Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 3
5th Grade

Unit of Study: Reading - Using Persuasion; Writing – Persuading Readers in Writing
Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:
- **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.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 opinion pieces or topics or texts, supporting a point of view with reasons and information.**
- **CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.5.W.9: Draw evidence from literary and 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.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.22: After Reading—Find similarities and differences within and between texts using text-based evidence.**
- CT.5.R.28: After Reading—Understand the social and cultural perspective from which the author writes an dhow 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.6: Describe how a narrator's or speaker's point of view influences how events are described.**
- **CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.**
- **CC.5.W.1: Write opinion pieces or topics or texts, supporting a point of view with reasons and information.**
- **CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.5.E.4: Produce clear and coherent writing in which the development and organization is appropriate to task, purpose and audience.**
- **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
How point of view (e.g., narrator's, speaker's) influences descriptions	Describe	Analyzing
Similarities and differences between texts based on evidence	Find	Understanding/analyzing
Support point of view with reasons and information	Write opinion pieces	Creating
Convey ideas and information clearly	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why does the reader need to be aware of the author's perspective?	Authors' personal opinions and judgments influence what is written which, in turn, influences what readers understand.