Unit-at-a-Glance

Grade 5: English/Language Arts

Unit 4: Our Changing Earth

Using This Resource

The Unit-at-a-Glance organizes the unit into nine focused weeks. It provides the following unit-specific information:

- Weekly Themes
- Essential Questions
- Weekly Suggested Standards
- Assessments (Pre-, Formative and Summative)
- Opening Lesson Ideas
- Model Lessons
- Lesson Seeds (ideas that can be further developed into lessons based on the weekly standards and learning targets)

The Unit-at-a-Glance takes all of the standards listed in the Unit Overview and offers weekly suggestions on how to teach the standards in a manageable way over the course of nine weeks. Since standards from different subject areas are often taught consecutively (e.g., Reading, Writing, Language, and Speaking and Listening), several standards will be recommended per week. Teachers should refer to the Unit Overview to read about the specific standards and their corresponding learning targets. The Lesson Seeds give examples of how teachers can design lessons that incorporate many different standards while implementing strategies that promote 21st-century skills (communication, collaboration, critical thinking and creativity). While the Unit-at-a-Glance is organized by weeks, teachers should adjust the pace of the unit based on their individual classes and students' needs.

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Week # 1	Week # 2	Week # 3
Text Structure: Graphic Novels	Text Structure: Theme	Use of Language in Diverse Genres
Essential Questions:	**Essential Questions:**	**Essential Questions:**
• In what ways do human interactions impact their world?	• In what ways do human interactions impact their world?	• In what ways do human interactions impact their world?
• How does the author's choice of story structure affect my understanding of the text?	• How does the author's choice of story structure affect my understanding of the text?	• How does word choice impact the overall meaning of text?
• How does word choice impact the overall meaning of text?	• How does word choice impact the overall meaning of text?	• How does analyzing diverse genres help me to become a stronger reader?
• How does analyzing diverse genres help me to become a stronger reader?	• How does analyzing diverse genres help me to become a stronger reader?	• How does analyzing multimedia elements enhance my overall understanding of a text?
• How does analyzing multimedia elements enhance my overall understanding of a text?		
The Essential Questions should be used to guide instruction throughout the unit. They should be posted, read aloud and revisited often.		

Week # 1	Week # 2	Week # 3
Text Structure: Graphic Novels	Text Structure: Theme	Use of Language in Diverse Genres
While several standards will be taught weekly, those in **bold** should be prioritized in order to teach all the standards for this unit. Teachers should select standards to emphasize based on assessments of their individual students. **Suggested Standards:** RF.4, **RL.1**, RL.5**, RL.7**, RL.10, RI.10, W.10, L.1, L.6, SL.1 **Pre-Assessment:** Teachers should refer to all of the grade-level Learning Targets Checklists to review all the standards already taught this year and student progress toward mastering these standards. Plan accordingly based on notes and assessments.	The materials and texts mentioned throughout the unit are suggestions only. Individual teachers should use their discretion when choosing materials. **Suggested Standards:** RF.4**, RL.2**, RL.3, **RL.4**, **RL.5**, **RL.7**, RL.9, RL.10, RI.10, **W.3**, W.4, W.10, **SL.1**, **SL.5**, L.1, **L.2**, L.4, **L.6**	Teachers should use the Learning Targets Checklist to monitor students' progress toward mastering the standards. **Suggested Standards:** RF.4, RL.1, RL.2, **RL.4**, **RL.5**, **RI.3**, **RI.6**, **W.3**, W.4, **W.5**, W.10, **L.4**, **L.6**
Opening Lesson Idea (after scoring assessments): Explain to the class that just like in Unit 3, they will be creating SMART goals for this unit as well. Recall the definition for these goals as **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-based. **Model how to create a SMART goal.** See www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias for an example ahead of time. For free student worksheets, see hellosunshineteachers.blogspot.com/2015/12/smart-goal-setting-for-new-year.html.	**Model Lesson Sequence #1** Students will be able to: 1. Determine the structural elements of graphic novels. 2. Draft a narrative based on a personal event. 3. Create a short graphic novel including narration, dialogue and illustrations/graphics to represent the event. 4. Apply the revision and editing stages of the writing process to ensure the elements of a graphic novel are incorporated.	**Model Lesson Sequence #2** Students will be able to: 1. Connect prior knowledge and experiences to determine the meaning of words or phrases in text. 2. Interpret figurative language as it is used in text. 3. Utilize context clues to understand meanings of words and phrases in text. 4. Apply personal knowledge of language to written work.

