

**Reading Unit: Exploring How Interactions and Structures Work Together**

**Unit Description:** Students will be working with informational text to explore the structures of real-life events, as well as the interaction between authors' presentation of facts and their own perspectives.

**Length:** approximately 6-7 weeks

<p>Enduring Understandings</p>	<p>Events in real life are not always as simple as one cause leads to one effect, or there is one solution to a given problem. Students will explore the relationships and interactions in historical events to explore how those structures may be more complicated and how they can result in two different stories being told about the same event. Students will return to the concept of perspective we studied earlier in the year to understand that authors' perspectives affect how they write about events and analyze if/when bias may be present in a text.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> <li>▪ How does the cause-effect relationship work in real life?</li> <li>▪ How can two texts be written on the same topic being similar and different at the same time?</li> <li>▪ Why do authors tell ideas in different ways?</li> <li>▪ How does an author's viewpoint influence the information presented?</li> <li>▪ How do good readers verify facts and distinguish them from opinion/bias?</li> </ul>
<p>Common Core Standards</p>	<p><u>Primary Standards:</u>  <i>Reading</i>            CC.5.R.1.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.            CC.5.R.1.3 Key Ideas and Details: 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.            CC.5.R.1.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><i>Writing</i>            CC.5.RI.9 Integrate information from several texts on the same topic in order <i>to write</i> or speak about the subject knowledgeably.            CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.            CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Secondary Standards:</u>  <i>Reading</i>            CC.5.R.1.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.            CC.5.R.1.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><i>Writing</i>            CC.5.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.            CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

	<p><i>Speaking &amp; Listening</i>                      CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><i>Language</i>                      CC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Assessments</p>	<p>Diagnostic: picture analysis, pre-writing (KW T-chart)                      Formative: class discussions, partner work, exit slips                      Summative: Students will read two texts on the same event, comparing and contrasting the overall structure of the event and explaining the relationship between different parts of the event (i.e., multiple causes leading to one effect, or multiple solutions to a problem). Students will analyze the role the authors' perspectives played in creating the difference between the two texts.</p> <p>Writing: Students will create a three-part piece: 1) a general section about one type of natural disaster (2-3 paragraphs); 2) a section describing one specific disaster of that type (1-2 paragraphs); and 3) an "I Survived" narrative section (2-3 paragraphs).</p>
<p>Texts/Resources</p> <p>○</p>	<p><b>Informational Texts:</b>  <i>Inside Hurricanes</i>, by Mary Kay Carson  <i>Hurricanes</i>, by Seymour Simon                      informational texts on various natural disasters                      Achieve3000 and NYTimes articles on weather, natural disasters</p> <p><b>Fiction:</b> <i>Upside Down in the Middle of Nowhere</i> by Julie T. Lamana</p> <p><b>Multimedia:</b>                      google images of natural disasters                      news videos of natural disasters</p>
<p>Learning Activities</p>	<p><b>Objective 1 SWBAT understand the focus and strategy goals of our new unit and get excited about the content.</b>                      Week 30: April 13 (PD Wednesday, no school Thursday)                      Text focus: informational texts on various subjects in partner work, hurricanes for large group</p> <p><u>Reading:</u>                      Mini-lesson: Good readers activate their prior knowledge and build curiosity about a new topic.                      Mini-lesson: Good readers identify specific characteristics of informational text (and their purpose).</p> <ul style="list-style-type: none"> <li>▪ using non-fiction text features as preview of contents, to set purpose and to highlight possible main ideas</li> <li>▪ gathering what we already know on the content (not strategy) of unit</li> </ul> <p><u>Writing:</u> Brainstorming, setting purpose, generating excitement.</p> <p>Mini-lesson: Good writers choose a topic they're interested in and start planning their research.</p>

- using same events discussed in building curiosity during reading
- use KW T-chart to pre-assess what students already know on specific topic
- use KW T-chart for teacher to pre-assess students' ability to generate questions to guide research and students to set purpose/goals for their research

**Objective 2: SWBAT evaluate text to determine importance and separate main ideas from details.**

Week 31: April 20-24

Reading:

Mini-lesson: Good readers look for signal words to determine importance.

Mini-lesson: Good readers use text features to analyze importance and determine (multiple) main ideas.

Mini-lesson: Good readers determine importance by analyzing author's purpose.

- signal words: Strategies that Work p 242: surprisingly, importantly, now, however, next, on the other hand, consequently, etc.
- finding three main ideas in text: more than one important piece of information (Strategies that Work p 166; Super 6 page 206)
- focus on how we determine importance, how we can use text features (headers, subheaders, bold text, etc) to help us do that, look at frequency (tally marks strategy again) that something is mentioned in the text
- figure out which details are additive to the main idea and which are extraneous.
- important to whom? (Strategies that Work p 167): focus on importance to author, what they were trying to get across, versus student-interest in specific ideas: distinguish between what's interesting to YOU and what the writer wanted you to take away from the article

Writing: Begin researching.

Mini-lesson: Good writers read with a question in mind.

Mini-lesson: Good writers skim and scan to find important information.

- model research notes sheet (research notes bundle download)
- good search sites: [www.kidrex.org](http://www.kidrex.org); [www.facthound.com](http://www.facthound.com); [www.gogooligans.com](http://www.gogooligans.com); [www.kidzsearch.com](http://www.kidzsearch.com)
- evaluating a source
- using questions to set purpose: look for specific information in text
- note-taking: skim and scan for importance to answer our questions, to gather data from various sources, to properly keep track of sources for research (alter Super 6 p 62 to use for gathering info rather than predicting)
- note take for specific event / note take for general disaster

**Objective 3: SWBAT explain the relationships between people and events, determining importance by making relevant connections.**

Week 32: April 27-May 1 PARCC testing

Reading:

Mini-lesson: Good readers evaluate the relationships between text elements (people, events, concepts).

