

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

5th Grade

Unit of Study: Reading - Finding Information to Explore and Support Ideas; Writing – Compare/Contrast (Supporting Ideas with Information)
Pacing: Instruction – 30 days; Reteaching – 5 days

Overarching Common Core State Standards:

- CC.5.R.I.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.5.R.I.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
- **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.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **CC.5.R.I.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**
- **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 is appropriate to task, purpose and audience.**
- **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.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- **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.24: After Reading—Evaluate the quality and value of 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.30: After Reading—Explain how information in a text could be used to solve a problem and cite text-based examples.
- **CT.5.R.20: Writing Process—Plan, gather and organize information from multiple sources to address a topic.**

Priority Standards:

- **CC.5.R.I.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **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.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CC.5.R.I.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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.24:** After Reading—Evaluate the quality and value of 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.20:** Writing Process—Plan, gather and organize information from multiple sources to address a topic.
- **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 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
Main ideas and how they are supported by details	Determine and explain	Understanding
Text	Summarize	Understanding
Relationships or interactions between individuals, events, ideas of concepts within a text	Explain	Analyzing
Information from multiple sources	Locate an answer or solve a problem	Understanding
Word meaning and concepts	Predict, clarify and/or expand	Analyzing
Quality and value of a text	Evaluate	Evaluating
Issues and information from multiple texts	Connect	Analyzing
Information form multiple sources	Plan, gather and organize	Analyzing/creating
Convey ideas and information clearly	Write informative/explanatory text	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflection and research	Draw evidence	Analyzing/Evaluating

Essential Questions	Big Ideas
Why is it necessary use several different sources to find information about a topic?	Gathering information about a topic from multiple sources leads to greater knowledge of that topic and exposure to more than one point of view.

