

Unit 1: Lessons 1-5 1) Experiments 2) Performance and Visual Arts 3) Politics 4) Physical Fitness 5) Language and Expression	Time: <i>Week 1-9, First Quarter</i>	
Standards Taught		
<p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by 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>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p> <p>5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p> <p>5.RL.9 Compare and contrast the authors' approach</p> <p>5.RL.10 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 style="padding-left: 20px;">a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).</p> <p style="padding-left: 20px;">b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</p> <p>5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> <p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">a. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 20px;">b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p style="padding-left: 20px;">c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.2 Write informative/explanatory texts to examine a topic</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p style="padding-left: 20px;">a. Apply grade 5 reading standards for literature to writing.</p> <p style="padding-left: 20px;">b. Apply grade 5 reading standards for informational texts to writing.</p>		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If</i>	<i>Our classroom is set up with a semi-flexible seating arrangement.</i>	<i>Students will be:</i> <ul style="list-style-type: none"> • analyzing a text to determine the point of view

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appropriate, they will take their tests or complete worksheets in an alternative setting. Some students will also have text read aloud or use noise mufflers. Leveled text will be used in small groups. For centers, students with IEP's stating accommodations for work reduction will have modified center work.

Our environment encourages group work and discussion.

- analyzing text to determine setting, characters and plot.
- analyzing text to identify irony.
- using interview techniques
- comparing the message and purpose of the two stories.
- performing grammar exercises.
- writing a comparison of themes in two texts.
- writing a description of a scene as part of a play about raising funds for a cause.
- writing a comparison between different ways of speaking English.
- making a Venn diagram comparing and contrasting candidates and their positions.
- writing a comparison of two candidates from the classroom.
- identifying dialog that makes a character realistic.
- performing grammar exercises.
- talking about words in a text that make the story more vivid.
- Writing a response to the video about how the Snazzy sisters became the best in the Double Dutch field.
- Explaining why is the setting important to the story
- Differentiating between details and theme.
- identifying elements of drama
- writing how all scenes in a play are important to making a complete story.
- listing clues to the outcome of the story.

Relevance

Vocabulary

Assessments

By the end of this unit, students will be able to:

- Identify elements of story structure
- Analyze irony
- Analyze how point of view affects a story
- Examine plays to discover themes

- *Theme*
Humorous Fiction,
Informational Text,
Narrative Non-Fiction
Sequence of events
Analyze the Text
Compare/Contrast
Plot
Setting
Characters

- ***Bell work***
 - ***Daily 5 centers***
 - ***Written essay***
 - ***Comprehension skills assessment***
 - ***Benchmark unit test***
 - ***Grammar assessments***
 - ***Vocabulary match games***
 - ***Grammar review games***
 - ***White board small group activities***

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- Analyze the elements of drama
- Identify key features of a fairy tale
- Analyze how illustrations contribute to meaning, tone, and beauty
- Compare and contrast characters and viewpoint
- Explore idioms
- Analyze formal and informal language
- Identify features of a persuasive text
- Understand sequence of events in a story
- Examine pacing
- Study rhythm
- Analyze theme
- Examine dialogue

- Prefix*
- Complete Sentences*
- Kinds of sentences*
- Compound Sentences*
- Common/Proper*
- Nouns*
- Singular/Plural*
- Nouns*
- Character
- Compare Contrast
- Genre
- Inference
- Multimedia
- Narrator
- Point of view
- Theme
- Main idea
- Summarize
- Audience
- Conclusion
- Description
- Dialogue
- Edit
- Event
- Sequence
- Narrative
- Narrator
- Organizational
- Strategies Revise
- Plan Purpose Sensory
- Detail
- Transitional Clause
- Transitional Phrase

Essential Questions:

- How can an experiment clarify an idea?
- How can art and performance help people understand a text?
- Why is determination a good quality for a politician to have?
- How can being active in sports improve someone’s attitude?
- How can art and performance help people understand a text?

Unit 2: Lessons 6-10

- 6) Experiments**
- 7) Performance and Visual Arts**
- 8) Politics**
- 9) Physical Fitness**
- 10) Language and Expression**

Time: *Weeks 10-18**Second Quarter***Standards Taught**

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.

5.RI.10 By the end of the year, read and comprehend informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout text structure, language features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by 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.

5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.

5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

5.RL.9 Compare and contrast the authors' approach

5.RL.10 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.

a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).

b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Cooperate and problem solve as appropriate for productive group discussions

5.SL.4 Report on a topic or text or present an opinion. a. Sequencing ideas logically. b. Using appropriate facts and relevant descriptive details to support main ideas or themes. c. Speak clearly at an understandable pace

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards for literature to writing. b. Apply grade 5 reading standards for informational texts to writing.