Week # 1	Week # 2	Week # 3
Text Structure: Graphic Novels	Text Structure: Theme	Use of Language in Diverse Genres
The teacher poses a few questions on the board about the theme for students to answer in writing. While students are writing, conference with individual students to go over their assessments and help them select two specific goals to turn into SMART goals on their own. (RL.10, RI.10, W.10, L.6)	5. Present the graphic narrative to the class.	

Lesson Seeds:

See the General Handouts for how to incorporate all forms of ELA daily throughout the unit:

- ▶ Guided Reading
- ▶ Literacy Stations/Centers
- ▶ Morning Message
- ▶ Word Walls
- ▶ Reference Guide for Text-Dependent Questions
- ▶ Daily 5 www.thedailycafe.com/daily-5

Consider how to stretch lessons to teach to multiple standards daily.

- Read over and explain the Essential Questions that guide the unit. Discuss the theme. (SL.1)

- Introduce the format of graphic novels to the class. Invite the class to share past experiences reading graphic novels and what they like/dislike about the format. Supply a variety of Graphic Organizers on familiar and unfamiliar topics for students

Lesson Seeds:

- Students keep a vocabulary journal of words that are unfamiliar as they read *El Deafo* independently. Promote the use of reference materials and applying words in various ways such as vocabulary maps. Add words to a theme Word Wall about the novel. (RF.4, RL.4, L.4)

- While discussing the premise of the graphic novel *El Deafo*, review the vocabulary words as a class and facilitate in-depth discussion about each word. Break down large words (e.g., audiologist) into parts. Use the roots of larger words ("audio": hearing/listening; "ology": study of; "ist": member of a profession) to brainstorm other words using these roots. (RL.4, L.4)

- Students use a theme tracker/Graphic Organizer to identify themes within the text. Provide at least two or three themes, and the students can provide more. As students read the book, they write down a quote from the story and explain how it

Lesson Seeds:

- Differentiate lessons and conference with students as needed to support them in monitoring their SMART goals. Provide homework assignments aligned with students' SMART goals. (RL.10, RI.10, W.10, L.6)

- Provide opportunities for students to discuss vocabulary from *El Deafo* as well as additional vocabulary learned through the study of hearing loss. Students restate definitions in their own words to peers, sketch the word, classify words into groups, and create analogies. See *Appendix B: Instructional Strategies for Diverse Learners* for more suggestions. (RI.3, RI.6, W.3, W.5)

- In the novel *El Deafo*, Cece uses a variety of strategies to understand what is being said. She uses different types of context clues to narrow down the words and their meanings as she communicates. Identify the different types of clues she uses (visual, context, gestural). Students

