



## Grade 5 ELA CCGPS Frameworks - Unit 1

**Theme:** Making Progress / Meeting Challenges / Connecting With the Past

**GRADE LEVEL:** 5<sup>th</sup> Grade

### OVERVIEW OF THE UNIT

This unit is provided as a sample of available resources and Lessons; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource. This unit is test/theme neutral. Therefore, lessons are standards based rather than text or theme focused. Suggested texts, themes, and mini-lessons are provided but not required. Each lesson contains activities sequenced as a gradual release towards independence of the standards in the following order: teacher modeling, group practice, independent practice, and assessment. Lessons are not intended to be taught in isolation (Reading and ELA). You will find the reading lessons in the left column on each page and the ELA lessons on the right side of each page. Teachers who are departmentalized will want to collaborate to ensure that they are using common literature and assessments.

Students will read an extended historical fiction text about the Civil War. Several short fiction and nonfiction texts, as well as poetry, speeches, articles, and videos are included. Students will focus on opinion writing, with short narratives and informative pieces included.

This unit was written so that the Extended Text will be chosen by the teacher, though there are several suggestions listed in the resources list at the end of the unit. The short texts, however, have been specifically named in the lessons so that this unit could model how they are used. Also, in this unit the reading lessons are meant to be taught prior to the language arts lessons in the daily schedule.

#### **At the end of this unit, students should understand:**

- that close reading requires rereading, paying close attention to the text, thinking about the observations that they make about the text, and recognizing the author's craft in the text. All of these lead to deep understanding of the text.
- that good sentences have a variety of lengths (simple/compound/complex) and that conjunctions, prepositions, and interjections are used to clarify information.
- how to use the writing process to write an opinion piece.

#### **At the end of this unit, students should know:**

- how to identify story elements, poetry elements, and theme in stories and poems.



- how to read an excerpt from a biography and determine the main ideas.
- how to structure or organize a good opinion piece with correct grammar usage (conjunctions, prepositions, and interjections), punctuation (commas), and sentence variety (simple, compound, and complex sentences).



**Outline of the Unit:**

Lesson	Text	Reading	Language Arts	Resources
1 2	<ul style="list-style-type: none"> <li>• <i>Follow the Drinking Gourd</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• note taking</li> <li>• story elements</li> <li>• theme</li> <li>• vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• opinion writing</li> <li>• coordinating conjunctions</li> <li>• compound sentences</li> </ul>	B, C, D, E
3 4	<ul style="list-style-type: none"> <li>• <i>Sneetches</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• theme</li> <li>• characters</li> <li>• close reading</li> <li>• visualization</li> </ul>	<ul style="list-style-type: none"> <li>• opinion writing</li> <li>• commas in a series</li> <li>• paragraphs</li> </ul>	F, G, H, I, J
5 6	<ul style="list-style-type: none"> <li>• <i>Pink and Say</i></li> <li>• <i>Frederick Douglass</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast characters</li> <li>• dialect</li> <li>• text evidence</li> <li>• context clues</li> </ul>	<ul style="list-style-type: none"> <li>• opinion writing</li> <li>• prepositions</li> <li>• transition words</li> </ul>	K
7 8	<ul style="list-style-type: none"> <li>• Poetry by Langston Hughes</li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• poetry elements</li> <li>• comprehension</li> <li>• figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• commas for introductory elements</li> <li>• interjections</li> </ul>	
9 10	<ul style="list-style-type: none"> <li>• <i>A Picture of Freedom</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• inference</li> <li>• text evidence</li> <li>• close reading</li> <li>• monitoring comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• writing about poetry</li> <li>• subordinating conjunctions</li> <li>• dependent clauses</li> <li>• complex sentences</li> </ul>	L, M, N
11 12	<ul style="list-style-type: none"> <li>• <i>A Picture of Freedom</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• main idea and details</li> <li>• summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• informational writing</li> </ul>	O, P, Q
13 14	<ul style="list-style-type: none"> <li>• <i>Henry's Freedom Box</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• point of view</li> <li>• monitoring comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• narrative writing</li> <li>• dialogue</li> </ul>	R, S, T
15 16	<ul style="list-style-type: none"> <li>• <i>Lincoln's Words</i></li> <li>• Extended Text</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• comprehension</li> <li>• summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• opinion writing</li> <li>• summative assessment</li> </ul>	U, A



## Reading Lessons

## ELA/Writing Lessons

<p><b>Lesson 1</b> Build background knowledge; Review Story Elements</p> <p><b>Standards</b> ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELACC5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>Learning Targets</b> I CAN use evidence from the text to support my inferences. I CAN make and justify inferences (draw conclusions from written text). I CAN summarize text read aloud or a presentation.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Provide instruction on how to begin and utilize a reading/writing journal or interactive notebook. Many great resources can be found <a href="#">at this wiki</a>.</li> <li>● Gallery Walk (suggestion) - Provide pictures, visuals, books, or other Civil War period examples and allow students to walk around and post questions on sticky notes. As we cover this unit, questions will be answered.</li> <li>● Note-Taking Mini lesson: taking notes using the Cornell method or other note</li> </ul>	<p><b>Lesson 1</b> Build background knowledge of Opinion Writing / Note-taking</p> <p><b>Standards</b> ELACC5L1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. ELACC5SL5: Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ELACC5L6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific lessons, purposes, and audiences.</p> <p><b>Learning Targets</b> I CAN participate in discussions to build upon others' ideas and express my own clearly. I CAN listen and take notes.</p> <p><b>Instruction</b> Genre Focus: Opinion Writing: Stating an Opinion</p> <ul style="list-style-type: none"> <li>● Clarify the concept of opinion or stating an opinion. Suggested lessons: W1</li> <li>● Use a mentor text: carefully select a persuasive text. Choose a text with interesting content. (Interesting facts, a</li> </ul>
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<p>taking strategy (K-W-L chart or Thinking Maps). <a href="http://tinyurl.com/2ckqvo3">http://tinyurl.com/2ckqvo3</a></p> <ul style="list-style-type: none"> <li>• Explore _ (See the Reference List at the end of the unit for more information.)</li> <li>• Introduce and read <i>Follow the Drinking Gourd</i>.</li> <li>• Model using evidence from the text to explain why the author used the term <i>drinking gourd</i>.</li> <li>• Model how to write a journal entry in the notebooks responding to how slavery impacted the main character of the story. Students should then write their thoughts on slavery using at least one textual evidence from <i>Follow the Drinking Gourd</i></li> <li>• Establish rules and protocols for classroom and group discussions.</li> <li>• Story Elements: Review story elements by having students make a flipbook with definitions and examples. (See <b>Grade 5 Resource C.</b>)</li> </ul> <p><b>Differentiation Option(s):</b> Help support student discussion by moving around the room and adding to conversation. Cue a student to listen for a specific answer from the text. ( e.g “Listen for what Peg Leg does at night.”)</p>	<p>funny situation, or something gross.) Have each student state their opinion about the text using phrases like “I think..</p> <ul style="list-style-type: none"> <li>• Plan an activity where students will compare two objects and state which object is the best toy to play with. Students may work in teams or individually. (Examples of materials: different kinds of video games, board games or balls baseball/basketball.)</li> <li>• See <b>Grade 5 Resource B: Writing Rubric</b> for a guide to grading student writing in this unit.</li> </ul>
<p><b>Lesson 2</b> Establish norms / procedures; Begin reading Extended Text</p> <p><b>Standards</b> ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Lesson 2</b> Language: Opinion Writing; Coordinating Conjunctions</p> <p><b>Standards</b> ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>