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting. Some students will also have text read aloud or use noise mufflers. Leveled text will be used in small groups. For centers, students with IEP's stating accommodations for work reduction will have modified center work.</i></p>	<p><i>Our classroom is set up with a semi-flexible seating arrangement. Our environment encourages group work and discussion.</i></p>	<ul style="list-style-type: none"> ● Students demonstrate knowledge by: ● -identifying cause and effect relationships in informational text. ● -asking questions during reading to clarify cause and effect relationships ● -explaining relationships between individuals, events, ideas, and concepts within a text. ● -analyzing viewpoint ● -writing informative essay about an animal ● -comparing dialects in different stories ● -describing the habitats found in the Everglades ● -explaining the connections between humans, plants, animals and natural resources ● -discussing ways to help the environment ● -writing an informational letter to plan a field trip to the Everglades ● -analyzing a text's conclusions and generalizations ● -inferring information from what is presenting ● -predicting outcomes based on details given in a story ● -discussing the nature of courage ● -writing a paragraph explaining how a character's point of view shapes the

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		<p>story and affects how the reader sees events and other character</p> <ul style="list-style-type: none"> • -using quotes and evidence from a text to support ideas. • -identifying informational texts • -discussing text evidence for an author’s feelings, facts about animals and qualities that scientists need. • -defining domain-specific vocabulary • -writing an opinion about the main ideas of a text • -using quotations to cite evidence for an opinion.
Relevance	Vocabulary	Assessments
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Explore relationship between cause/effect • Examine use of quotes • Examine the characteristics of myths • Build an understanding of character in a story • Study dialect • Examine word choice • Examine persuasive text • Examine how authors portray purpose in a text • Draw conclusions and make generalizations • Study point of view • Examine characterization • Determine main ideas/details • Explore alliteration 	<ul style="list-style-type: none"> - -cause and effect - -predictive writing - Authors purpose - Dialect - Homophones - Metaphors - <i>Inference</i> - <i>Characterization</i> 	<ul style="list-style-type: none"> - <i>Bell work</i> - <i>Daily 5 centers</i> - <i>Written essay</i> - <i>Comprehension skills assessment</i> - <i>Benchmark unit test</i> - <i>Grammar assessments</i> -
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to research and protect endangered animals? • How can dangerous situations bring people closer together? • What reasons do people have for protecting the environment? • How can an act of courage reveal a person’s true nature? • What can a scientist learn by observing the behaviors of a particular animal? - 		

Unit 3: Lessons 11-15

- 11) Experiments**
- 12) Performance and Visual Arts**
- 13) Politics**
- 14) Physical Fitness**
- 15) Language and Expression**

Time: Weeks 19-27*3rd Quarter***Standards Taught**

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.

5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

5.RI.10 By the end of the year, read and comprehend informational text. a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout text structure, language features, knowledge demands). b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

5.SL.4 Report on a topic or text or present an opinion. a. Sequencing ideas logically. b. Using appropriate facts and relevant descriptive details to support main ideas or themes. c. Speak clearly at an understandable pace

5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information or explanation presented.

5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards for literature to writing. b. Apply grade 5 reading standards for informational texts to writing.

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting. Some students will also have text read aloud or use noise mufflers. Leveled text will be used in small groups. For centers, students with IEP's stating accommodations for work reduction will have modified center work.</i></p>	<p><i>Our classroom is set up with a semi-flexible seating arrangement. Our environment encourages group work and discussion.</i></p>	<ul style="list-style-type: none"> • -analyzing text for cause and effect • -determining how illustrations accompanying a text support the text • -defining a primary source • -analyzing text for fact and opinion • -identifying and writing similes - identifying elements of a text that affect the tone • -analyzing text for conclusions and generalizations • -discussing women's roles in war • -discussing how the acts of individuals in war change history • -writing about Molly Pitcher's actions, how they showed her bravery and how they shaped history. Use quotations to support their statements. • -discussing a historical narrative about a free black boy who became a sailor and a famous abolitionist. • -summarizing a boy's wartime experiences from information in a story. • -writing a paragraph explaining how a boy came to serve his country during the Revolutionary War supporting ideas with evidence from the text. • -discussing the difficult decision faced by the main character in a story. • -discussing how a main character's actions tell something about her. • -writing a speech to advocate for more emphasis on young people in history. • -writing a paragraph comparing and contrasting two main characters who played important roles in the Revolutionary War.
Relevance	Vocabulary	Assessments
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Explore the relationship between cause/effect 	<ul style="list-style-type: none"> - -cause and effect - Primary Sources - Visual Elements of a story 	<ul style="list-style-type: none"> - Bell work - Daily 5 centers - Written essay - Comprehension skills assessment - Benchmark unit test