Week # 1 Text Structure: Graphic Novels	Week # 2 Text Structure: Theme	Week # 3 Use of Language in Diverse Genres
to explore. Create an anchor chart to record characteristics of graphic novels throughout the unit. Be sure to include: ▶ Graphic novels are a format and can be any type of genre including super hero stories, narratives and nonfiction. ▶ The stories in graphic novels are told using a combination of words and pictures in a sequence across the page. ▶ The format is what makes the story a graphic novel, and usually includes text, images, word balloons, sound effects and panels. (RF.4, RL.1, RL.7 SL.1, L.1, L.6) ● As students explore a variety of graphic novels, they will discuss and record observations. Suggested questions to consider include: What does the graphic novel format do to the story? How is it appealing? How do you read a graphic novel (pictures and then words, or vice versa)? Why might an author choose this format for his or her story? (RL.1, RL.5, RL.7, SL.1, L.1, L.6) ● Assign a graphic novel to be read independently; for this unit, the novel *El Deafo* has been selected. Is it important for students to view and enjoy the illustrations provided with the text thoroughly and at their own pace.	supports that specific theme. Teachers can scaffold the theme tracking for students who need it. (RF.4, RL.1, RL.2) ● One of the themes in the text *El Deafo* is "Our differences are our superpowers." Does this seem true to you? What does this mean to you? Incorporate connections previously made to *Wonder*. Do you think Cece and Auggie felt differently about their differences by the end of the texts? (RL.2, RL.3, W.4) ● Identify challenges Cece faces throughout the story and how she responds to these challenges. Compare the experiences of Cece in *El Deafo* to those of Auggie in *Wonder.* Preplan passages for students to review, identify and discuss connections in small groups. (RL.2, RL.3, RL.9, SL.1, L.1, L.6) ● Focus on characteristics of the graphic novel and compare the time periods covered in *Wonder* (one school year) and *El Deafo* (K-5). Why do you think the authors selected these time frames? Students analyze how *Wonder* could be written as a graphic novel, using what they know about the format to discuss how the story would or would not be enhanced. (RL.5, W.10) ● Provide time for students to review their individual SMART goals. Students should monitor their own progress toward these	prepare and challenge each other to identify a given word through visual, context or gestural clues — no speaking. (RL.4, L.4) ● **Use of Analogies:** On page 60, Cece shares an analogy of her friendship with Laura. She feels like a baited fish that is caught on Laura's hook. What analogies could we make to describe Cece's friendship with Ginny? Martha? Emma? Students create analogies for the different friendships in their journal. (RF.4, RL.4, W.4) ● Would you want a graphic ear if you could have one? Write a journal entry using descriptive language to describe what you might hear if you were given a phonic ear for a day. (RF.4, RL.4, W.4, L.4) ● Consult *Appendix B: Instructional Strategies for Diverse Learners* and websites listed in the Unit Overview (Vocabulary section) for more ways to incorporate vocabulary instruction. (RF.3, RL.1, RL.1, L.4, L.6) ● In the story, Cece calls herself El Deafo and defers to her superhero-self to describe what she would like to happen in real life. If you could pick any superpower, what would you pick and why? How would you use this superpower? What would be your superhero name? Write about a superpower that you would like to have

Week # 1	Week # 2	Week # 3
Text Structure: Graphic Novels	**Text Structure: Theme**	**Use of Language in Diverse Genres**
Teachers can read aloud with students who cannot read the text independently. Additionally, audio versions can be accessed for students to listen to the story. (RL.4, RL.10) • After each chapter, ask individual students questions, both literal (e.g., "How does Cece lose her hearing?") and inferential (e.g., "How does Cece feel about wearing the phonic ear?"), to ensure comprehension of the text. Each student will have a response journal where they will record their answers to questions. Model how to refer to specific structural elements in their answers. Students use both the text and the illustrations to support their answers. (RL.1, RL.5, RL.7, RL.10, W.10)	goals on a checklist or chart. (RL.10, RI.10, W.10, L.6)	access to in your life. Create a name and design a costume for your superhero. (RL.2, W.3) • Graphic novels are often compared to works of poetry in the way they convey intangible feelings through allusion rather than direct description. In small groups and/or as a class, discuss and find examples of the ways language enhances the graphic novels. (RF.4, RL.1, RL.4, L.6)
Assessments: • Informal reading inventories/journals • Personal goals chart • Learning Targets Checklist	**Assessments:** • Editing Checklist (student created) • ML #1 Graphic Organizer • ML #1 Storyboard Planner • Graphic narrative writing	**Assessments:** • Writing samples • Class Observation Checklist

