

## Topic/Theme: Using Your Wits

## Learning Standards

## Unit Learning Standards and Core Concepts

**Reading**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their

**Major Concepts:**

**Theme:** Week 1: Tricksters Week 2: Thinking It Through

**Phonics/Word Study** - Open Syllables; Multisyllabic Words

**Vocabulary** - Vocabulary Strategies; Analogies; Homophones

**Comprehension** - Character and Setting; Analyzing Story Structure; Sequence

**Fluency** - Review yearly goals; Rate, Expression and Phrasing

**Grammar/Mechanics** - Action Verbs, Subject-Verb Agreement; Verb Tenses, Capitalization and Punctuation in Poetry

**Writing** - Narration and Dialogue; Mix Narration with Dialogue

**Assessment** - Unit Assessment

**Processes:**

**Read aloud** grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Produce** analogies with known antonyms and synonyms.

**Use context** (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.

**(Readiness Standard)**

**Compare** and **contrast** the themes or moral lessons of several works of fiction from various cultures.

**Describe** the phenomena explained in origin myths from various cultures.

**Read** independently for a sustained period of time and **summarize** or **paraphrase** what the reading was about.

**Analyze** the similarities and differences between an original text and its dramatic adaptation.

**Synthesize** and **make logical connections** between ideas within a text and across two or three texts representing similar or different genres. **(Readiness Standard)**

**Describe** incidents that advance the story or novel, **explaining** how each incident gives rise to or foreshadows future events.

**Establish purposes** for reading selected texts based upon own or others' desired outcome to enhance comprehension.

**Monitor** and adjust comprehension (e.g., using background knowledge, creating sensory image, rereading a portion aloud, generating questions). **(Readiness Standard)**

**Summarize** and **paraphrase** texts in ways that maintain meaning and logical order within a text and across texts. **(Readiness Standard)**

understanding.

(4)  
Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

**Analyze** how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas. **(Readiness Standard)**  
**Make** connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. **(Readiness Standard)**  
**Explain** the roles and functions of characters in various plots, including their relationships and conflicts. **(Readiness Standard)**  
**Use** a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate words choices, and parts of speech of words. **(Readiness Standard)**  
**Write** responses to literary or expository texts and **provide** evidence from the text to demonstrate understanding. **(Readiness Standard)**  
**Plan** a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topic.  
**Develop** drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.  
**Create** multi-paragraph essays to convey information about the topic.

(5)  
Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

<b>Essential Question (s):</b>	<b>Literature Connection (s)</b>	
How can you use your intelligence to outwit others?	<i>Week 1</i>	<i>Week 2</i>
Why is the theme of a work of fiction important?	Anansi and Common Sense (Preteach)	A Real Princess (Preteach)
How can placing the events of the plot in sequential order help you identify incidents that advance the story?	The Catch of the Day(Main)	The Golden Mare...(Main)
How did comparing and contrasting information help you connect ideas in this text?	The Fox and the Crow (Paired Selection)	Tale Told Around the World
What is the author's perspective toward the events in the story?	<u>Leveled Readers:</u>	
	Coyote and the Rock	Graham the Kind Hearted
	Brer Rabbit and the Gizzard Eater	Daisies in Winter
	How Thor got his Hammer	The Three Sisters
	Brer Rabbit's Ride	Flowers in Winter
	Teacher Selected Reading	Classroom Library    School Library

<b>Media Connection (s)</b>	<b>Instructional Resources</b>
<i>Please visit the WOCCISD LiveBinder for the Media Connections related to this unit.</i>	Texas Treasures (Macmillan/McGraw Hill) Teachers Edition Texas Treasures (Macmillan/McGraw Hill) Student Edition Daily Five Write Source

(6)

(7)  
Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(8)  
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

