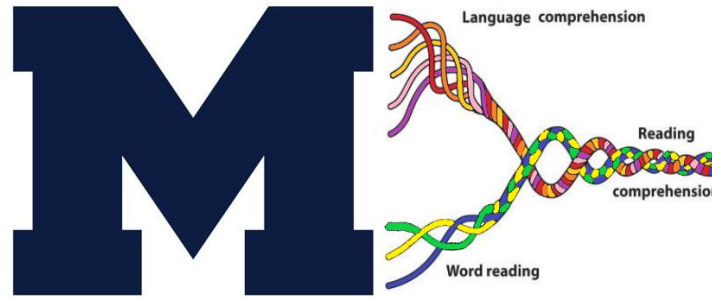




## FIFTH GRADE ELA KNOWLEDGE-BASED UNITS



<b>Theme</b>	<i>Unit #1: Sharing the Planet</i> <i>Citizenship; Movement and Migration</i>	<b>Suggested Duration</b>	<i>6-9 weeks</i>
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### GSE Standards

#### Priority Standards

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELAGSE5RL3: 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).

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Essential Questions**

<p><b>Factual—</b></p> <p>What are some civil rights guaranteed by the United States?</p> <p>Which historical figures were instrumental in different equal rights movements?</p> <p>Where were major locations that American citizens emigrated from?</p> <p>What were major areas that American citizens immigrated to?</p>	<p><b>Inferential—</b></p> <p>How were different historic figures influenced by their location and personal identities?</p> <p>How did personal identities and existing conditions in the United States influence where immigrants settled?</p> <p>How did changing technology impact migration trends in the United States?</p>	<p><b>Critical Thinking-</b></p> <p>Why were some historic figures more successful than their predecessors in the same movement?</p>
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<b>Tier 1 Words Conversational</b>	<b>Tier 2 Words Transferable</b>	<b>Tier 3 Words Domain-specific</b>
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move, same, different, new, old, right, wrong, reason	century, territory, contribution, expansion, bias, persecution, opportunity, responsibility, participation, representation	imperialism, colonization, emigration, immigration, transcontinental, due process, ratification, suffrage
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**Science of Reading Strategies**

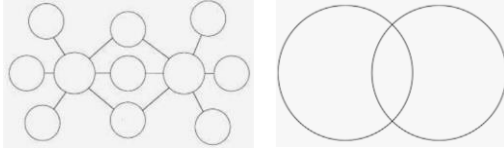
<p><a href="#">Berger Framework for Comprehension: Template</a></p> <p><a href="#">Berger Framework with Instructional Notes</a></p>	<p><b>Morphology Strategy</b></p> <p>Use the <a href="#">Getting to Root of It</a> strategy from <a href="#">Florida Center for Reading Research</a> to break down and develop knowledge of the connections inherent to key vocabulary from this unit, especially those that include multiple affixes and roots--<i>immigration, colonization, transcontinental</i>.</p>	<p><b>Comprehension Strategy</b></p> <p>Use the <a href="#">Background Check</a> strategy from <a href="#">Florida Center for Reading Research</a> to encourage students to gather, review, and remember a variety of terms and ideas related to this unit.</p>
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## Assessments

### **Formative Assessment(s):**

**Description:** Comparing Changemakers

1. Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas.



2. Have students choose two of the historical figures they have learned about during this unit to compare and contrast based on their personal backgrounds and influence on a specific equal rights movement.

### **Standards:**

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL3: 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).

### **Summative Assessment(s):**

**Description:** [Sharing the Planet Planner Summative](#)

### **Standards:**

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELAGSE5RL3: 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).

ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **Writing Task and Rubric:**

**Description:** Imagined Reflection

1. Provide the students with the following prompt and a copy of a [Story Mountain Template](#): *Imagine you are a child emigrating from another country to the United States. Using your notes from this unit and any other resources, decide on which country you are emigrating from and what area in the US your family is going to live. Create a journal entry for a day in your life at any point in the immigration process--trip from original home to the US, first day in the US, starting in a new school, etc. Be sure to write in first person and include accurate historical details within your imagined narrative.*
2. Provide students with a [Narrative Writing Checklist](#) to guide their work and score final products using a [Narrative Writing Rubric](#).

**Standards:**

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Building Background Knowledge Through The Berger Framework</b>	<a href="#">Berger Framework: When Jessie Came Across the Sea</a>	
<b>Standards Based Text Activities</b> - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<ol style="list-style-type: none"><li>1. Emphasize with students that social movements do not happen in a vacuum and often happen in tandem with one another.</li><li>2. Have students use available texts and resources to create a <a href="#">Parallel Timeline</a> showing events related to Women’s Suffrage and American Immigration.</li><li>3. Allow students to tape multiple timelines together as needed to capture the important information.</li></ol>	
<b>Performance Task</b> - students should use both written and verbal expression to complete the task.	<ol style="list-style-type: none"><li>1. Review with students some of the important facts they have learned about special people in history. Ask students what impressed them most about each one. Ask students what they felt about the challenges each of them faced.</li><li>2. Explain to students that they will be writing free verse poems about one of the people in this unit. Explain to students that there are no rules about how to write free verse poems; free verse poems do not have to rhyme, and there can be as</li></ol>	

many or as few words on a line as they wish. Explain to students that free verse poems are simply made up of the words they choose to write. In addition, explain to students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line. Use [Poetry Foundation free verse examples](#) (filtered for *Suitable for Children*) to provide some exemplars.

3. Have students create a free verse poem for a chosen historical figure discussed in this unit and share their poem aloud either in person or through a Flip Grid recording.

**Recommended High Quality Complex Text By Lexile Band**

**Citizenship**

\*Preview all books for content before reading to students to look for any questionable material\*

Susie Q Fights Back (District provided with previous transdisciplinary unit)

**Movement and Migration**

\*Preview all books for content before reading to students to look for any questionable material\*

Coolies by Yin (District provided with previous transdisciplinary unit)

When Jessie Came Across the Sea (District provided with previous transdisciplinary unit)

Locomotive (This book can be found in Media Centers and at <https://openlibrary.org/>)