Week # 4	Week # 5	Week # 6
Text Structure: Poetry	Theme in Poetry/Environmental Concerns Around the World	Identifying Problems/Cause and Effect/Earth Day: Research
Essential Questions: • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?	**Essential Questions:** • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?	**Essential Questions:** • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?
Suggested Standards: RF.4, RL.1, **RL.2, RL.4, RL.5, RL.7, W.4**, W.5, **W.6, SL.1**, L.2, L.3, **L.4, L.5, L.6**	**Suggested Standards:** RF.4, **RL.2**, RL.5, RL.7, RL.9, RI.1, RI.2, RI.5, RI.7, RI.8, RI.10, W.4, SL.1, SL.3, SL.4, SL.5, SL.6, L.5, L.6 Using the Learning Targets Checklist, the teacher should monitor students' progress toward mastering the standards and adjust the ones they emphasize accordingly.	**Suggested Standards:** RL.1, RL.10, **RI.1**, RI.2, RI.7, **RI.9**, RI.10, **W.2, W.6**, W.7, **W.8, SL.1**, SL.3, **SL.4, SL.5**, SL.6, **L.1, L.2**, L.3, L.4, **L.6**

Week # 4	Week # 5	Week # 6
Text Structure: Poetry	**Theme in Poetry/Environmental Concerns Around the World**	**Identifying Problems/Cause and Effect/Earth Day: Research**
Opening Lesson Idea: Students brainstorm, in collaboration with their peers, a definition for poetry. Create a word splash of ideas to explain elements of poetry. Include ideas of what is **not** poetry. Provide students with a definition of poetry to record in their writing/poetry journals. Select a poem to read aloud with the students.	**Opening Lesson Idea:** Provide students with a copy of the poem "April Rain Song" by Langston Hughes: allpoetry.com/April-Rain-Song. Students illustrate the image(s) the poem creates in their mind. Ask students to consider and discuss what the **theme** of this poem might be. Students discuss in pairs and then share with the class.	**Model Lesson Sequence #3:** Students will be able to: 1. Create a "hook" based on the chosen cause-and-effect research topic. 2. Gather evidence from a variety of sources (online and print). 3. Paraphrase information from multimedia sources onto notecards. 4. Evaluate and organize notes into paragraphs. 5. Present research using technology.
Lesson Seeds: See the General Handouts for how to incorporate all forms of ELA daily throughout the unit: ▸ Guided Reading ▸ Literacy Stations/Centers ▸ Morning Message ▸ Word Walls ▸ Reference Guide for Text-Dependent Questions ▸ Daily 5 www.thedailycafe.com/daily-5 ● April is National Poetry Month. Throughout the coming weeks, review and explore poetry forms and elements students are familiar with and introduce new forms to them as well. Students	**Lesson Seeds:** ● Throughout the week, focus on the theme or the "big idea" in the poems read in class. Select multiple poems to study, starting with poems where the theme is more apparent. As students read along, model how to determine, line by line, what the poet is trying to tell you. Questions to pose and consider include the following: What is the subject? Who is the speaker? How does the speaker feel about the subject? How do the poet's word choice and other poetic devices help the reader better understand the poem? (RF.4, RL.2, L.5) ● Continue the focus on the structure and study of poetry, incorporating Earth Day into text selections. Select poetry that is a	**Lesson Seeds:** ● The main focus for this week will be the Model Lesson #3 research project. ● As students progress through the Model Lesson this week, provide time to stop and review the standards covered and the Essential Questions, and provide time for students to communicate with each other about the information they have gathered and analyzed. (SL.1, SL.4, SL.6, L.1, L.3, L.6) ● Using provided resources, students read, quote and draw inferences to identify examples of how humans and communities have put in place resources to protect Earth's resources and environment. Students draw information

