

Coming of Age

Essential Question

This final six week unit focuses on the genre of the novel and uses “coming of age” as a unifying theme.

How can literature help us understand what it means to “grow up”?

CCSS standards	Resources, materials, activities and assessments
<p>Reading Standards for Literature</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Standards for Informational Text</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts or info. in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and</p>	<p>Books: Bud, Not Buddy</p> <p>Activities: create character charts. Skim,scan,and scroll. Create a play about the Great Depression Era.</p> <p>Assessments: journal, class and group discussions, partner conversations,multiple choice quizzes, open responses, charts and</p>

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differences in the point of view they represent.

Cont.

RI.5.10 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 grades 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills K-5

RF. 5.4 Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

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 information logically; including formatting (e.g. headings), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information 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 information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequence.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events

graphs. All will be used to create a multimedia coming of age presentation using a flip camera.

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precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

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.

W.5.8 Recall relevant information from experiences or gather relevant info. from print and digital.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

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, drawing on specific details in the text).

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)).

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. **Cont.**

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.5.2 Summarize a written text read aloud or information presented in diverse media and

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formats, including visually, quantitatively, and orally.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

L.5.1 Demonstrate command of the conventions of standard 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 tenses.
- e. Use correlative conjunctions (e.g. either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and not (e.g. Yes. Thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?), and to indicate direct address (e.g. Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading and listening.

- a. Expand, combine and reduce sentences for meaning, reader/ listener interest and style.

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b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas or poems.

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).