<p>ELACC5RL2: Determine a theme 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.</p> <p>ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>Learning Targets</b></p> <p>I CAN make and justify inferences (draw conclusions) from written text.</p> <p>I CAN determine the theme of a story using details in the text.</p> <p>I CAN determine main ideas in a text and summarize the details.</p> <p><b>Instruction</b></p> <p><b>Notes:</b> <i>Teacher should visit the following websites for information on close reading:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://www.achievethecore.org/el-a-literacy-common-core/sample-lessons/cl">http://www.achievethecore.org/el-a-literacy-common-core/sample-lessons/cl</a></li> <li>• <a href="http://web.cn.edu/kwheeler/reading_lit.html">http://web.cn.edu/kwheeler/reading_lit.html</a></li> </ul> <ul style="list-style-type: none"> <li>• Introduce the theme you have chosen. Chart “Big Ideas” from students about what they think it means.</li> <li>• Establish expectations for</li> </ul>	<p>ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>ELACC5L1a: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>Learning Targets</b></p> <p>I CAN participate in a discussion and state my ideas clearly as well as build on others’ ideas.</p> <p>I CAN formulate an opinion about a topic or text in my writing.</p> <p>I CAN use conjunctions, prepositions, and interjections correctly in my writing.</p> <p><b>Instruction</b></p> <p>Genre Focus: Opinion Writing: Using Words to Express an Opinion</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Explore the specific vocabulary associated with opinion writing to help students learn to express opinions and develop understandings about the genre.</li> <li>• Gather three or four texts relevant to social studies topic (Civil War or Slavery) and coach students to express their opinions about them. “In my opinion....”</li> <li>• Create a chart (See <b>Gr 5 Resource D: Using Words to Express an Opinion</b>) You may wish to create columns on the chart so that in future lessons students can generate words for expressing opinions about other things, such as characters or current</li> </ul>
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<p>reading, including expectations for close reading.</p> <ul style="list-style-type: none"> <li>• At times the book will be read aloud to you, and you will be asked to go back and reread for deeper thought and meaning from the text. You will be given a specific purpose or task to read and/or look for when doing close reading. Other times, you will read independently to yourself or with a partner.</li> <li>• Explain that during this unit you will study powerful stories of both fictional characters and real people who stood up for what they believed in extreme circumstances, and you will learn how to learn from their experiences. You will learn about these things through reading and writing, using historical fiction and nonfiction sources.</li> <li>• Introduce the the Extended Text (author, genre, plot).</li> <li>• Include a short biography of the author. (use website or other resource)</li> <li>• Read Chapter 1 aloud to students.</li> <li>• In the student notebook, students should include pages for new vocabulary. You may choose to have one vocabulary page for each chapter or specific sections</li> </ul>	<p>issues.</p> <ul style="list-style-type: none"> <li>• Encourage students to think about and add to the opinion words as they are shaping their ideas for opinion pieces, using the texts collected (see <b>Notes</b>.)</li> <li>• Share the following prompt with students. Have them discuss in small groups what their opinion on the prompt is, and to write their opinion in their writing journal. This will be the start of several days of lessons on opinion writing. (See <b>Gr 5 Resource E: Prompt</b>) Prompt: <ul style="list-style-type: none"> <li>○ Leading up to and during the Civil War times, many people were divided into two Groups, those who wanted to keep the United States as a union, and those who wanted to split the country into two separate nations. People on both sides had very strong reasons about why their side was correct. Sometimes families were divided by this issue. You live in Georgia which was a Confederate state, but Georgia is a part of the United States today.</li> <li>○ If a state disagrees with the national government, should it be allowed to secede from the country?</li> <li>○ Think about how states and the national government interact with each other. Think about what states do for the country, and what the country does for states.</li> <li>○ Remember, the Revolutionary</li> </ul> </li> </ul>
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<p>of the book. Students will use the resources available (i.e. dictionaries, thesauruses, computers, electronic devices, etc.) to determine the meaning, synonyms, and antonyms of the vocabulary words chosen.</p> <ul style="list-style-type: none"> <li>• Have students close read (go back and reread for deeper understanding of text). (<b>Note:</b> For all of these questions, be sure to have students support / prove / justify their responses with examples from the text.) <ul style="list-style-type: none"> <li>○ Select the vocabulary for the notebook vocabulary page.</li> <li>○ Teacher should provide text dependent questions for students to answer with a partner or individually. Suggested text dependent questions: <ul style="list-style-type: none"> <li><i>How does the main character feel about where he/she lives?</i></li> <li><i>What descriptive words would describe the personality of the main character? What words in the passage were your context clues?</i></li> </ul> </li> </ul> </li> </ul> <p><b>Ticket Out the Door:</b> check notes in the</p>	<p>War was a fight between the English colonies and the national English government, which is similar to a civil war. The Revolutionary War is remembered as a good war for the United States, but the Civil War is remembered as a bad war for the United States.</p> <ul style="list-style-type: none"> <li>○ What is your opinion about this? Should a state be allowed to secede from the country? Why do you feel this way? What reasons from your knowledge of history and life today will support your Write an essay that will share and explain your opinion to others in your class.</li> <li>○ <b>Grammar and Convention Focus: Conjunctions and Commas</b></li> <li>○ Introduce coordinating conjunctions and their role in a sentence. <ul style="list-style-type: none"> <li>○ connecting (and, so)</li> <li>○ dividing or choosing (or)</li> <li>○ negating (nor, but)</li> <li>○ explaining (for, yet)</li> </ul> </li> <li>○ <a href="#">Schoolhouse Rock</a> Grammar Rocks; FANBOYS (<a href="#">Click here for FANBOYS posters.</a>)</li> <li>○ Explain that a comma always comes before the conjunction in a compound sentence.</li> <li>○ Discuss the differences between compound subjects, compound predicates, and compound sentences.</li> </ul>
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<p>notebook which should include conjunctions found in the chapter, any new vocabulary words, and something interesting that was learned from the chapter.</p> <p><b>Differentiation Option(s):</b> Note Taking: For students who struggle with note-taking, pair them with a note buddy. This person can help guide the note-taking process and provide model notes when needed. Provide student with a copy of guided notes. This should model what teacher is expecting from future lessons, and be slowly withdrawn as student note taking skills increase.</p> <p>Close Reading: If time is a factor, group students and assign specific pages per group. Each group will have specific focus question for a specific page. Groups will share results with class.</p>	<ul style="list-style-type: none"><li>○ Students look for examples of comma usage in their texts.</li><li>○ <b>Note:</b> Teachers can use this opportunity to allow students to learn/practice/use the following resources according to standard ELACC5L4c. This should not be used for busy work to look up all unknown words.</li><li>○ Students will use the resources available (i.e. dictionaries, thesauruses, computers, electronic devices, etc.) to determine the meaning, synonyms, and antonyms of the vocabulary words chosen. Please see the Instructions in the reading column.</li></ul> <p><b>Ticket Out the Door:</b></p> <ul style="list-style-type: none"><li>○ Identify coordinating conjunctions used in the chapter of the Extended Text, and write the sentences in your notebook. opinion?</li></ul>
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<p><b>Lesson 3 Theme</b></p> <p><b>Standards</b>          ELA5CCRL2: Determine a theme of a story, drama, or poem from details in the text. Include how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.          ELA5CCRL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>Learning Targets</b>          I CAN determine the theme of a story using details in the text.          I Can identify specific details that describe characters.          I CAN compare and contrast characters in a text using specific details in a text.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Complete a mini lesson on theme.</li> <li>● Read <i>The Sneetches</i> by Dr. Suess</li> <li>● After listening to the story, each student should write one sentence that gives an explanation of the theme of <i>The Sneetches</i> and be ready to share with a group.</li> <li>● Students should then work in groups and collaborate to prepare one well-written theme statement to share with the class.</li> <li>● Teacher may create a theme anchor chart that lists various themes of books that the class has read.</li> <li>● Explain that sometimes theme can be determined by how characters react to challenges. Example:             <ul style="list-style-type: none"> <li>○ In <i>Goldilocks and the Three Bears</i> the bears return home to see their</li> </ul> </li> </ul>	<p><b>Lesson 3 Commas in a Series; Opinion Writing</b></p> <p><b>Standards</b>          ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.          ELACC5W4: Produce a clear and coherent writing in which the development and organization are appropriate to lesson, purpose and audience.</p> <p><b>Learning Targets</b>          I CAN formulate an opinion about a topic or text in my writing.          I CAN use organizational formatting structures to develop my writing ideas.          I CAN produce writing with correct comma placement and conjunctions.          I CAN write an introductory paragraph for an opinion essay.</p> <p><b>Instruction</b>          Conventions Focus: Commas</p> <ul style="list-style-type: none"> <li>● Mini-Lesson on using commas correctly to separate items in a series. Suggested sources: Brainpop, teacher created flipcharts or anchor charts.</li> </ul> <p>Formative Assessment Opportunity:</p> <ul style="list-style-type: none"> <li>● Students will use at least two conjunctions correctly in at least two sentences. (See <b>Ticket Out the Door</b> in the reading lesson.)</li> </ul> <p>Genre Focus: Review Elements of Opinion Writing:</p> <ul style="list-style-type: none"> <li>● You must have an arguable point.</li> <li>● You must form an opinion (agree or disagree)</li> </ul>
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<p>house destroyed by Goldilocks. If the bears became angry and chased after Goldilocks and ate her up, the theme could be that consequences follow actions. If the bears forgive Goldilocks, clean up their house, and invite her to be a friend and teach her how to behave correctly in other people's homes, the theme could be about forgiveness.</p> <ul style="list-style-type: none"><li>• Read Chapter 2 from the Extended Text.</li><li>• Discuss challenges of the characters in the Extended Text using examples from the text to support statements.</li><li>• Discuss how those challenges can lead the reader to determine the theme of the book.</li></ul> <p><b>Formative Assessment Opportunity</b></p> <ul style="list-style-type: none"><li>• Notebook response: Student should tell how a theme is developed and give an example of a theme from another story the student/class has read. This is the opportunity to discuss theme in the Extended Text. This may give an opportunity for an illustration by the student, as well.</li></ul>	<ul style="list-style-type: none"><li>• You must have at least three arguments to support your opinion.</li><li>• Your introduction needs to be engaging and your opinion needs to be stated clearly.</li><li>• Support students in learning to argue with a set of talking points with a concrete basis. Walk them through a visual outlining/prewriting process. (This will provide students with a mapping process for their future essay writing). (See <b>Gr 5 Resource F: Visual Outlines</b>)</li></ul> <p>Creating an Organizational Structure Suggested Strategies:</p> <ul style="list-style-type: none"><li>• Using an outline or graphic organizer (outline/prewriting graphic organizer)</li><li>• Use Sticky Notes-to lay out opinion and reasons.</li><li>• Use subtitles-categorize ideas or reasons</li></ul> <p>Writing a Strong Introduction</p> <ul style="list-style-type: none"><li>• A strong introduction to an opinion piece hooks the reader and starts building openness toward the case being made. (See <b>Gr 5 Resource G: Techniques for Opening an Opinion Piece</b>)</li><li>• Learn from professional writers: choose a mentor text to discuss introductions. Compile a list of three or four techniques for an opening statement. (Add to list over time.)</li></ul> <p><b>Note:</b> This is a continuation of work on the prompt started in Lesson 2.</p> <ul style="list-style-type: none"><li>• Designate a section of the students' writing journal to use for prewriting and</li></ul>
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	<p>drafting written pieces.</p> <ul style="list-style-type: none"> <li>• Students will begin mapping their opinion essay.</li> <li>• Begin instruction on writing methods.             <ul style="list-style-type: none"> <li>○ Teach hook, thesis, main idea, and supporting sentences.</li> </ul> </li> <li>• Students practice writing an introduction paragraph to the chosen prompt. Use text evidence to defend your opinion</li> <li>• Students review and edit their introduction paragraph for the use of conjunctions, paragraph structure, hook, clearly stated opinion, etc.</li> </ul> <p><b>Differentiation:</b> Status Cubes are used by SWD to help the teacher know if they need extra support. (See <b>Gr 5 Resource H: Status Cubes</b>)</p>
<p><b>Lesson 4</b> Use visualization to make inferences and recall main characters.</p> <p><b>Standards</b> ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fifth grade content, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ELACC5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of</p>	<p><b>Lesson 4</b> Crafting Reasons to Support Opinion</p> <p><b>Standard</b> ELACC5W1b: Provide logically ordered reasons that are supported by facts and details.</p> <p><b>Learning Target</b> I CAN formulate an opinion about a topic or text in my writing and provide reasons for that opinion supported by facts and details from the text.</p> <p><b>Instruction</b> Genre Focus: Opinion Writing Note: This is a continuation of work on the prompt started in Lesson 2.</p> <ul style="list-style-type: none"> <li>• Organizing reasons to support opinion: Have students refer to the visual outline or prewriting graphic organizer. Model</li> </ul>



