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

Unit of Study: Reading - Examining Language and Aesthetic Elements; Writing – Performance, Poetry and Drama
Pacing: Instruction – 25 days; Reteaching – 5 days

Overarching Common Core State Standards:
- **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.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CC.5.R.L.5:** **Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.**
- 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.7: Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
- 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.9:** **Draw evidence from literary or informational texts to support analysis, reflection and research.**

Overarching CT Standards/Grade Level Expectations:
- CT.5.R.1: Vocabulary—Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
- CT.5.R.2: Vocabulary—Use structural analysis to understand new words and concepts.
- CT.5.R.3: Vocabulary—Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
- 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.14: After Reading—Explain how a story would change if a difference character narrated it.
- CT.5.R.16: After Reading—Explain the characteristics of various genres.
- 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.19:** **After Reading—Explain how specific text features help you understand a selection.**
- CT.5.R.22: After Reading—Find similarities and differences within and between texts using text-based evidence.
- 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.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.5:** **Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.**

- **CT.5.R.19: After Reading—Explain how specific text features help you understand a selection.**
- **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
Characters, settings or events	Compare and contrast	Analyzing
Series of chapters, scenes or stanzas and how they fit together and provide structure	Explain	Analyzing
Text features	Explain	Analyzing
Support analysis, reflection and research	Draw evidence	Analyzing

Essential Questions	Big Ideas
Why is it important for readers to pay attention to text structures or features?	Understanding text structure will help readers to better understand the entire text.