(9)  
Reading/Comprehension of Text/Independent Reading. Students

### Focus Lesson/Direct Instruction/Modeling

#### Introducing the Theme:

- Introduce the unit theme, "Using Your Wits" by discussing the unit question: *How can you use your intelligence to outwit others?* Allow students to discuss the meaning of this question and brainstorm how one can use intelligence to outwit others. You may need to discuss the meaning of outwit. In this unit, students will listen, read, and write about people using their intelligence to solve problems. Students will demonstrate mastery of the learning outcomes for the six weeks by a writing a Narrative and Dialogue and preparing an Research Project as a culminating activity. The projects will require students to incorporate literary elements such as characters, setting, and plot. The published narratives can be displayed in the classroom. As a whole group, define the term "outwit" and review synonyms and antonyms of the word. Allow students to create sentences using the word "outwit" to ensure understanding. **Student Artifact:** Outwit Sentences

- Connect and Engage: Introduce the theme, "Trickster" by Choral Reading a trickster tale from a variety of cultures. Explain that trickster tales are folktales. Folktales are short stories that comes from the oral tradition. Folk tales often have to do with everyday life and frequently feature wily peasants getting the better of their superiors. A Trickster is a mischievous or roguish figure in myth or folklore who typically makes up for physical weakness with cunning and subversive humor. The Trickster alternates between cleverness and stupidity, kindness and cruelty, deceiver and deceived, breaker of taboos and creator of culture. Students should get a clear understanding of the underlying message in folktales and be able to interpret the character's motivations. You may consider the following books or a story from your basil reader: Consider engaging students in a study of culturally diverse folktales by reading; *The Clever Monkey* (West African) by Rob Cleveland, *How the Tiger Got His Stripes* (Vietnam) by Rob Cleveland, *The Dancing Turtle* (Brazil) by Pleasant DeSpain, *The Green Frog* (Korean) by Yumi Heo, or *Anansi & the Moss Covered Rock* by Eric Kimmel, or other culturally diverse folk and fairy tales. A study of story structure, through the use of a literacy chart will assist with students delving into the story elements such as the plot's problem and solution.

**Classroom Artifact:** Literacy Chart

### Guided Reading, Guided Writing, Assessing, Conferring

#### Whole Group - Read Aloud

*Demonstrate how you use the strategy while reading the sample text and stopping to think aloud as you read. Explain to students that you will be sharing what you are thinking as you read. This lets your students see and hear the invisible, cognitive processes of reading. Select a piece of text to use as you model.*

**Strategy:** Analyze Story Structure, Character and Setting, Summarize      **Genre:** Folktales, Fairy Tales, Expository, Drama

#### Before Reading

*Routine:* Read the title of the book and show the front cover. Establish prior knowledge, purpose, and predictions: Provide background information or allow students to share ideas that they have based on the title or the picture. Invite students to make

read independently for sustained periods of time and produce evidence of their reading.

Figure: 19  
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

### **Writing**

Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and

predictions or pose questions about the book based on their knowledge of the author, title, topic, or picture. Remind students to think about their predictions as you read aloud. Introduce and/or review vocabulary. Introduce words found in the text and important words to students' comprehension. Provide opportunities for students to use the words, either in a quick activity, or in sentences. Introduce and/or review the focus strategy. Explain to students how to use the strategy.

### **Mini-Lesson - Week One: Understanding the Trickster in Stories**

**Mentor Text:** *Brer Rabbit Earns a Dollar-A-Day, Anansi and the Turtle, and Brer Fox Catches Old Man Tarrypin*

Teacher will lead students in a rigorous character analysis of the "trickster" in trickster tales. After reviewing the overview of a folktale, guide students through a thorough analysis of the trickster. Tell students that tricksters generally share the following characteristics:

- \* Tricksters are a highly humanized animal hero. (Discuss personification - *We will use Anansi the Spider, Coyote, and Brer Rabbit for this lesson*)
- \* Tricksters are animals of inferior size and strength but superior cleverness.
- \* Tricksters are not very moral. (*This is open to interpretation, depending on one's morals*)
- \* Tricksters survive the dangers and challenges of the world through trickery and deceit.
- \* A trickster's value deal with convenience to him.
- \* A trickster's favorite prey is a larger and therefore stronger animal than him - generally a lion, elephant, hyena.
- \* A trickster is always in control of the situation, manipulating people around him to his advantage.