<p>strategies.</p> <p><b>Learning Targets</b>  I CAN determine the meaning of words and phrases as they are used in a text.  I CAN take part in a discussion, building on others' ideas and expressing my own.  I CAN use language correctly when writing, speaking, reading, or understand when listening.  I CAN determine the meaning of unknown words and phrases using a range of strategies.</p> <p><b>Instruction</b> Close Reading</p> <p><b>Note:</b> See the teacher resource list at the end of this unit for information on close reading.</p> <ul style="list-style-type: none"> <li>● Introduce Close Reading Chart (See <b>Gr 5 Resource I: Chart for Close Reading</b>)</li> <li>● Fill in examples of evidence from the text as you read aloud.</li> </ul> <p>Strategy Focus: Visualization</p> <ul style="list-style-type: none"> <li>● Give a mini lesson on historical fiction. Tell the students about how a reader visualizes. (e.g. When reading a story I try to picture everything that I read so that I can see it playing out like a movie in my mind. This is called visualization. I envision what I read. This is especially important in historical fiction because the story is taking place in a different time and place from today. One thing that good readers do is to focus on all things in the book that seem different from our own lives. This will help us understand the world of the story.)</li> <li>● Read Chapter 3 from the Extended Text aloud. Model visualizing how things are</li> </ul>	<p>using text as evidence to defend an opinion. There should be at least three reasons given for the opinion.</p> <ul style="list-style-type: none"> <li>● Paragraph Structure:  Mini-lesson on well-developed paragraphs. Use a graphic organizer to help students structure paragraphs beginning with a topic sentence, supporting details, and a concluding sentence</li> </ul> <p>Example:  Students will practice crafting reasons to support their opinion by continuing to work on their prompt writing.</p> <ul style="list-style-type: none"> <li>● Revise and edit the introduction to the essay.</li> <li>● Students should begin writing the supporting paragraphs for the essay.</li> </ul>
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- different as the chapter is read aloud.
- Remind students to visualize what is being read.
  - As the teacher reads, the students should make notes in their notebook about what they visualize. (e.g. The way the author describes the place, how the characters talk, dress, and their daily routines.) Be ready to share.
  - After reading the chapter aloud, students should be shown how to close read to find details that make the characters' daily life experiences different from theirs. Instruct students to write these details in their notebook. *Students may need guided practice to model what should be written.*
  - Journal Write/Student Notebook: Compare life in the past to life in the present.

**Assessment Opportunity:**

**Ticket Out the Door:** Pick a character from the Extended Text. In three to four sentences, tell what can be inferred about this character. (How is he/she feeling? What is the character likely to do next?) Use evidence from the text and at least two examples of coordinating conjunctions with correct sentence structure.

**Differentiation Option(s):**

Students may draw a picture of their interpretations from the teacher Read Aloud.

Provide students with a graphic organizer such as a Double Bubble map or Venn Diagram could be used during the Read Aloud to compare and contrast.

Teachers should be cognizant of student needs when planning partner activities.



Have the student raise hand when they hear teacher read a character trait. Student's peer helper should write page number and first few words of sentence on notes page. After reading, have the student go back to page numbers listed and write the sentences from the text.

**Optional activity for classrooms with BYOT (Bring Your Own Technology):**

Journal entry: Use visuals to compare life in the past to life in the present. (e.g. telephone)  
(See **Gr 5 Resource J: QR Code**)

[QR code generator website.](#)







