theme.</li> <li>• The students will actively listen to and observe the process of theme comparison using two or more texts of a similar theme and the comparison matrix.</li> <li>• The students will practice the comparison of two or more short works of a similar theme and complete the Theme Comparison matrix. The students will share their understanding of theme comparison.</li> <li>• After a read aloud, shared, and/or guided reading text has been completed; students will add the story to their comparison matrix. When the student has completed the texts for the unit, the student will use the comparison matrix to analyze and write a journal entry pertaining to the similarities and difference of the approaches to the theme.</li> </ul>

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<p><b>Obj.#</b> 7</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema of point of view and its influence on events, using a cooperative learning structure and short texts.</li> <li>• The teacher will model the identification of point of view and how different points of view influence the way events are described using characters with opposing viewpoints such as fractured fairy tales and the Point of View Comparison Matrix.</li> <li>• The teacher will guide students in identifying the point of view and its influence on the description of events using a short read aloud with opposing viewpoints. The students will share their understanding of point.</li> <li>• The teacher will provide point of view support to students during shared and guided reading.</li> </ul>
<p><b>Obj.#</b> 7 9</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students will actively and positively participate in a cooperative learning structure on point of view.</li> <li>• The students will actively listen and observe the process of identifying the point of view and its impact on the description of events.</li> <li>• The students will practice identifying the point of view and its impact on the description of events using two or more stories or two characters from the same story and the Point of View Comparison Matrix.</li> <li>• After a read aloud, shared, and/or guided reading text has been completed; students will add the story to their comparison matrix. When the student has completed the texts for the unit, the student will use the Point of View Comparison Matrix to analyze and write a journal entry pertaining to the impact of point of view.</li> </ul>
<p><b>Obj.#</b> 8</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ul style="list-style-type: none"> <li>• The teacher will activate and build schema via a KWLQ chart and a whole class discussion pertaining to narrative writing, while referencing the various texts that are utilized during the unit.</li> <li>• The teacher will distribute the Narrative Writing Rubric to the class and discuss how it will be used to guide the students in the narrative writing process.</li> <li>• The teacher will check for understanding.</li> <li>• The teacher will provide support during small group/individual conferences.</li> </ul>
<p><b>Obj.#</b> 8</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ul style="list-style-type: none"> <li>• The students create a narrative piece of writing that follows the structure of a narrative, has thoughtful details, uses</li> </ul>

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9	<p><b>figurative language and has techniques which develop the characters/story.</b></p> <ul style="list-style-type: none"><li>• <b>The students will review and discuss the Narrative Writing Rubric.</b></li><li>• <b>The students will conduct peer conferences</b></li><li>• <b>The students will share their narrative writing via a classroom book collection or through digital media.</b></li></ul>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><b>Useful Websites:</b></p> <p>Socratic Seminar: <a href="http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/">http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/</a></p> <p>Readwritethink.org: <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p>Shutta Crum: <a href="http://blog.shutta.com/">http://blog.shutta.com/</a></p> <p>Firework by Katy Perry Activity: <a href="http://teachershare.scholastic.com/resources/13572#fragment-2">http://teachershare.scholastic.com/resources/13572#fragment-2</a></p> <p><b>Possible Texts to Use:</b></p> <p><b>Short Texts</b></p> <p>ReadWorks.org: <a href="http://www.readworks.org/">http://www.readworks.org/</a></p> <p><b>Novels</b></p> <ol style="list-style-type: none"><li>1. Al Capone Does My Shirts by Gennifer Choldenko</li><li>2. Bridge to Terabithia by Katherine Paterson</li><li>3. Holes by Louis Sachar</li><li>4. Pictures of Hollis Woods by Patricia Reilly Giff</li><li>5. Bruce and the Road to Courage by Gale Leach</li><li>6. The Wanderer by David Diaz</li><li>7. Flight to Freedom by Ana Veciana-Suarez</li><li>8. Behind the Mountains by Edwidge Danticat</li><li>9. The Stone Goddess by Minfong Ho</li><li>10. Finding My Hat by John Son</li><li>11. Tracing Stars by Erin Moulton</li></ol>	

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12. Notes from a Liar and her Dog by Gennifer Choldenko
13. Esperanza Rising by Pam Munoz Ryan
14. Growing Wings by Laurel Winter
15. Surviving the Applewhites by Stephanie S. Tolan
16. Princess Academy by Shannon Hale
17. Dear Mr. Henshaw by Beverly Cleary
18. Chicken Friend by Nicola Morgan
19. Fall Secrets (Seasons) by Candy Dawson Boyd
20. Nerd No More by Kristine L. Franklin
21. The New You by Kathleen Leverich
22. The Weirder the Better by Stasia Decker-Ahmed
23. Black Water by Rachel Anderson
24. Is Everyone Moonburned but Me? by Stella Pevsner
25. Even Stephen by Johanna Hurwitz
26. Finding Zola by Marianne Mitchell
27. Lizard Love by Wendy Townsend
28. Too Perfect by Trudy Ludwig
29. Just Kidding by Trudy Ludwig
30. My Secret Bully by Trudy Ludwig
31. Wonder by R. J. Palacio
32. The Absolute Value of Mike by Kathryn Erskine
33. Loser by Jerry Spinelli
34. The Mirror and Me by Common and Lorraine West
35. Divinifunkity by Annie Vihtelic

### **Poems**

An Early Worm Got out of Bed By Jack Prelutsky  
You're Eating Like a Pig Again! By Jack Prelutsky  
I, too, sing America By Langston Hughes  
The Road Not Taken By Robert Frost  
NARCISSA By Gwendolyn Brooks  
ACTIONS By Shel Silverstein

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### Lyrics

Firework by Katy Perry

Where is the Love By The Black Eyed Peas

Who Says By Selena Gomez

He Say She Say By Lupe Fiasco

Stand By Rascal Flatts

Golden By Jill Scott

DRAFT