Week # 4	Week # 5	Week # 6
Text Structure: Poetry	Theme in Poetry/Environmental Concerns Around the World	Identifying Problems/Cause and Effect/Earth Day: Research

compile a poetry collection in either their writer's notebook or a new notebook dedicated to poetry. Students read the poems, define the form and look for additional examples in provided resources. Examples of forms of poetry: web.archive.org/web/20130810150842/http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html. (RF.4, RL.4, L.5)

- Pose the question: "How is poetry written differently from fiction or nonfiction?" Students confer with partners or in small groups. Answers may include the following: different format, may rhyme/may not, repeated words or phrases, descriptive language, use of strong imagery. Use Graphic Organizers to compare poetry with other types of text. Students support their responses with examples read in class and record observations in their poetry notebooks. (RL.7, SL.1, L.5)

- Focus on the structure of poetry. How do authors use shape, stanzas and other elements of poetry to provide structure and meaning to their poem? How is imagery and the author's voice reflected in poetry? Refer to these questions as multiple forms of poetry are explored. (RL.5, L.5)

bit more abstract and incorporate note-taking and collaboration as students determine the theme of a given poem. Incorporate strategies they can use: analyze the title, paraphrase the language in the poem, take note of the purpose of figurative language as it is used, identify mood or feeling, think about connotations. (RL.2, RL.7, L.5)

- Using poetry and a different type of text (article, fiction, graphic novel), compare how a common theme can be found in two different types of text structures. (RF.4, RL.2, RL.9, RI.5)

- Explore the characteristics of a haiku. A haiku has a specific structure to be followed. Students read examples of haikus individually and in small groups. Challenge students to write their own haiku, choosing something related to the earth as their theme. The attached poetry application (www.readwritethink.org/classroom-resources/lesson-plans/seasonal-haiku-writing-poems-39.html) could be used to create, illustrate, publish and share their work. (RL.5, RL.7, W.4, SL.5, L.5)

- Pose the following question to the class: How can animals and humans interact in the same space with harmony and balance? Select a topic (or topics) having to with the relationships between people

from multiple print and digital sources and integrate the information in order to demonstrate what they have learned. (RI.1, RI.7, RI.9)

- Students read a variety of informative literature, in multiple forms, on both the positive and negative impacts humans have had on selected animal populations and on their environment. Through written reflections, students will summarize specific examples in what they have read and will use text features and details to support ideas in their writing. (RI.1, RI.2)

- Continue the conversation with Global Classroom partners (if applicable) as more research is completed. Students use the weekly standards as they communicate with the greater global community. (RI.1, RI.2, RI.7, SL.1, SL.4, L.1)

- Provide opportunities in reading groups for students to locate examples of cause and effect in texts. Students use Graphic Organizers to identify the effect or multiple effects of a cause. In small groups, students discuss the examples they find and include suggestions for change as needed. (RI.1, L.6)

- Break students into small groups or pairs to discuss the Essential Questions.

Week # 4	Week # 5	Week # 6
Text Structure: Poetry	Theme in Poetry/Environmental Concerns Around the World	Identifying Problems/Cause and Effect/Earth Day: Research

- Students select forms of poetry and compose their own poem on either selected topics or topics of choice. Challenge students to compose a poem in the shape of its subject. Students can brainstorm ideas of topics they are familiar with and use descriptive words to portray the subject. Students present their work to their peers, who determine the subject of the poem based on the language and shape. (RL.4, RL.5, W.4, L.3)

- Throughout the week, provide mini-lessons on how conventions of language can help writers express their ideas more clearly (e.g., sentence structure, using introductory words, words that signal contrast, revising for precise word choice) Select standards and learning targets that still need to be taught or revisited, such as W.4, W.5, L.2, L.3, L.4, L.5, L.6.)