<p><b>Lesson 5</b> Compare and contrast characters, use textual evidence to support ideas</p> <p><b>Standard</b>          ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.          ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.          ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>Learning Targets</b>          I CAN quote or reference a text when explaining what the text says.          I CAN incorporate information from several texts in speaking or writing.          I CAN compare and contrast how two or more stories of the same genre approach a similar theme or topic.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Read <i>Pink and Say</i>.</li> <li>● Discuss some of the problems the boys encounter through their short lives.</li> <li>● Teacher will use guided practice to model a fact or two for the graphic organizer that compares and contrasts the two characters in <i>Pink and Say</i>. Students copy and finish the graphic organizer.</li> <li>● Introduce the term <i>dialect</i>. Discuss the purpose for each type of dialect, focus the discussion on the different dialect of the modern, historical, Quaker, townspeople,</li> </ul>	<p><b>Lesson 5</b> Providing a Sense of Closure</p> <p><b>Standard</b>          ELACC5W1b: Write opinion pieces on topics or texts, supporting a point of view with reasons. B. Provide logically ordered reasons that are supported by facts and details.</p> <p><b>Learning Target</b>          I CAN formulate an opinion about a topic or text in my writing.</p> <p><b>Instruction</b>  <b>Note:</b> This is a continuation of work on the prompt started in Lesson 2.</p> <ul style="list-style-type: none"> <li>● An ending should provide a sense of closure. Share list of <i>Techniques for Closure</i>. (See <b>Gr 5 Resource K: Techniques for Closure</b>)</li> <li>● Suggest strategies for exploring different closure techniques:             <ul style="list-style-type: none"> <li>○ Learn from professional authors: Read from several texts to discover how authors provide a sense of closure.</li> <li>○ Try different closure techniques- Model using 2-3 techniques from the <i>Techniques for Closure</i>.</li> </ul> </li> <li>● Students will practice the craft of writing a closing paragraph by applying these strategies to their essay.</li> </ul>
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<p>and former slave characters.</p> <ul style="list-style-type: none"><li>● Explain to the students that dialect is the type of language specific to a particular location, group of people or time period.</li><li>● Discuss opinions on why the author would choose to write with dialect in the story.</li><li>● Select several sentences with dialect and have students rewrite them with standard English (correct grammar).</li></ul> <p><b>Note:</b> Point out the reversal from the stereotypical situation where Pinkus can read but Sheldon cannot. This should be in the compare/contrast organizer.</p> <ul style="list-style-type: none"><li>● Read <i>Narrative of the Life of Frederick Douglass</i>.</li><li>● Discuss students' opinions about the importance of reading and how reading was approached in both texts.</li><li>● Student should reread and highlight at least five important facts and be ready to explain how these facts may have influenced Frederick Douglass. (close reading)</li><li>● Discuss the narrative (e.g. Why do you think Mr. Douglass thought it was important to write this narrative? How is this different or not different from the characters in <i>Pink and Say</i>?)</li><li>● Model writing textual evidence from <i>Pink and Say</i> and <i>Narrative of the Life of Frederick Douglass</i>.</li><li>● Journal Write/Student Notebook: Have students respond to the following prompt: In <i>Narrative of the Life of Frederick Douglass</i>, and in <i>Pink and Say</i>, the ability to read is treated as a type of freedom.</li><li>● Write a paragraph that establishes your opinion about the importance of reading.</li></ul>	
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<p>Use text evidence to defend your opinion.</p> <ul style="list-style-type: none"> <li>Continue to read from the Extended Text to keep student interest. Discuss what is happening in the story.</li> </ul> <p><b>Differentiation:</b> Use clear sheet protectors over the text and allow students to underline the important facts on the document.</p> <p>Prewriting for SWD: Allow students to use a Tree Map or Flow Map to outline their ideas</p>	
<p><b>Lesson 6</b> Using Context Clues</p> <p><b>Standards</b>          ELACC5RL3: 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 interact).          ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Learning Targets</b>          I CAN use specific details from a text to compare and contrast characters, settings, or events.          I CAN determine the meaning of words and phrases as they are used in a text</p>	<p><b>Lesson 6</b> Writing an Opinion Essay; Linking Words and Phrases; Transition Words</p> <p><b>Standard</b>          ELACC5W1c: Write Opinion pieces on topics or texts, supporting a point of view with reasons. C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p><b>Learning Target</b>          I CAN identify appropriate words and phrases that link ideas.</p> <p><b>Instruction</b>  <b>Note:</b> This is a continuation of work on the prompt started in Lesson 2.</p>

**Instruction**

- Instruct how to use context clues as a method to determine word and/or phrase meaning.
- Conduct group read aloud of a chapter of the Extended Reading.
- Discuss using context clues to determine meaning of unknown words.
- Have students close read (reread, partner read, etc.) the preceding chapter to select unfamiliar vocabulary to add to the interactive notebook.
- Allow students to use a graphic organizer such as a Tree Map. Under the vocabulary word, have students list the other words that provide “clues” as to the meaning of the word. Close the activity with a discussion of examples and how the “clues” help the students to understand meaning.
- **Ticket Out the Door:** Students should pull one sentence from the text with an unfamiliar word, write the sentence, page number, and define the word using context clues.

**Differentiation:**

Allow struggling learner to underline the unknown word and the sentence if they cannot identify context clues. Work with student to determine alternate ways to determine definition of word.

**Note:** These links provide good ideas on how to teach the following:

[http://www.readingrockets.org/strategies/transition\\_words/](http://www.readingrockets.org/strategies/transition_words/);

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive>; or

<http://www.learnnc.org/lp/pages/3739>.

- Provide a lesson on linking words and phrases ( e.g. consequently, specifically, for example)
- Teach transition/signal words, including *in contrast, especially, however, although, nevertheless, similarly, moreover, in addition*.
- Students should finish writing the rough draft and ensure there is proper use of linking words.



<p><b>Lesson 7</b> Understanding Poetry</p> <p><b>Standards</b>          ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text. Include how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.          ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>Learning Targets</b>          I CAN identify theme of a poem by showing how a poem’s speaker reflects on a topic.          I CAN identify and explain figurative language in written text such as idioms, similes, metaphors, hyperboles and personification.</p> <p><b>NOTE:</b> Even though these lessons focus on poetry, continue reading the Extended Text.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Introduce poetry by completing a mini lesson on poems with emphasis on mood, tone, and theme of a poem. There are several websites that may be used e.g. Brain Pop.</li> <li>● Introduce Langston Hughes using an information website. Explain: Langston Hughes is one of the people we will be studying later on this year in social studies. Brief author background: African American, New York City, poet, writer, activist.</li> </ul>	<p><b>Lesson 7</b> Revising/Editing Opinion; Prepositions</p> <p><b>Standards</b>          ELACC5W1d: Write Opinion pieces on topics or texts, supporting appoint of view with reasons. d. Provide a concluding statement or section related to the opinion presented.          ELACC5L1a: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.          a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>Learning Targets</b>          I CAN identify and use prepositions in my writing.          I CAN formulate an opinion about a topic or text in my writing.</p> <p><b>Instruction</b>          Grammar and Convention Focus:          Prepositions</p> <ul style="list-style-type: none"> <li>● Mini-Lesson on Prepositions              Suggested resources: School House Rock! Grammar Rocks, teacher created flipcharts, or create class anchor charts.</li> </ul> <p>Revising and Editing Opinion Writing:  <b>Note:</b> This is a continuation of work on the prompt started in Lesson 2.</p> <ul style="list-style-type: none"> <li>● Emphasize the importance of revising and editing rough drafts.</li> </ul>
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- Students read “Children’s Rhymes” by Langston Hughes silently. When finished, discuss mood and tone of the poem.
- Discuss poetry elements: number of lines and stanzas, type of poem and rhyme scheme.
- **Close Reading Activity** Teach comprehension of the poem through these questions:

1. The last two lines have interesting text styles: italics, dashes, exclamation mark, and question mark. Why does the author use italics, dashes, an exclamation mark, and a question mark in the last two lines of the poem? (Note: To emphasize the theme.)

2. This poem is called “Children’s Rhymes,” yet the poem doesn’t seem to follow any particular rhyme scheme. Reread the poem aloud (can be done with a partner) until you can say it fluently, pausing at each punctuation mark. Is there a rhyme scheme to the poem after all? Explain with examples from the text.

3. In the first three lines of the poem, the word *sent* is used in an unusual way. What do you think the word *sent* means? Use information from the text to explain your response. (Note to Teacher: There is no single right answer for this. Some have interpreted the word to mean that the white kids go to school and he can’t be president, so why should he go to school. Another interpretation was that *send* was a slang term for interest, such as “*That music really sends me, man.*” because the slang term was in the common vernacular when Langston Hughes lived, and it is

- Suggested Strategies for editing:
  - Choose one element or convention at a time from the list and show students how you review and edit your own writing or a piece of student writing.
  - Develop an editor’s checklist that students can refer back to as they edit. Add one element at a time until the checklist is complete.
  - Regularly remind students that these are important concepts so they should check with each piece they publish for these items.
- Establish a set of copy editing symbols for your class to use.
- Use Editing Circles -- students pass their piece to a neighbor and receive a paper from a neighbor; they edit the pieces, then pass the papers and repeat.
- Give plenty of opportunities for rereading.

**Opportunity for Formative Assessment:**

Peer editing: Students will revise/edit their own paper or a peer’s paper using a teacher created rubric or checklist.

**Note:** Publishing student work is not directly addressed in the ELA portion of this suggested unit. Teacher’s expectations for publishing written work should be established within the writer’s workshop. Have students publish work using publishing guidelines that are established by the teacher.



synonymous with “what don’t bug them white kids sure bugs me.”)

4. Opinion: Langston Hughes wrote this poem in the 1950s. How is life different today than that described by Hughes? Use information from the poem and from your knowledge of life today to answer this question.

5. In the poem, Langston Hughes writes in the second stanza, *Lies written down / for white folks / ain't for us a-tall*. Using your knowledge of dialect and context, what does *a-tall* mean?

6. Langston Hughes uses several examples of dialect in his poem: *ain't*, *them white kids*. Why would a poet write in non-standard English like this?

**Conclusion to Lesson:**

- Whip Around: Students quickly verbally share one thing they learned during the lesson. (Throw imaginary ball or beach ball to a student, when caught, student must share. This should be very quick.)

