

5th Grade ELA Unit 3 – Big Idea – What are the components of an effective opinion writing piece? How will reading diverse genres and formats deepen my thinking?

Students will explore a variety of literature genres, analyze quality examples of opinion text, and write effective opinion pieces.

Theme:

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Π–ππ CCSS Standard	Related Learning Targets My students can:	What sources or materials will I use to reach this learning target? What procedures or methods will I use to teach this skill?	What assessments will I use to ensure students have reached learning targets?	Qtr. Target is met
***** RF.5.3.	Reading: Foundational Skills ● use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
RF.5.4.	● read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
***** RL.5.2.	Reading Literature ● determine the theme of a drama, or poem from details in the text. ● determine how the speaker in a poem reflects upon a topic.			
RL.5.4.	● determine the meaning of figurative language such as metaphors and similes.			
RL.5.5.	● explain how a series of scenes or stanzas fit together to provide the overall structure of a drama or poem.			
RL.5.7.	● analyze how visual and/or multimedia elements contribute to the meaning, tone, or beauty of a folktale, myth, or poem.			
RL.5.10. & RI.5.10.	● read and comprehend literature, including stories, dramas, and poetry at the Lexile® range of 740 -1010.			
***** RI.5.6.	Reading Informational Text ● analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
RI.5.8.	● explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which point(s).			
***** W.5.1.	Write opinion pieces, supporting a point of view with reasons and information. ● introduce topic and state opinion. ● group ideas logically to support purpose. ● provide logically ordered reasons that are supported by facts and details. ● link opinion and reasons using transition words, phrases, and clauses... ● provide a concluding statement or section related to the opinion presented.			

CCSS	Unit 3 - Related Learning Targets	Sources/Materials/Procedures/Methods	Assessments	Qtr.
W.5.5.	<ul style="list-style-type: none"> ● (with guidance from teacher and peers) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 			
W.5.6.	<ul style="list-style-type: none"> ● (with some support from adults) use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others to create product. ● use keyboarding skills to type a minimum of two pages in a single sitting. 			
W.5.7.	<ul style="list-style-type: none"> ● conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 			
W.5.8.	<ul style="list-style-type: none"> ● recall relevant information from experiences or gather relevant information from print and digital sources. ● summarize or paraphrase information in notes and finished work. ● provide a list of sources. 			
W.5.9.	<ul style="list-style-type: none"> ● explain how an author uses reasons and evidence to support particular points in a text and identify which reasons and evidence support which point(s). 			
*****	<p>Speaking and Listening in Group Discussions</p>			
SL.5.1.	<ul style="list-style-type: none"> ● pose questions during discussions that contribute to the topic. ● respond to specific questions by making comments that <i>contribute</i> to the discussion and <i>elaborate</i> on the remarks of others. 			
*****	<p>Language (Integrate Language w/Opinion Writing When Possible)</p>			
L.5.1.	<ul style="list-style-type: none"> ● continue to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 			
L.5.2.	<ul style="list-style-type: none"> ● use a comma to separate an introductory element from the rest of the sentence. 			
L.5.4.	<ul style="list-style-type: none"> ● use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. <i>You may wish to collaborate with other grades to determine which Greek and Latin word parts will be focused on in fifth grade.</i> 			
L.5.5.	<ul style="list-style-type: none"> ● interpret figurative language, including similes and metaphors, in context. ● recognize and explain the meaning of common idioms, adages, and proverbs. 			
L.5.6.	<ul style="list-style-type: none"> ● continue acquiring vocabulary to improve comprehension and expression. ● use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 			