- Practice working with new vocabulary in the moment by having students provide their own descriptions instead of definitions. (RI.1, W.3, W.5, L.6) Use Marzano's 6-Step Process for building academic vocabulary. See the following website for details: Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Grade-8-Marzano%E2%80%99s-Six-Step-

and their environment, and assign small groups of students to represent various points of view. Students read given multimedia to support their assigned point of view. Have students prepare and participate in a Socratic seminar or debate using details from the articles to support their reasoning (see Unit Overview for more information on Socratic seminars and their purpose in the classroom). (RI.1, RI.2, RI.8, RI.10, SL.1, SL.4, SL.6)

- Global Classroom: If applicable, students compose questions related to environmental concerns and present them to their Global Classroom partner. Focus questions on environmental concerns in their community and what policies and practices are in place to help. Students should use information learned from the previous lesson seed to formulate their questions. (RI.1, RI.2, RI.7, SL.1, SL.4, L.1)

- Differentiate instruction by providing opportunities for students to work independently and in small groups as they practice and apply skills through multiple means of expression (e.g., hands-on activities, acting, verbal discussions, drawing or creating to demonstrate learning). (RL.10, RI.10, SL.1, L.6)

Randomly call on students to share what they talked about. (SL.1, SL.3)

- Provide time for students to review their individual SMART goals. Students should monitor their own progress toward these goals on a checklist or chart. (RL.10, RI.10, L.6)

- Create games based on standards that have been covered in class up to this point in the year. Using the format of *Jeopardy* (or another selected game show), provide students with answers so they can formulate a question to show mastery of the standard, or with definitions to which they provide the academic word it defines. (SL.1, SL.6, L.4)

- Provide opportunities for students to proofread writing excerpts and peers' work for specific grammar and mechanics rules based on the learning targets. (L.1, L.2, L.3, L.4, RL.1)

Week # 4 Text Structure: Poetry	Week # 5 Theme in Poetry/Environmental Concerns Around the World	Week # 6 Identifying Problems/Cause and Effect/Earth Day: Research
Process.pdf.aspx. (W.4, L.4, L.5, RI.6, SL.1) • Introduce the students to the concept of the Global Classroom. Begin by exploring the idea yourself. Use suggested websites and resources provided in the Unit Overview to connect with a classroom through technology. Students will have the opportunity to put standards in action as they interact with students from around the world. Begin by creating a connection initially. Students will then compose and send an introductory piece about themselves. (SL.1, L.1)		
Assessments: • Poetry notebooks • Writing samples	**Assessments:** • Group discussions/observations • Poetry writing • Learning Targets Checklist	**Assessments:** • ML #3 Research Organizer • Research Notecards/Written Work • Class Observation Checklist

Week # 7	Week # 8	Week # 9
Research/Presentations	Literature Focus: Kwame Alexander	Year in Review
Essential Questions: • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?	**Essential Questions:** • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?	**Essential Questions:** • In what ways do human interactions impact their world? • How does the author's choice of story structure affect my understanding of the text? • How does word choice impact the overall meaning of text? • How does analyzing diverse genres help me to become a stronger reader? • How does analyzing multimedia elements enhance my overall understanding of a text?
Suggested Standards: RL.1, RL.10, **RI.1**, **RI.2**, **RI.7**, **RI.9**, RI.10, **W.2**, **W.6**, W.7, **W.8**, **SL.1**, SL.3, **SL.4**, **SL.5**, SL.6, **L.1**, **L.2**, L.3, L.4, **L.6** (While several standards will be taught weekly, those in **bold** should be emphasized.)	**Suggested Standards:** **RL.1, RL.4, RL.5, RL.7, RL.10, RI.10, L.6** Using the Learning Targets Checklist, the teacher should monitor students' progress toward mastering the standards and adjust the ones they emphasize accordingly.	**Suggested Standards:** RF3, RL.1, RL.4, RL.5, RL.10, RI.1, RI.4, RI.5, RI.10, W.3, W.4, W.5, W.10, SL.6, L.3, L.6, SL.6

