

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

5th Grade

Unit of Study: Reading - Expressing Ourselves Aloud; Writing – The Power of Biography

Pacing: Instruction – 30 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.5.R.I.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.**
- CC.5.R.I.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CC.5.R.I.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- CC.5.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the 4-5 text complexity band independently and proficiently.
- **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.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- **CC.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**
- CC.5.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Overarching CT Standards/Grade Level Expectations:

- CT.5.R.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- 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.13: After Reading—Identify the narrator and explain which point of view is used in the text.
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**
- **CT.5.R.26: After Reading—Understand how the author’s experience and beliefs influence text.**
- **CT.5.R.27: After Reading—Recognize author’s perspective.**
- **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.28: Writing Process—Identify professional authors’ styles and techniques.
- CT 5.R.36: Writing Genres—Write compare-contrast essay, using point-by-point structure.

Priority Standards:

- **CC.5.R.I.3: Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.**
- **CT.5.R.25: After Reading—Connect current issues, information from other texts and personal experiences to characters, events and information.**

- **CT.5.R.26: After Reading—Understand how the author’s experience and beliefs influence text.**
- **CT.5.R.27: After Reading—Recognize author’s perspective.**
- **CT 5.R.28: After Reading—Understand the social and cultural perspective from which the author writes and how that contributes to the text.**
- **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.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

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
Relationships or interactions between individual, events, ideas or concepts within a text.	Explain	Analyzing
Issues, information and experiences across texts	Connect	Understanding
How author’s experiences and beliefs influence texts	Understand	Understanding
Author’s perspective	Recognize	Understanding
How author’s social and culture perspective influences text	Understand	Understanding
Convey ideas and information clearly	Write information/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Investigation of different aspects of a topic	Conduct research	Analyzing/Evaluating

Essential Questions	Big Ideas
How is a reader able to express ideas and explain information clearly and accurately?	Careful reading of text is important for a reader to accurately describe and explain what it is about.
How should readers engage in class discussions?	It is important for readers to participate in discussions by both listening carefully and speaking knowledgeably.