**Formative Assessment Opportunities:**

- Using the Extended Text, have students use the strategy Stop and Take a Picture. (Students stop listening or reading and quickly sketch the main points. They share with a partner, then write a sentence about their picture.)
- Processing cards (or table tents) also help teachers know which students are





<p>on track and who needs assistance. The processing card has three sides: I'm ready; I'm thinking/working; or I'm stuck.</p> <p><b>Differentiation:</b> Provide student with copy of the poem <i>Children's Rhymes</i>. Student should cut the poem at the punctuation marks and reorganize to better visualize the rhyme scheme and poetry structure.</p>	
<p><b>Lesson 8</b> Understanding Poetry/Figurative Language and Theme</p> <p><b>Standards</b> ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text. Include how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text. ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ELACC5L5: Demonstrate an understanding of figurative language, including similes and metaphors, in context.</p> <p><b>Learning Targets</b> I CAN identify theme of a poem by showing how a poem's speaker reflects on a topic. I CAN compare and contrast the approach to themes and topics in various stories. I CAN identify and explain figurative language in written text such as idioms, similes, metaphors, hyperboles and personification.</p>	<p><b>Lesson 8</b> Commas to Set Off Introductory Elements in Sentences; Interjections</p> <p><b>Standards</b> ELACC5L2b: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. 2c: Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you Steve?</i>).</p> <p><b>Learning Targets</b> I CAN use correctly apply rules of capitalization, punctuation, and spelling when writing. I CAN correctly apply the rules of comma usage.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Review what has already been learned about correct comma usage: <ul style="list-style-type: none"> <li>○ before a conjunction in a compound sentence</li> <li>○ commas in a series</li> </ul> </li> </ul>



### Instruction

NOTE: Even though this week's lessons focus on poetry, continue reading the Extended Text.

- Introduce figurative language with a mini lesson on idioms and metaphors
- Bring in extended text for some examples.
- Students should find other examples of figurative language and note them in their notebooks.
- Students should close read "Democracy" by Langston Hughes.
- While close reading, the students should jot down in their notebooks any figurative language they find.
- Teach comprehension of the poem through these questions:

1. Compare the theme of this poem with your (teacher selected) text. How are the themes alike or different? Give an example from both texts to prove how the themes are alike or different. (*may have to review theme from earlier lesson on the Sneetches*)

2. Langston Hughes chose to write stanzas of different lengths in this poem. The stanzas start off longer, then end with a short three-line stanza. What purpose would he have for ending with such a short stanza? (It states the theme of the poem.)

3. The first stanza has a time element (today, this year, ever) that gets longer and longer. How does this repetition of the concept of time emphasize the poet's theme?

4. What does the idiom *Let things take their course* mean?

- Practice identifying compound subjects, compound predicates, and compound sentences, and in identifying where commas should be placed.
- Teach that commas set off introductory elements in sentences. Examples:
  - Yes, I am happy.
  - No, I am sad.
  - Mary, come with me.
  - Yikes, that is scary!
  - Ouch, that hurts.
- Identify the interjections vs. the other introductory elements.
- Explain that if the interjection is meant to be a very strong feeling, it can be set off with an exclamation point rather than a comma. (e.g., *Help! A flood is coming!*)
- Show the School House Rock Video on Interjections.
- Provide practice opportunity for students to find and share interjections with a partner or group.



5. What does the metaphor *Freedom / Is a strong seed / Planted / In a great need* mean?

6. Why would Langston Hughes write one-word lines? (*Freedom / Is a strong seed / Planted / In a great need*)

7. To whom is Hughes writing this poem? What evidence in the poem tells you this?



**Lesson 9** Inferences and Citing Evidence

**Standard**

**ELACC5RL1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Learning Targets**

I CAN draw inferences from a text.  
I CAN cite evidence from the text.

**Note:** The unit writers can't know which Extended Text teachers have chosen, or how far teachers could have gotten as a class in reading the book. This lesson is meant to be able to be used with any historical fiction text about the Civil War era.

**Instruction**

- Choose a recently read chapter from the Extended Text.
- Define, discuss and show examples of inferences.
  - Read the text and model how to infer from the text. (Sample lessons on teaching inferencing can be found at <http://www.readwritethink.org/classroom-resources/lesson-plans/using-historical-fiction-learn-779.html?tab=4#tabs>)

**Lesson 9** Writing About Poetry

**Standards**

**ELACC5L3:** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**ELACC5RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**Learning Targets**

I CAN use transition words when writing.  
I CAN correctly use figurative language such as metaphors and similes.  
I CAN determine the parts of speech and sentence types.

**Instruction**

- Explain: Students will write an informational piece on Langston Hughes' two poems, "Children's Rhymes" and "Democracy."
- Teach transition/signal words, including *in contrast, especially, however, although, nevertheless, similarly, moreover, in addition*.
- Informational Journal Write/Quick Write Students write declarative sentences about the two poems, using conjunctions, prepositions, and transition words. Sentences should be both simple and compound sentences. Have students circle the above listed parts of speech and identify the sentence types.



### **Lesson 10** Monitor Comprehension

#### **Standards**

ELACC5SL1: Engage effectively in a range of collaborative discussions (One-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### **Learning Targets**

I CAN formulate an opinion about a topic or text and participate in a discussion to express my ideas.

I CAN find two or more main ideas and show explain how they are supported by key details.

I CAN identify the information from several texts on the same topic.

#### **Instruction**

(See **Gr 5 Resource M: Monitoring Comprehension**)

**NOTE:** Even though this lesson focuses on nonfiction, continue reading the Extended Text.

- Model reading the excerpt *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, and think through situations where the reader needed to: reread, read on, ask a question, use background knowledge, stop reading and refocus on

### **Lesson 10** Subordinating Conjunctions and Dependent Clauses; Informational Writing

#### **Learning Targets**

I CAN use subordinating conjunctions and dependent clauses in my writing.

I CAN differentiate between compound and complex sentences.

#### **Instruction**

Grammar and Convention Focus:  
Subordinating Conjunctions

- Introduce Subordinating Conjunctions see link for resource <http://tinyurl.com/9p3peru>
- Create a class anchor chart on Subordinating Conjunctions AAWWUBBIS (each letter represents a commonly used subordinating conjunction. The Prezi shows quality sentences beginning with the AAWWUBBIS words. (<http://prezi.com/afdighxp7pzm/aaawwubbis/>)
- Explain that a comma always comes after the subordinate conjunction phrase (dependent phrase) in complex sentences.
- Practice differentiating between complex sentences and compound sentences, and practice finding the end of the dependent phrase and adding in the comma.
- Students make a flipbook giving a definition of a dependent clause, a list of subordinate conjunctions, and an example complex sentence. (See **Gr 5 Resource N: Complex Sentences Flip Book**)

Focus: Informational Writing

**Note:** This is a continuation of work on the



text, mark the place where you stray from the meaning, skip over the names or places to find out their pronunciation after you are finished reading.

- After reading the excerpt, students will Close Read with a partner *A Picture of Freedom: The Diary of Clotee, a Slave Girl*. Have the students talk in a group of four about what they did as they were reading and began to stray from their inner conversation. Create an anchor chart with the class and have the students share some of the things they did when they strayed.

**Alternate Activity:**

Paired Verbal Fluency: In pairs, students label off, A and B. Teacher gives prompt or question and then indicates which partner will begin. (e.g. Talk about everything you know about the problem the main character is facing. Teacher monitors time then signals when the next person should begin talking. The second person must add on to what the first person already stated, and not repeat the first student. Structure questions to the level of the students.

prompt started in Lesson 9.

- Students should continue to draft their informational writing piece, but also revise sentences to include complex sentences.



**Reading Lesson 11** Identifying Main Idea and Details with *A Picture of Freedom*

**Standard**

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Learning Target**

I CAN identify the main idea and supporting details of an informational text.

I CAN summarize informational texts.

**Instruction**

- Provide students with a copy of the excerpt entitled *A Picture of Freedom: The Diary of Clotee, a Slave Girl*.
- Work with the class to identify the main ideas of the first three paragraphs.
- Work with the class to identify details that support the main ideas. Create a bulleted list of the details under each main idea. (See **Gr 5 Resource O: Identifying Main Ideas and Details**)
- Continue reading and model how to organize main ideas and supporting details in a box and bullet format. Model an outline using *A Picture of Freedom*.
- Gradually release responsibility to students by having them turn and talk about the main idea after you read a section aloud and share their thinking with the whole group. Several sections should be completed together before providing time for guided practice.
- Students continue to read the excerpt independently or with a partner and determine main ideas and supporting

**Language Lesson 11** Outlining for Informational Texts

**Standard**

ELACC5W2a: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Learning Target**

I CAN write an informational text.