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<ul style="list-style-type: none"> • Examine how visual elements enhance a story • Examine primary sources • Determine the difference between fact/opinion • Examine tone in writing • Analyze similes • Examine the features of Narrative Non Fiction • Practice drawing conclusions and making generalizations • Identify /use domain-specific vocab • Examine text structure • Examine features of a play • Appreciate how historical events play a role in narratives • Identify main ideas/details • Study rhyme in poetry 	<ul style="list-style-type: none"> - -fact and opinion – similes - tone - -conclusions and generalizations - Analyze text for sequence of events - Analyze text for main idea and details. - Writing from personal experience - chronological order - -Graphic features and formatting that support a text 	<ul style="list-style-type: none"> - Grammar assessments -
<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What can individuals do to help shape a new government?</i> • <i>How can people’s differences of opinion lead to a revolution?</i> • <i>How can individual acts of bravery shape history?</i> • <i>What events or feelings would lead someone to fight for freedom?</i> • <i>How are patriotism and courage related?</i> 		

<p>Unit 4: Lessons 16-20</p> <ul style="list-style-type: none"> 16) Experiments 17) Performance and Visual Arts 18) Politics 19) Physical Fitness 20) Language and Expression 	<p>Time: 28-36 <i>Fourth Quarter</i></p>
<p>Standards Taught</p>	
<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general</p>	

and use in sentences. b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

5.W.7 Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

5.W.8 Recall and gather relevant information from experiences and multiple print and digital sources; a. Summarize or paraphrase information in notes and finished work. b. Provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research. a. Apply grade 5 reading standards for literature to writing. b. Apply grade 5 reading standards for informational texts to writing.

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting. Some students will also have text read aloud or use noise mufflers. Leveled text will be used in small groups. For centers, students with IEP's stating</i></p>	<p><i>Our classroom is set up with a semi-flexible seating arrangement. Our environment encourages group work and discussion.</i></p>	<p><i>Students will be:</i></p> <ul style="list-style-type: none"> ● analyzing a text to determine the point of view ● analyzing text to determine setting, characters and plot. ● analyzing text to identify irony. ● using interview techniques ● comparing the message and purpose of the two stories. ● performing grammar exercises.

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accommodations for work reduction with have modified center work.

- writing a comparison of themes in two texts.
- writing a description of a scene as part of a play about raising funds for a cause.
- writing a comparison between different ways of speaking English.
- making a Venn diagram comparing and contrasting candidates and their positions.
- writing a comparison of two candidates from the classroom.
- identifying dialog that makes a character realistic.
- performing grammar exercises.
- talking about words in a text that make the story more vivid.
- Writing a response to the video about how the Snazzy sisters became the best in the Double Dutch field.
- Explaining why is the setting important to the story
- Differentiating between details and theme.
- identifying elements of drama
- writing how all scenes in a play are important to making a complete story.
- listing clues to the outcome of the story.

Relevance

Vocabulary

Assessments

By the end of the unit, students will be able to:

- Analyze an author’s purpose
- Examine an author’s use of voice
- Analyze how visual elements contribute to a story
- Identify characteristics of informational text
- Study how timelines aid in comprehension
- Analyze story structure
- Explore literary devices
- Examine how first person POV influences a text

- Author’s Purpose
- Voice
- Visual Elements
- Story Structure
- Literary Devices
- Point of View
- Fact and Opinion
- Main Ideas and Details
- Narrative Pacing
- Author’s Purpose
- Dialogue
- Characterization
- Story Structure
- Characterization
- Theme

- ***Bell work***
- ***Daily 5 centers***
- ***Written essay***
- ***Comprehension skills assessment***
- ***Benchmark unit test***
- ***Grammar assessments***
- ***Vocabulary match games***
- ***Grammar review games***
- ***White board small group activities***

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- Explain the difference between fact/opinion
- Identify main idea and details
- Explore technique used for narrative pacing
- Appreciate many poetry samples
- Examine form
- Identify author's purpose
- Explore dialogue
- Examine how an author achieves characterization
- Examine persuasive text
- Identify parts of an argument
- Identify elements of story structure

Essential Questions:

- *In what ways can illustrations enhance a reader's experience?*
- *What role does imagination play in the invention process?*
- *What do facts and opinions contribute to a story?*
- *Why is it important to be aware of your community's needs?*
- *What can a person learn by building a relationship with an animal?*