

# Clues to Culture

Essential Question

This six week unit focuses on clues to Native American nations/ culture as revealed through pairings of literature and informational text.

How does literature provide clues to a culture?

CCSS standards	Resources, materials, activities and assessments
<p><b>Reading Standards for Literature</b>  <b>RI.5.1</b> Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.5.9</b> Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>Reading Standards for Informational Text</b>  <b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  <b>RI.5.7</b> 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.  <b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points on a text, identifying which reasons and evidence support which point {s}.</p> <p><b>Reading Standards: Foundational Skills K-5</b>  <b>RF. 5.4</b> Read with sufficient accuracy and fluency to support comprehension.              b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. <b>Cont.</b>              c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Books:</b> <u>Two Bad Ants</u>, <u>Trickster Tales</u>, <u>Julie of the Wolves</u>, <u>Sign of the Beaver</u>  <b>Activities:</b> <u>Two bad Ants</u> point of view, Native Americans Today, internet4classrooms.com (search point of view), debate a topic</p> <p><b>Assessments:</b> journals, open response, group discussion, multiple choice quizzes, observations, graphic organizers, chart/graph/tables</p> <p><b>Your task will be to create an informative/explanatory essay in response to the essential question by reading two books from two</b></p>

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## Writing Standards

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases and clauses (e.g. consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**W.5.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related info. Logically; include formatting (e.g. heading), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other info. And examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the info. or explanation presented.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task.

**W.5.6** 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 sitting.

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- a. Apply grade 5 Reading standards to literature (e.g. Compare and contrast two or more characters, settings or events in a story or a drama). **Cont.**
- b. Apply grade 5 Reading standards to informational text (e.g. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point {s}).

different cultures/time periods.

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### Speaking and Listening Standards

**SL.5.1** Engage effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of info. and knowledge gained from the discussion.

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Language Standards

**L.5.1** Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g. I had walked, I have walked, I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use punctuation to separate items in a series.
- f. Use a comma to separate an introductory element from the rest of the sentence.

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **Cont.**
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).

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<p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
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