**Instruction**

**Note:** This is a continuation of work on the prompt started in Lesson 9.

- Demonstrate how to structure an informational piece appropriate to your grade level.
- Briefly show students the expectations for informational writing at your grade level.
- Suggested strategy:
  - Share a mentor text: Choose an informational text that is boring (Encyclopedia excerpt). Then choose an informational text with photographs and graphic features that are engaging to the students.
- Discuss how informational writing can be engaging to the reader.
- Informational writing should include: facts, content specific vocabulary, details, examples, evidence based terms from informational text, etc. Use an enlarged rubric/checklist (See **Gr 5 Resource B: Writing Rubric**) or a map that includes the required grade-level expectations.
- Informational writing should include an engaging introduction and a concluding statement.
- Teacher should model how to prewrite by





<p>details.</p> <ul style="list-style-type: none"> <li>As students work, circulate and provide support as needed.</li> </ul> <p><b>Optional BYOT activity with built in Differentiation:</b></p> <ul style="list-style-type: none"> <li>SWD with reading deficits should use the Maximum support text.</li> <li>Students with language deficits or ESOL should use Moderate support text.</li> <li>On target students should use Minimum support text.</li> </ul> <p><a href="#">Gettysburg Address by UDL Editions by Cast</a></p>  <p><a href="http://www.qrstuff.com/">http://www.qrstuff.com/</a></p> <p><b>Optional Formative Assessment:</b>  <a href="#">Brainpop on Main Ideas</a> (check access for your district or school)</p>	<p>using a graphic organizer/outline (See <b>Gr 5 Resource P: Graphic Organizer</b>)</p> <ul style="list-style-type: none"> <li>Students should follow the writing process to complete the following suggested topic. <ul style="list-style-type: none"> <li>Pretend you are a news reporter who has gone back in time to the period of the Underground Railroad. Your job is to write an analysis of the event. What happened? Why did it happen? Be sure that you use the facts that you have learned about the event. Site resources when possible.</li> </ul> </li> </ul>
<p><b>Lesson 12</b> Summarizing Using the Extended Text</p> <p><b>Standard</b>  ELACC5RL2: Determine a theme 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.</p>	<p><b>Lesson 12</b> Summarizing Text</p> <p><b>Standards</b>  ELA5W9: Draw evidence from literary or informational texts to support analysis reflection, and research.  ELA5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific lessons, purposes, and</p>



<p><b>Learning Target</b> I can identify the theme of a story and summarize the text.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● Continue reading from the Extended Text. Model taking notes on an anchor chart (refer to Cornell Method or box and bullets format.)</li> <li>● Be sure your notes summarize the main point of the chapter and that they are focused on the structure of the story.</li> <li>● Have students turn and share their main points of this chapter. Students record their main ideas using the notes format modeled at the beginning of this lesson in their student notebook.</li> </ul> <p><b>Differentiation: Tasks based on readiness</b> (See <b>Gr 5 Resource Q: Tasks</b>) TASK 1 (struggling students) TASK 2 ( on- target students) TASK 3 ( advanced students)</p>	<p>audiences.</p> <p><b>Learning Targets</b> I CAN write an informational text. I CAN write a summary paragraph.</p> <p><b>Instruction</b> Informational Writing Process <b>Note:</b> This is a continuation of work on the prompt started in Lesson 9.</p> <ul style="list-style-type: none"> <li>● Use notes from reading to form a short paragraph summarizing the Extended Text. This may be completed in student notebook. (See Reading lesson 10.)</li> <li>● Students should use subordinating conjunctions in their writing.</li> <li>● Students continue work on the informational writing topic (Lesson 9).</li> </ul> <p><b>Formative Assessment</b> <b>Ticket Out the Door:</b> Summary paragraph with main idea and details.</p>
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**Note:** The reading of the Extended Text should be coming to an end. Even though this is an eight week unit, more time may be needed to finish the text.

<p><b>Lesson 13</b> Point of View</p> <p><b>Standard</b> ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>Learning Targets</b> I CAN identify the characteristics of a theme. I CAN quote accurately from a text.</p> <p><b>Instruction</b> <b>Note:</b> This lesson is meant to be used with the Extended Text.</p> <ul style="list-style-type: none"> <li>● Read aloud four examples of the three points of view. Have students identify the differences between them. Hopefully students will recognize the different types of narration in the examples. (See <b>Grade 5 Resource R</b>)</li> <li>● Use the foldable (See <b>Grade 5 Resource S</b>) to teach point of view. The outside of the flipbook has the three types of point of view (1st Person, 2nd Person, 3rd Person and a place to define point of view). Students should write examples of each on the inside of the flipbook, and key words.</li> <li>● Have students look at books in the classroom or school library and identify the point of view of each and tell why it is that point of view.</li> <li>● Divide students into groups to rewrite the examples in different points of view and discuss how it changes the “feel” of the text.             <ul style="list-style-type: none"> <li>○ Example: (Original 1st Person) My</li> </ul> </li> </ul>	<p><b>Lesson 13</b> Narrative Writing</p> <p><b>Standards</b> ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELACC5L1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>Learning Targets</b> I CAN develop narrative elements, characters, setting, dialogue and plot, in my writing such in my writing. I CAN use conjunctions, prepositions, and interjections correctly in sentences.</p> <p><b>Instruction</b> Introduce Elements of Narrative Writing:</p> <ul style="list-style-type: none"> <li>● Share a mentor text: Choose a favorite narrative book or reference a text already shared in reading.             <ul style="list-style-type: none"> <li>○ Narrative writing should include an organized structure with a clear beginning, middle, and end.</li> <li>○ Narrative writing should develop characters, setting and plot.</li> <li>○ Include plenty of details including dialogue, sensory details, etc. in the middle of the narrative story.</li> <li>○ The author's individual voice and style should be evident in narrative.</li> </ul> </li> </ul> <p>Review the use function of conjunctions, prepositions, and interjections in general and</p>
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<p>name is Homer P. Figg, and these are my true adventures. I mean to write them down, every one, . . .</p> <ul style="list-style-type: none"><li>○ Example: (Rewrite 2nd Person) Your name is Homer P. Figg, and these are your true adventures. You mean to write them down, every one, . . .</li><li>○ Example: (Rewrite 3rd Person) Homer P. Figg had many adventures and he meant to write them down, every one . . .</li></ul>	<p>their function in particular sentences.</p> <p>Suggested Pre-Writing Activities:</p> <ul style="list-style-type: none"><li>● Have students begin a list of narrative topics that connect to the Civil War/Underground Railroad Unit. Example: <i>In the books we have been reading, the main characters often find themselves in a terrifying situation. Think of a time when you were very scared. How did you handle the situation? What was happening to cause you to be so scared? What have you done to overcome your fears? Be sure to establish a plot, point of view, setting, describe the conflict, and/or the significance of events)</i></li><li>● Create or share a pre-writing graphic organizer/map. (Teacher modeling)</li><li>● Students will begin pre-writing to a chosen topic.</li></ul> <p>Optional Prompt:</p> <ul style="list-style-type: none"><li>● <i>We have read several different books and texts about the Civil War. We have also learned a lot about the Civil War in our Social Studies lessons. Some of the stories we have read ended badly for the main characters (i.e. Pink and Say).</i></li><li>● <i>Choose one of the stories we have read and write a new ending to the story. Before you write, think about the following: What problem did the characters in the story face? How could the problem have been solved, or been solved differently?</i></li><li>● <i>Write a different ending to a story we have read. Be sure to include several plot points that lead to a climax and a resolution. Be sure to establish a setting, a point of view, and use characters from the story you have chosen.</i></li></ul>
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	<ul style="list-style-type: none"> <li>• Create or share a pre-writing graphic organizer/map. (Teacher modeling)</li> <li>• Students will begin pre-writing to a chosen topic.</li> </ul>
<p><b>Lesson 14</b> Listening to your Inner Conversation -- Comprehend text</p> <p><b>Standard</b> ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>Learning Target</b> I CAN read and comprehend complex text.</p> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Model a Think Aloud lesson on <i>Henry's Freedom Box</i> by Ellen Levine.</li> <li>• Model your inner voice as you read.             <ul style="list-style-type: none"> <li>○ On page 1, I was thinking about how sad it would be to not know when your birthday was.</li> <li>○ On page 8, I wondered what Henry's mom said to him before he left.</li> <li>○ On page 20, I wondered what happened to Henry's wife and children.</li> </ul> </li> <li>• Continue reading the book and pause at the end of each page to allow students to record inner conversation about what is being read on the <i>6-Up</i> form. (See <b>Gr 5 Resource T</b>)</li> <li>• After the book is finished, students work in groups of four to discuss the notes they made during the story.</li> <li>• The class comes back together and</li> </ul>	<p><b>Lesson 14</b> Narrative Writing/ Using Dialogue</p> <p><b>Standards</b> ELACC5W3b: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>Learning Targets</b></p> <p>I CAN use narrative techniques, such as dialogue, in my writing.</p> <p><b>Instruction</b> Convention Focus: Using Dialogue in Narrative Writing</p> <ul style="list-style-type: none"> <li>• Choose a passage from the Extended Text or other short text that the students are already familiar with. Share the passage excluding the dialogue. Discuss how a story changes without the use of conversational dialogue or inner dialogue.</li> <li>• Then, share the same passage with the dialogue. Discuss how dialogue adds detail and clarity to narrative writing.</li> <li>• Review the Comma-Quote strategy that is used to quote from a text, particularly the point that the punctuation always comes before the quote marks (unless the quote marks are at the very beginning of the sentence.) This is also true in writing</li> </ul>