Read aloud *Brer Rabbit Earns a Dollar-a-Day*. As you are reading, complete the "during reading" routines to help students understand the text. Ask comprehension questions to ensure accountability. After reading and as a class, complete the character analysis chart (*see LiveBinder*). Review each characteristic and ask students to locate where in the story the trickster displays these characteristics. After completing the chart, ask students, "Why do the characters represent in our society? Why do you think so?" **Class Artifact:** Trickster Characteristics

### **Mini-Lesson - Week Two: Folktales**

with students (e.g. fairly unrealistic with magic and talking animals; happened a long time ago; usually a hero or savior plays a supporting role, usually has a happy ending, etc.). Teachers should contrast folktales with other forms of fiction, especially with fables, which can be similar to folktales, but which have a clearly stated moral lesson (or moral) at the end. (See *The Hen & the Apple Tree*, p. 98 Read Aloud Anthology for example of fable.)

Teachers should discuss the influence of culture and history on folklore and talk about how folktales were rarely written down until they had been shared orally for generations. Thus, variations in familiar themes can be seen in some of the most famous folktales.

ideas.

(17) Writing.  
Students write about their own experiences.

### **Oral and Written Conventions**

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Tell students, “Today I want to teach you that just as we may analyze the differences in the settings of stories that are linked by theme, powerful readers often analyze the differences in characters as well. We may pay attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble. We study how those characteristics affect our ideas about the themes.”

### **During Reading**

**Routine:** Read the story. Stop occasionally to model a Think Aloud. Model and practice the focus strategy. Stop at predetermined points to invite students to react or reflect on thinking with a partner; write a note in their journal, share thinking using "CAFE" Comprehension Strategies, such as prediction and differencing. Using sample Read Aloud Questions/Prompts, hold students accountable for the knowledge in the text and accountable for rigorous thinking. (*See Examples*)

\* Use direct and indirect characterization questions to help students with in-depth character analysis.

For read aloud and shared reading this week, in addition to the stopping point questions that are provided in the TE for *The Catch of the Day* and *The Golden Mare, The Firebird, And The Magic Ring*, add questions related to understanding themes in literature.

### **Discussion Questions:**

What is a theme? What are some examples of themes you might find in stories?

- What important themes can you identify in this story?
- What other stories have we read that have the same themes?
- What is the moral of this story? What lesson does the author want us to learn?

### **After Reading**

**Routine:** Follow-up to focus strategy. Ask students to respond to reading by sharing their reflections and reactions. Have students demonstrate comprehension by retelling, summarizing, discussing ideas, answering questions, or other after reading activities. Determine an indicator of mastery for focus strategy. At a minimum, mastery should indicate a satisfactory understanding of focus strategy, text, concepts, and enduring understandings.

### **Mini-Lesson: Comparison and Contrast of Characteristics Across Text**

**Task:** Make connections between text by comparing characters, settings, and plot in two different selections. Ask students to read *Anansi and the Turtle* and *Brer Fox Catches Old Man Tarrypin*. Compare and contrast the theme of the two stories. Do these tales bear similarities? Complete the character analysis chart for the two tricksters in these stories. **Student Artifact:** Character Analysis Chart

### **Whole Group - Phonics/Word Study**

Use the routines and activities for Open Syllables described in Treasures TE, Unit 3 (p. 251C).

Compositions.

After explicit instruction, use the 5- Day Spelling activities (Treasures TE, Unit 3, 277E) to practice Open Syllable sounds.  
Homework: Open Syllable activities; Phonics / Spelling Practice Book, p. 61 - 66 (On CD)  
Application: Have students practice reading Open Syllable passages on p. 15 of Teacher's Resource Book (On CD) until they are able to read them fluently.  
Use Speed Drill on p. 130 of Teacher's Resource Book (On CD)

(22) Oral and Written Conventions/Spelling. Students spell correctly.

