Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 1
5th Grade

Unit of Study: Reading - Uncovering Meaning and Message in Literature; Writing – Personal Narrative (Dialogue, Description and Events)
Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:
- **CC.5.R.L.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **CC.5.R.L.2: 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.**
- CC.5.R.L.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).
- **CC.5.R.L.6: Describe how a narrator's or speaker's point of view influences how events are described.**
- CC.5.R.L.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- CC.5.R.L.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.
- **CC.5.W.1: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequence.**
- **CC.5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.**

Overarching CT Standards/Grade Level Expectations:
- **CT.5.R.7: Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.**
- CT.5.R.8: After Reading—Identify recurring themes in literature, including book by the same author.
- CT.5.R.10: After Reading—Discuss and analyze how characters in text deal with conflicts of human experience relating to real life situations.
- **CT.5.R.11: After Reading—Summarize the major actions that define the plot and how actions lead to conflict or resolution.**
- **CT.5R.13: After Reading—Identify the narrator and explain which point of view is used in the text.**
- CT.5.R.14: After Reading—Explain how a story would change if a difference character narrated it.
- CT.5.R.17: After Reading—Compare and contrast ideas, themes and/or issues across texts and across texts representing multicultural experiences.
- **CT.5.R.18: After Reading—Compare and contrast the same conflict from the point of view of two difference characters.**
- CT.5.R.20: After Reading—Explain similarities and differences within and among multiple cultures or historical periods.
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.26: After Reading—Understand how the author's experience and beliefs influence text.**
- **CT.5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**
- **CT.5.R.30: After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.**

Priority Standards:

- **CC.5.R.L.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **CC.5.R.L.2: 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.**
- **CC.5.R.L.6: Describe how a narrator's or speaker's point of view influences how events are described.**
- **CT.5.R.7: Before and During Reading—Make inferences based on implicit and explicit information in the text; provide justification for those inferences.**
- **CT.5.R.11: After Reading—Summarize the major actions that define the plot and how actions lead to conflict or resolution.**
- **CT.5R.13: After Reading—Identify the narrator and explain which point of view is used in the text.**
- **CT.5.R.18: After Reading—Compare and contrast the same conflict from the point of view of two difference characters.**
- **CT.5.R.26: After Reading—Understand how the author's experience and beliefs influence text.**
- **CT.5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**
- **CT.5.R.30: After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.**
- **CC.5.W.1: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequence.**
- **CC.5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Explicit textual evidence and inferences	Quote from text	Understanding/analyzing
Theme of story, drama or poem	Determine	Understanding
How point of view (e.g., narrator's, speaker's) influences descriptions	Describe	Analyzing
Implicit vs. explicit information	Make inferences	Analyzing
Inferences	Justify	Evaluating
Major actions that define plot	Summarize	Understanding
Different points of view about the same conflict	Compare and contrast	Analyzing
Author's experience and beliefs	Understand	Understanding
How author's social and cultural perspective influences text	Understand	Understanding
Information can be used to problem-solve	Explain	Analyzing
Text-based examples	Cite	Understanding
Use effective techniques, details and sequence	Write narratives	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why is it important for a reader to know about an author's personal experiences?	Character development, theme and point of view are influenced by the author's personal experiences.
Why is it important for a reader to pay attention to both explicit (obvious) and implicit (inferential) information?	Understanding text meaning and messages requires understanding of both explicit (obvious) and implicit (inferential) information.