<p>shares their thinking on an anchor chart titled: “Big Ideas and Lingerin Questions: <i>Henry’s Freedom Box.</i>”</p> <ul style="list-style-type: none"><li>● Revisit the concept of theme. Discuss the challenges that Henry had in this story, and how he responded to those challenges. What possible themes could be determined for this story?</li></ul>	<p>dialogue.</p> <ul style="list-style-type: none"><li>● Have students practice writing several sentences using quotation marks correctly.</li></ul> <p>Writing Focus: Drafting a Narrative Story</p> <p><b>Note:</b> This is a continuation of work on the prompt started in Lesson 13.</p> <ul style="list-style-type: none"><li>● Have students begin to draft a narrative story.<ul style="list-style-type: none"><li>○ Students should include the following in narrative:</li><li>○ Engaging introduction</li><li>○ Commas used in a series, after introductory elements, and in compound and complex sentences.</li><li>○ Dialogue</li></ul></li></ul> <p><b>*Formative Assessment Opportunity:</b></p> <p>Have students use a teacher created checklist to assess use of narrative techniques in writing. (beginning, middle, end, comma usage, and dialogue)</p>
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**Lesson 15** Analyzing characters, events, and mapping out the story with character feelings

**Standards**

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text. Include how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text.  
 ELACC5RL3: 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 interact).

**Learning Targets**

I CAN identify specific events that describe characters, setting, and plot in a story.  
 I CAN identify character traits.  
 I CAN explain how characters in a story respond to challenges.

**Instructions:** (Upon completion of the Extended Text)

- Review story elements.
- A previous picture book from this unit may be used. This will also give a chance to review the theme with the students.
- Model using “The Story Mountain” or other graphic organizer that shows story elements.
- When writing the elements on the graphic organizer, special attention should be given to the character’s feeling as the character reaches a problem, climax, and conclusion. Illustrations of smiley and frowny faces, etc.can be used.
- Students use a graphic organizer of elements, the student should write or

**Lesson 15** Narrative writing, Sensory Details

**Standards**

ELACC5W3d: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
 D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**Learning Target**

I CAN develop narrative elements, characters, setting and plot in my writing.

**Instruction**

Convention Focus:  
 \*Summative Assessment Opportunity covering grammar and conventions covered thus far in unit. (Teacher written.)

Writing Focus: Using Sensory Details in Narrative Writing

**Note:** This is a continuation of work on the prompt started in Lesson 13.

Mini-Lesson on Sensory Details: Suggested strategies:

- On an anchor chart or flip chart list the senses (taste, touch, feel, hear, and see) with students.
- Have students work on enhancing their own pieces with sensory detail.

**\*Formative Assessment Opportunity:**

Have students peer edit looking for narrative techniques used in writing.





illustrate the important events and challenges that the character encounters and how the character responds or contributes to the events and challenges.

- Now that the book is finished, revisit the concept of theme. Review those challenges that the characters faced in the book and how they responded to the challenges. Discuss some of the themes that the book has.

**Formative (Possibly Summative)**

**Assessment Opportunity:**

- Students make a “Secret Door” foldable as their book summary. See <http://www.youtube.com/watch?v=X6vuvHhYfs> or <http://www.ateacherst treasure.com/2012/03/happy-hunger-games.html> for directions on how to make the foldable. Suggestions for the foldable:
  - Cover: Title, author, student name, picture that illustrates the content of the book.
  - Left flap: Main characters and their traits.
  - Right flap: Recommendation (or not) for the book and why.
  - Door: Each square tell a major plot point.
  - Secret Door: Illustration of the (or one of the) climax(es) of the story.

**Differentiation: (See Gr 5 Resource U: RAFT Writing Strategy)**

Students learn to respond to writing prompts that require them to think about various perspectives.



**Lesson 16** Key Ideas and Details  
*Lincoln's Words*

**Standard**

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Learning Target**

I CAN summarize key ideas and main details.

**Instruction**

**Note:** Teach comprehension of the proclamation. This should be closely guided by the teacher. Later in the lesson students will have an opportunity to try their skills with the *Gettysburg Address* by Lincoln.

- Introduce or review the *Emancipation Proclamation*. Discuss the reasons for writing this document.
- Explain the two-column approach in this text: the proclamation is on one side and vocabulary explanations are on the other side. (See **Grade 5 Resources Lincoln's Words**)
- Show the video: *Reading of the Emancipation Proclamation*.  
<http://www.pbs.org/wgbh/aia/part4/4h1549t.html>
- Play the audio of the address at [http://yourlisten.com/channel/content/129288/Emancipation\\_Proclamation](http://yourlisten.com/channel/content/129288/Emancipation_Proclamation). This will read the proclamation aloud. Have students follow along with their text.

The following are suggestions for teaching comprehension of the text.

- Why would it be important to tell the date at the beginning of this proclamation?

**Lesson 16** Opinion Writing  
*Lincoln's Words*

**Standard**

ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Learning Target**

I CAN write an opinion piece including reasons and details to support my view.

**Instruction**

Writing Focus: Opinion Writing

Prompt:

- The *Emancipation Proclamation* was an order given by Abraham Lincoln to give freedom to those who were in slavery. Think about something important that you feel people should have today. What would it be? Why should people have it? What problems are caused by not having it?
- Write an opinion piece about something that people should have and explain why it is important that people should have it.

Optional Prompt:

- *The Gettysburg Address* was a speech given by Lincoln at Gettysburg to honor the men who had died in the battle from both sides of the war. Many times people have different opinions about something, but are still very good people despite those differences of opinion.
- *People have many different opinions about things that are happening in the world today. Think about something that you have a strong opinion about. It could be something that only affects you and your family or friends, or it could be something*



<p>See paragraph 1. (Because it is a formal or public announcement, the date identifies when the announcement is being made.)</p> <ul style="list-style-type: none"><li>● Discuss the vocabulary for each paragraph and work together as a class to rewrite each paragraph in easier-to-understand language.</li><li>● There are three main ideas in the second paragraph. What are they? (All slaves in these stated places will be free. Their freedom will be recognized and maintained. No one shall stop them in any efforts they make for their freedom.)</li><li>● In the third paragraph, notice where the semi-colon is placed. The semi-colon is acting as a period in this sentence, dividing into two opposing points: the first part of the sentence is about those who are in rebellion while the second part of the sentence is about those who are not in rebellion.</li><li>● Discuss the type of language that is used in this document: very legalistic. Entire paragraphs are made up of single sentences. Discuss why Lincoln would use this type of language instead of more friendly, neighborly, or colloquial language. Discuss how language needs to fit the audience and purpose.</li><li>● Paragraph 6 is a restating of paragraph 2. Why would Lincoln feel it necessary to repeat the information? (It's the main idea of the proclamation. To show its importance.)</li><li>● Why would Lincoln feel the need to include paragraph 7? Paragraph 8?</li><li>● Hand out the <i>Gettysburg Address</i>.</li><li>● Listen to the audio recording at <a href="http://yourlisten.com/channel/content/129292/Gettysburg_Address">http://yourlisten.com/channel/content/129292/Gettysburg_Address</a> This recording</li></ul>	<p><i>much larger that affects your school, your community, or your country.</i></p> <ul style="list-style-type: none"><li>● <i>Write an essay that tells your opinion about something that is important to you. Explain what your opinion is and why it is important. Give reasons and details that support your opinion.</i></li></ul>
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garbles a few words, and drops the words *under God* from the recording. Or

<http://www.schooltube.com/video/2ff66ee1c3b54c85afbd/Gettysburg%20Address->

This is a video which is faithful to the text, but shows some battleground images.