Mini-lesson: Good readers compare the structure of an event to the structure of a text.

Mini-lesson: Good readers trace the development of an idea throughout a text.

- look for connections between people, events, and topics/concepts across the text: what is important to explaining the event (versus what is irrelevant or tangential)
- how do people in the event relate to it? how does a person's actions affect the progression of an event?
- analyze how the author develops importance across the text by returning to it in different sections/areas
- How does this relate to something else I know about the world? How does the author connect this to something else? How does this help something else happen?
- how is author using the text? to contrast? to complement? to explain? how does this relate to how the event happened? (is event cause → effect but author uses compare/contrast with another event to explain it?)
- use outline to see how idea/importance tracks through text

Writing: Continue researching, create a plan.

Mini-lesson: Good writers paraphrase as they take notes.

Mini-lesson Good writers create an outline.

- plan piece: general / specific / perspective. give guidelines (3 p specific, 2 p general, 2 p narrative/l survived perspective)
- how to paraphrase, how to restate information in our own words

**Objective 4: SWBAT analyze both the structure of events themselves and how the event is presented in texts.**

Week 33: May 4-8

Reading:

Mini-lesson: Good readers recognize the relationship between cause and effect.

Mini-lesson: Good readers understand and explain how multiple causes can lead up to one effect.

Mini-lesson: Good readers analyze how the text structure of event may differ from the structure of the event.

- cause → effect not always in order, , or even in same sentence, sometimes told effect then cause, sometimes split up throughout the text. use key words to determine cause (because, due to, as a result of, since) and effect (therefore, consequently, accordingly, outcome, end result)
- [http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/?\\_r=0](http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/?_r=0)
- authors' purpose in presentation

Writing: Drafting.

Mini-lesson: Good writers create a strong lead.

Mini-lesson: Good writers link opinions and reasons.

- giving supporting evidence. using information across sources.
- key linking words: consequently, therefore, specifically.

**Objective 5: SWBAT differentiate between fact and opinion and explain how an author used reasons and evidence in a text.**

Week 34: May 11-15

Mini-lesson: Good readers distinguish facts from opinions.

Mini-lesson: Good readers identify the evidence that supports a statement.  
Mini-lesson: Good readers look for logical arguments and determine when an argument is not supported.

- fact/opinion key words: good/bad (values), might/could/should/may (qualifiers), never/always (absolutes),
- look for supported claim
- understand persuasive language
- logical fallacies (nonsense arguments: use commercials/multimedia examples!).

Writing: Drafting

Mini-lesson: Good writers use domain-specific vocabulary.

Mini-lesson: Good writers quote from sources.

- use expert words, expand the vocabulary of your audience
- how to incorporate quotes

**Objective 6: SWBAT analyze an author's perspective and/or purpose.**

Week 35: May 18-22

Reading:

Mini-lesson: Good readers analyze an author's point of view.

Mini-lesson: Good readers assess the element of bias present in a text.

Mini-lesson: Good readers evaluate an author's purpose.

- go back to subjective/objective from first unit of year: is author just giving facts? is author presenting opinion? is author's opinion
- go back to positive/negative tone from third unit: is author adding connotation?
- introduce bias / types of / ways to look for (is statement tied to a fact / detail or evidence)
- when is author stating fact versus giving opinion, what is loaded language
- evident stereotyping (images from arrests, white kids = school picture, black kids = arrest picture, how does that affect the text)
- is author trying to persuade me to believe one thing over another? to make me believe a different reason for what happened in an event than others believe?
- Why is this important? make right choices as a person. read between the lines and stick up for your own beliefs.

Writing: Revising, using peers as sounding boards

Mini-lesson: Good writers revise their work. (ARMS = add, remove, move, substitute).

Mini-lesson: Good writers use peer feedback. (TAG = tell something good, ask a question, give a suggestion).

- look at work with a fresh eye. read to change, not to fix (not editing)
- constructive feedback

**Objective 7: SWBAT analyze multiple accounts of the same event.**

Week 36: No school Monday May 25; May 26-29

Week 37: June 1-5 NWEA TESTING

Reading:

Mini-lesson: Good readers compare and contrast texts.

Mini-lesson: Good readers determine the difference in authors' perspectives.

Mini-lesson: Good readers evaluate differences in authors' perspectives and presentations.

- find differences in important/main ideas (may have same details) → interpretation plays a role
- two authors tell story different way: judge by importance, by bias, by perspective, think about purpose

Writing: Editing

Mini-lesson: Good writers edit their work. (CUPS = capitalization, usage, punctuation, spelling)

- check in with spelling experts
- use domain-specific vocabulary
- linking words
- opinions clearly labeled as such
- sources cited correctly

**SUMMATIVE ASSESSMENT:**

**Objective 8: SWBAT analyze the structure of an event and the way it was reported.**

Week 38: June 8-12

Week 39: June 15-19

Reading:

Mini-lesson: Good readers identify and evaluate the perspective a piece is told from.

Mini-lesson: Good readers identify and analyze causes and effects throughout an event or text.

Mini-lesson: Good readers form their own opinions, using evidence from the text, agreeing or disagreeing with the author's perspective/bias.

- statement "if someone said X" = agree or disagree, evaluate using evidence from the text.
- build capacity to analyze/evaluate, include our own thoughts/perspective (synthesize)

Writing: Publishing

Mini-lesson: Good writers create a final polished draft to share with their audience.

**Writing celebration.**