Week # 7	Week # 8	Week # 9
Research/Presentations	Literature Focus: Kwame Alexander	Year in Review
Model Lesson Sequence #3 Continued Students will be able to: 1. Create a "hook" based on the chosen cause-and-effect research topic. 2. Gather evidence from a variety of sources (online and print). 3. Paraphrase information from multimedia sources onto notecards. 4. Evaluate and organize notes into paragraphs. 5. Present research using technology.	**Opening Lesson Idea:** The suggested author for study this week is Kwame Alexander. Pique students' interest in his work and writing style by watching his music video for an excerpt of *The Playbook* (www.youtube.com/watch?v=kGMsBYZX1gU), his summer reading message (www.youtube.com/watch?v=Nlz6lRJIvp0), or a takeaway from a school visit (www.youtube.com/watch?v=GvaB2g-owM0) to learn more about him as an author.	**Opening Lesson Idea:** Create an end-of-the-year board game or game show using standards learned throughout the course of the year. Consider using the format of a current game show (e.g., *Jeopardy*) as a model. Refer to previous units for topic ideas. Students are divided into teams and recall concepts taught in order to play the game. Play for one day, or create enough questions and answers to last the week. Find ideas at www.weareteachers.com/end-of-year-assignments/.
Lesson Seeds: See the General Handouts for how to incorporate all forms of ELA daily throughout the unit: ▶ Guided Reading ▶ Literacy Stations/Centers ▶ Morning Message ▶ Word Walls ▶ Reference Guide for Text-Dependent Questions ▶ Daily 5 www.thedailycafe.com/daily-5 Consider how to stretch lessons to teach to multiple standards daily: ● The main focus for this week will continue to be the Model Lesson #3 research project. Students will complete their	**Lesson Seeds:** ● Review the unit's Essential Questions and how they have applied to the weekly lesson seeds. What have students learned? Are they able to provide answers to these questions? Allow students time to reflect with a peer and individually on what they have learned and how they can apply the lessons learned to themselves, their education and their world. (RI.10, RL.10, L.6) ● Review and select standards that may need to be reviewed from the unit. Select literary and informational texts that are relevant, are a quick read, and will apply to the standards. The suggested author is Kwame Alexander. Select one Kwame Alexander novel to focus on in class (e.g.,	**Lesson Seeds:** ● The **Year in Review:** Spend the week reviewing the year's standards, and make connections for students to show what they have learned. Have them demonstrate their knowledge through different means, which may include small-group discussion, journal writing, games, creation of a mural and reteaching in small groups. (RL.10, RI.10, W.10, L.6, SL.6) ● Provide time for students to work with words and apply words as they are encountered, using the vocabulary in the Unit Overview and common academic vocabulary mentioned in the unit's specific learning targets (e.g., retell, distinguish). (RF.3, RL.4, RI.4, W.3, L.3))

Week # 7	Week # 8	Week # 9
Research/Presentations	Literature Focus: Kwame Alexander	Year in Review

