

**ELA COMMON CORE CURRICULUM UNIT Grade 5**  
North Smithfield School Department

**TITLE OF UNIT:** Challenges **GRADE :** 5

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Trimester 1

**OVERVIEW OF UNIT:**

**ESSENTIAL QUESTION, PROMPT,  
PROBLEM:**  
**How do people react to challenges in  
their lives?**

Everyone faces challenges in life. Students will read a variety of texts about how characters face challenges in their lives. Students will reflect on how these characters react to those challenges by discussing their approaches and reactions to them.

**STANDARDS: Common Core ELA Standards**

| Reading RL/R.I 1-10   | Writing W. 1-10   | Speaking & Listening SL. 1-6   | Language L. 1-6   |
|---|---|--|---|
| <input type="checkbox"/> Literature & Informational<br><input type="checkbox"/> Key Ideas and Details<br><input type="checkbox"/> Craft and Structure<br><br><input type="checkbox"/> Integration of Knowledge<br><input type="checkbox"/> Range of Reading | <input type="checkbox"/> Text Types and Purposes<br><input type="checkbox"/> Production and Distribution<br><br><input type="checkbox"/> Research to Build and Present Knowledge<br><input type="checkbox"/> Range of Writing | <input type="checkbox"/> Comprehension and Collaboration<br><input type="checkbox"/> Presentation of Knowledge and Ideas | <input type="checkbox"/> Knowledge of Language<br><input type="checkbox"/> Vocabulary Acquisition Use |

**FOCUS ELA STANDARDS:** [see curriculum](#) \_\_\_\_\_ [for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.](#)

**Reading**

- Drawing Inferences **RL 5.1, RI 5.1**
- Theme and Summary **RL 5.2, RI 5.2**
- Compare and Contrast **RL 5.3, RI 5.3**
- Determine the meaning of words **RL 5.4, RI 5.4**
- Structure and Organization **RL 5.5, RI 5.5**
- Point of View **RL 5.6, RI 5.6**
- Analyzing visual and multimedia elements **RL 5.7, RI 5.7**
- Claims and Evidence **RI 5.8**
- Integrate Information **RL 5.9, RI 5.9**
- Decoding **RF 5.3**
- Accuracy, Fluency, and Comprehension **RF 5.4**

**Writing**

- Opinion **W.5.1**
- Informative/Explanatory **W.5.2**
- Narrative **W.5.3**
- Clear and Coherent Writing **W 5.4**
- Develop and Strengthen Writing **W 5.5**
- Publish using Technology **W 5.6**
- Research **W.5.7**
- Summarize or Paraphrase Information **W 5.8**
- Draw Evidence **W 5.9**
- Write Routinely **W 5.10**

**Speaking and Listening**

- Conduct Discussions **SL 5.1**
- Summarize Information **SL 5.2**
- Summarize Oral Presentations **SL 5.3**
- Report Findings **SL 5.4-6**

**Language**

- Conventions **L 5.1-5.3**
- Word Meaning and Relationships **L 5.4-5.6**

**Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

**Expectations for Student Learning (High School only):**

**ENDURING UNDERSTANDING:**

How do the challenges that individuals face influence and affect the choices they make in their daily lives?

**PRIOR KNOWLEDGE:**

Making choices in everyday experiences

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#### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Compare and contrast points of view in fictional and nonfictional texts.
- Compare and contrast the ways in which fictional and informational characters meet challenges.
- Describe how a narrator or speaker's point of view influences how events are described.
- Determine a theme of a story from details of a text including how characters respond to challenges or how a speaker reflects on a topic.
- Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
- Summarize text.
- Write an informational piece in which the development and organization are appropriate to task, purpose, and audience using standard conventions.
- Vocabulary/academic language: plot, setting, analyze, story structure, theme, summarize, compare/contrast, point of view, metaphors, similes, and compound word

#### SUGGESTED WORKS:

##### Fiction

- "Miss Alaineus" *Treasures*
- "Davy Crockett Saves the World", *Treasures*
- "Shiloh", *Treasures*
- *Something Upstairs*, Avi

##### Non-fiction:

- "Ultimate Field Trip", *Treasures*
- "Maya Lin: Architect of Memory", *Treasures*
- "Black Cowboy, Wild Horses", *Treasures*

##### Other Sources:

##### Media

- Venture Smith account
- Rhode Island Preservation Society
- Rhode Island Children's Gazette
- Benefit Street and downtown Providence, RI 2010  
<http://www.youtube.com/watch?v=LSCON7Nb6e4>
- Something Upstairs book trailer <http://youtu.be/0THn9TNxBW4>
- Meet Maya Lin  
<http://app.discoveryeducation.com/search?N+=The+Wall+by+Eve+Bunting>
- Davy Crockett <http://www.biography.com/people/davy-crockett-9261693/videos>
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#### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 16. Research project     |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 18. Writer's notebook    |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 19. Word Study           |
| 5. Graphic organizers         | 10. Media appreciation         | 15. Oral presentation               | 20.                      |

- **Class discussion:** Compare and contrast the challenges faced by the main character(s) in each story through listening and speaking. Students will participate in academic discussion in one-on-one, small group and whole-class setting.
- **Poetry and Literature Responses:** Choose a part of a story and change the point of view from which it is written and gain insights from different characters' perspectives.
- **Informational Graphic Organizer:** Keep a class chart listing the categories and questions learned from reading:
  - Person or event
  - Setting
  - Historical significance
  - Point of view
  - Other significant information
  - Text structure
- **Timeline:** One Trimester
- **Art:** view and discuss images related to the readings (i.e. present/historic Providence, historical monuments, story illustrations)
- **Informational Writing:** Students apply what they have learned from the readings, viewing of art and media, to express challenges from the point of view of a character/person with information from research. Students need to support their writing with evidence from readings, research, art and media.
- **Virtual field trips:** Benefit Street and downtown Providence 2010; Meet Maya Lin

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**HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy**

**Web's Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

**Bloom's Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:**

- *Common Core Curriculum Maps*, Josey-Bass, publisher

**VOCABULARY**

- tall tale
- plot
- setting
- analyze
- story structure
- theme
- summarize
- compare/contrast
- point of view
- author's purpose
- reflect
- context clue
- figurative language
- metaphors
- similes
- compound word

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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson # 1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

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OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - Lead –in
  
  - Step by step
  
  - Closure
  
- Instructional strategies:**
  
- Assessments:**
  - Formative
  
  
  - Summative