Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 6
5th Grade

Unit of Study: Reading - Studying the Craft of Persuasion (Unit 6); Writing – Research for Persuasive Argument
Pacing: Instruction – 20 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.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.**
- **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.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.**
- 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.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.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.5: Before and During Reading—Determine the importance of ideas (main idea, details and themes) in text.
- CT.5.R.13: After Reading—Identify the narrator and explain which point of view is used in the text.
- CT.5.R.16: After Reading—Explain the characteristics of various genres.
- 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.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.

Priority Standards:
- **CC.5.R.I.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.**
- **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.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.**
- **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.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.**
- **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.**

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
Structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in multiple texts	Compare and contrast	Analyzing
Multiple accounts of the same event/topic	Analyze	Analyzing
Author's use of reasons and evidence	Explain	Analyzing
Issues and information from multiple texts	Connect	Analyzing
How author's experience and beliefs influence text	Understand	Understanding
Author's perspective	Recognize	Understanding
How author's social and cultural perspective influences text	Understand	Understanding
Appropriate to task, purpose and audience	Produce writing	Creating
Investigation of different aspects of a topic	Conduct research	Analyzing/Evaluating
Summarize/paraphrase information, provide a list of sources	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
Why should readers focus on text structure when reading multiple texts about the same topic/event?	Recognizing various types of text structures will make it easier to analyze various accounts of the same topic.
How is text structure part of author's craft?	An author will choose a specific text structure in order to get his/her points across to the reader.