Week # 7	Week # 8	Week # 9
research and will create and present their final project. ● Throughout the week, students will select multimedia texts about cause-and-effect issues in their environment. Students practice using text features to help identify the main purpose and concepts in the text. Throughout the readings, identify language that is unfamiliar and also important to the text. Use sentence clues and text features to help understand meanings. Designate an area in the classroom to post new vocabulary words and their meaning so students may use them in their discussions and writing throughout the week. (RI.1, RI.4, L.4, L.6) ● In pairs or small groups, students put to work strategies to help them summarize short texts on a variety of topics having to do with the themes of the unit. Read texts as a class and model how to highlight the main ideas and details that should be included in the summary. Students may exchange texts with their Global Classroom partner (if applicable) in order to learn more about what students are studying in different parts of the world. (RI.1, RI.2, L.6) ● Students participate in discussion based on the facts that they have noted throughout the past two weeks. Focus on specific academic language in order to emphasize their statements. Extend	*The Crossover* or *Booked*). The texts are written in free verse and easily captivate both boys and girls of all reading levels. Provide additional copies of the text as well as additional texts, as they will most likely be picked up quickly. Read aloud the selected text as students take note of the structure of the novel. What is different about this type of writing structure compared with other literature students have read during this unit/year? Spend time comparing the various presentations of text that have been covered in this unit. See Unit Overview for additional text suggestions. (RL.1, RL.4, RL.5, RL.7) ● As the class reads the selected text, stop to identify the theme. Students take note of the central ideas of the text, using specific events to support their ideas. Allow time for students to discuss these thematic topics in small groups. Encourage students to share their thoughts in the free form verse of the text. (RL.1, RL.2, L.5 SL.6, L.6) ● Provide students the opportunity to express themselves through freewriting. Students write about whatever they want for 10-20 minutes, or longer as the week goes on. They may be prompted by the themes in the texts they are reading or any other topic that is on their mind. Provide students time to free write daily, consider posting a prompt to get them started.	● Reference and analyze the different genres covered throughout the year. Reflect on fiction versus informational text as well as the various structures of fiction that have been introduced. Allow students time to review, reflect on and enjoy their favorite genres. Continue to provide access to Kwame Alexander's writing as introduced in Week 8. (RL.1, RI.1, RL.5, RI.5) ● Students complete a self-evaluation of their year, including what they learned, whether they met their goals and what they still need to work on. Students reflect on whether their fifth-grade year turned out as they expected. What are some things they predicted would happen, and what are some things that they didn't expect? Students then predict what their sixth-grade year may be like. (W.4) ● Students write a letter to next year's fifth-graders. Provide advice for how to have a successful year. Include some of the skills they will learn, tips for how to stay out of trouble and how to get the most of their year. (W.4) ● Provide opportunities for partner reading activities or buddy reading with a lower grade. If partnering up with a younger class, use mini-lessons to review how to keep readers engaged, question while reading, check for understanding and use

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discussion to involve Global Classroom participants. Support ideas using multimedia components. Compare ideas learned from resources we have access to versus what our Global Classroom participants may find. (SL.1, SL.4, L.3, L.6) ● In guided reading groups, practice identifying what is directly stated in the text with specific details and examples. Compare this with how to make inferences and conclusions in their own words. Continue to provide guidance in paraphrasing text that has been read. Provide examples to be found in both literary and informational texts. ● Students use nonverbal techniques and speak with appropriate rate, volume and tone as they take on the role of newscasters/presenters this week. (SL.1, SL.4, SL.5, SL.6) ● Peers demonstrate active listening skills as they take notes on their classmates' presentations and identify whether their peers are presenting information in a fair or biased manner, citing specific evidence. (SL.3) ● Provide time for students to review their individual SMART goals. Students should monitor their own progress toward these goals on a checklist or chart. (RL.10, RI.10, W.10, L.6)	Once students are comfortable with the task, provide time to share their work in small and/or large groups. Work should be encouraged and praised for the effort and courage they put into it. (RL.5, W.4, L.5) ● Students self-select informational texts on any topic of their choosing. Review any of the RI standards that may be necessary. Provide opportunities for students to use their before-, during- and after-reading skills; summarize; determine meaning of vocabulary; and analyze ways in which authors support their writing with reasons and evidence. (RI.1, RI.2, RI.4, RI.8) ● Continue to provide time for students to review their individual SMART goals. Students should monitor their own progress toward these goals on a checklist or chart. (RL.10, RI.10, W.10, L.6)	any other reading strategies that have been covered in class. (RF.4, RL.1) ● Students assemble time capsules to be opened someday in the future. Students write down memories, skills, favorite moments and motivations they learned from the school year, and then place these in a shoebox, an empty bottle, a mason jar or another container. (W.4) ● Review Standards Observation Checklists from all four units to determine standards that should be revisited throughout the last two weeks of school. Note standards for which fewer students were "proficient" as well as standards that were not covered as frequently as others.

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Assessments: • Class Observation Checklist • Final Research Presentations	**Assessments:** • Writing samples • SMART goals chart • Learning Targets Checklist	**Assessments:** • Student self-assessments • Journal writing samples • Learning Targets Checklist