The video could be muted so that just the sound is played for the students.

- Have students work in groups to rewrite the address so that it makes sense to them.

The following are suggestions for teaching comprehension of the text.

- The first paragraph is an introduction to the speech. What is Lincoln making sure that his listeners understand before getting to the main ideas of the speech? (To remind them of the country's fundamental belief in equality.)
- What is the purpose for Lincoln giving the speech? (To dedicate the battleground.)
- In the second paragraph, what is Lincoln concerned about? (If the country can endure.)
- Why does Lincoln say that the land can not be dedicated? (Those who died have dedicated it more than the president or those who are listening can do.)
- In the third paragraph, what is the unfinished work? (ending the Civil War, having a new birth of freedom)
- What does government "of the people, by the people, for the people" mean?
- The words *dedicate* and *dedicated* are used several times in the text. Does the word mean the same thing in every instance?



<p><b>Differentiation:</b> Lower level text structure from <i>Scholastic News For Kids</i> <a href="http://tinyurl.com/mzxbthv">http://tinyurl.com/mzxbthv</a>.</p> <p>Pair students to answer five “W” questions from the article.</p>	
<p><b>Lesson 17</b> Summative Assessment: Reading  (See <b>Grade 5 Resources A: Summative Reading</b>)</p>	<p><b>Lesson 17</b> Summative Assessment: Writing  (See the prompts listed at the beginning of the unit.)</p>



## RESOURCES

### SUMMATIVE READING (Suggested)

The student will complete the attached unit comprehensive test. This test (See Gr 5 Resource A) will be revised by the teacher to include the title of the actual text that has been used. The questions pertain to the targeted standards in this unit.

### SUMMATIVE WRITING (Suggested Prompts)

1. In the book, *The Mostly True Adventures of Homer P. Figg*, Smelt told Homer that he needed to find a way to be useful if he wanted to stay alive. Then, Smelt described Homer as a prodigious liar. In your opinion, should Homer continue lying or begin telling the truth? Include a list of pros and cons about whether or not Homer should continue lying or start telling the truth. Give examples from the text to support your answer.
2. Have students respond to the following prompt. *In A Picture of Freedom: The Diary of Clotee, a Slave Girl, Pink and Say, and Narrative of the Life of Frederick Douglass*, the ability to read is treated as a type of freedom. Why do Douglass and the fictional characters think learning to read is a type of freedom? Be sure to include evidence from the texts that we have read.
3. Throughout this unit, you have read about real people and fictional characters that have persevered through difficult and life-threatening situations. These stories in literature and life represent courageous acts of moral decency. Of the texts read in this unit, which person or character displayed the greatest moral decency? Write an opinion piece by stating your opinion and providing reasons that support your opinion. Make sure you include if the character was a real person or fictional one. Be sure and cite evidence from the text. Edit your work for complete sentences, punctuation, and use of language and conventions before turning it into your teacher. Please include elements to meet the opinion writing standard.
4. Using your prior knowledge and experiences, all of the reading from this unit, and any independent research you may choose to do, answer the following question. America has made many gains in providing equal rights for all people. Do you think equality for all has been achieved? Defend your opinion with citations and examples from any text we have read or you have researched



#### Routine Writing Opportunities:

1. Connecting text to actual historical events
2. Biographies of important historical figures of the era
3. Cornell notes
4. Respond to the text while practicing the standards from the language domain
5. Reflect on the text
6. Keep an interactive notebook while reading
7. Write and make predictions
8. Create written correspondences to characters in the text
9. Summarize excerpts from the text

#### The Extended Text (Historical fiction based during Civil War times): (Suggested)

1. *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick (950L)
  - “In this Newbery Honor-winning page-turner, twelve-year-old orphan Homer runs away from Pine Swamp, Maine, to find his older brother, Harold, who has been sold into the Union Army. With laugh-aloud humor, Homer outwits and outruns a colorful assortment of civil War-era thieves, scallywags, and spies as he makes his way south, following clues that finally lead him to Gettysburg. Even through a hail of gunfire, Homer never loses heart--but will he find his brother? Or will it be too late?” <http://tinyurl.com/mheyhl4>
  - Content Warning: Homer P. Figg lies about everything because he is afraid he will be returned to an abusive uncle. Also, characters drink an elixir (alcoholic beverage).
2. *Shades of Gray* by Carolyn Reeder (800L)
  - “The Civil War may be over, but for twelve-year-old Will Page, the pain and bitterness haven't ended. How could they have, when the Yankees were responsible for the deaths of everyone in his entire immediate family? And now Will has to leave his comfortable home in the Shenandoah Valley and live with relatives he has never met, people struggling to eke out a living on their farm in the war-torn Virginia Piedmont. But the worst of it is that Will's uncle Jed had refused to fight for the Confederacy. At first, Will regards his uncle as a traitor --





or at least a coward. But as they work side by side, Will begins to respect the man. And when he sees his uncle stand up for what he believes in, Will realizes that he must rethink his definition of honor and courage.”

<http://tinyurl.com/m73vty3>

3. *A Soldier's Heart* by Gary Paulson (1000L)

- “Soldier's Heart is based on a true story about a fifteen-year-old boy in Minnesota named Charley Goddard who lies about his age to join the [First Volunteers of Minnesota](#) to fight in the Civil War. Some of the events and time sequences are not completely factual, but the essential elements of the book's story are true.”

**Short Texts: (Suggested)**

**Picture Books: (Suggested)**

1. *Follow the Drinking Gourd* by Jeanette Winter (630L)
2. *Pink and Say* by Patricia Polacco (4.9 GL, 600L)
3. *Henry's Freedom Box* by Ellen Levine (2.0 GL, 380L)
4. *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (680L)
5. *The Sneetches*, book, Dr. Seuss (NP)
6. *A Picture of Freedom: The Diary of Clotee, a Slave Girl*, Patricia C. McKissack, book excerpt (790L) <http://tinyurl.com/m5u9gqk>
7. *Lincoln's Words (The Emancipation Proclamation and The Gettysburg Address)*
8. Differentiated text for above resource: *Scholastic News For Kids* “The Emancipation Proclamation at 150: Celebrating the Document That Helped End Slavery.” By Hannah Prenskey | January 16, 2013  
<http://tinyurl.com/mzxbthv>

**Poetry: (Suggested)**

9. "Children's Rhymes", Langston Hughes, poem (NP)  
<http://tinyurl.com/6kxlc8>
10. "Democracy", Langston Hughes, poem (NP) <http://tinyurl.com/2v7hs37>

**Non Fiction Texts**

**Biography: (Suggested)**

11. *Narrative of the Life of Frederick Douglass*, Frederick Douglass (1080L)  
<http://www.historyisaweapon.com/defcon1/dougeduc.html>



## **SUPPLEMENTARY MATERIAL: (Suggested)**

### **Videos: (Suggested)**

1. *Schoolhouse Rock (Grammar Rock)*,  
"Conjunction Junction" <http://tinyurl.com/lrz8dbu>  
"Prepositions" <http://tinyurl.com/l8k4edg>  
"Interjections!" <http://tinyurl.com/mo7yl6f>
2. Reading of the *Emancipation Proclamation*, video, 1:25-6:58  
[http://www.youtube.com/watch?v=jz7jUuz\\_XLQ](http://www.youtube.com/watch?v=jz7jUuz_XLQ)

### **Internet: (Suggested)**

3. The Gettysburg Address **UDL Editions by CAST**  
[http://udleditions.cast.org/INTRO,gettysburg\\_address.html](http://udleditions.cast.org/INTRO,gettysburg_address.html)
4. Brain Pop (free) Main Ideas  
<http://www.brainpop.com/english/writing/mainidea/>

### **Differentiated Extended Texts: (Suggested)**

5. *Freedom's Wings: Corey's Diary, Kentucky to Ohio, 1857* by Sharon Dennis Wyeth (GL 3.2, 350L)
6. *Message in the Sky* by Sharon Dennis Wyeth (GL 3.4, 510L)

### **Teacher's Resources:**

Owocki, G. (2013). *The Common Core Lesson Book K-5*. Portsmouth: Heinemann.  
Owocki, G. (2013). *The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audiences K-5*. Portsmouth: Heinemann.

### **Close Reading Resource:**

- o <http://www.achievethecore.org/ela-literacy-common-core/sample-lessons/cl>
- o [http://web.cn.edu/kwheeler/reading\\_lit.html](http://web.cn.edu/kwheeler/reading_lit.html)
- o <http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html>