Use the routines and activities for Open Syllables (V/V) described in Treasures TE, Unit 3, (p. 279C).  
After explicit instruction, use the 5-Day Spelling activities (Treasures TE, Unit 3, 307E) to practice Open Syllables (V/V) sounds.  
Homework: Open Syllables (V/V) activities; Phonics / Spelling Practice Book, p. 67 - 72 (On CD)  
Application: Have students practice reading Open Syllable (V/V) passages on p. 16 of Teacher's Resource Book (On CD) until they are able to read them fluently.  
Use Speed Drill on p. 131 of Teacher's Resource Book (On CD)

**Listening and Speaking**

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

**Whole Group - Vocabulary**  
**Mentor Text for Selection Vocabulary:** *Anansi and Common Sense* (Treasures, p. 253); *A Real Princess* (Treasures, p. 280)  
Use the 5-Day Vocabulary activities (Treasures TE, p. 252) to teach: *wares, treasurer, merchandise, instruct, educate, burdens, appreciation, unfortunate.*  
Use the 5-Day Vocabulary activities (Treasures TE, p. 280) to teach: *dismiss, intentions, despair, descended, seek, accompany, delicacies, and consented .*

**Mini-Lesson: Analogies**

**Task:** Construct analogies using synonyms and antonyms. Explain that word analogies show relationships between pairs of words. Using analogies can help students improve vocabulary. Using vocabulary words, students create and analyze analogies and infer word meanings from these relations. Choose words from the selection(s) or topics currently being read in class. Teach students how to read analogies. Explain analogical symbols (i.e. ":" means "is to" and "::" means "in the same way as"). Give several examples of synonym relationship.  
**Routine:** Read the sample. Identify the relationship. Create a similar example of the relationship. Have students look through current reading to find analogy examples and share them. Repeat this process for antonym relationships. Set the criteria for mastery. At a minimum, students should demonstrate a grasp of the definitions and correctly form analogies for each word. Ideally, all students will be able to determine relationship pairings and create similar examples. As students create similar examples of analogies, have them record the examples on construction paper and hang in the class. Use dictionaries and thesauruses as a reference. **Student Artifact:** Analogies

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply

**Mini-Lesson: Homophone**

earlier standards with greater complexity.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.

A homophone is a word that is pronounced the same as another word but differs in meaning. Examining homophone pairs helps your students develop vocabulary by encouraging them to think about the relationship between spelling and meaning. Show examples to students as you come across them (e.g. male/mail; morning/mourning), and give a student friendly definition of each. Collect the homophone pairs on a flipchart or board. Encourage students to find homophone pairs and add them to this class collection. Students must be able to provide a definition and give an example of how the words are used before they go into the collection. **Class Artifact:** Homophone Pairs Reference Chart

### **Writing Workshop**

**Task:** Developing Voice through Dialogue

**Mini-Lesson:** Strong Sentences: Narration and Dialogue

Explain to students that narration is what a writer tells about characters and plot through descriptions. Dialogue is a character's exact words, or what characters say to each other. Dialogue is set off in quotation marks. It makes characters seem more real and believable. Explain that good writers use dialogue and narration to help readers learn about character's thoughts and feelings from what they say and what they do. Ask students, "What makes effective dialogue?" Turn and talk with a partner. Report out. Teacher writes responses on the board. Explain to students that effective dialogue tells us something distinctive about the character even if it furthers the plot. Explain that dialogue shows dialect, slang, peculiar phrases, typical things a character says. Show students examples of stories with dialogue. Allow students to discuss how the dialogue makes the character come alive. Tell students that they will be writing dialogue with narration. Model the thought process involved in deciding how the character would speak. Rehearse orally, then demonstrate how to write some dialogue for a character. Using the *Dialogue Tag* handout to illustrate how students can vary the tags to make the character interesting. Using Writing Transparency 36, prompt students to narrate a conversation with a friend. Support students as they try to write further lines of dialogue independently. **Student Artifact:** Draft - Dialogue with Narration

**Mini-Lesson:** Mixing Narration with Dialogue

Using Teacher's Resource Book, page 188, students will work to add narration to dialogue to show who is speaking and what is happening. Explore mixing dialogue with narration. Show students examples of dialogue without narration. Tell students to notice how difficult it is to tell what's going on because the writer did not use narration. Show an example of the same dialogue with narration. Discuss with students how the narration helps the reader imagine the scene. Use Treasures TE, page 305B, to guide students through adding narration to dialogue. Use a Thank Aloud to show how to add narration. Display the writing prompt on Writing Transparency 37. Allow ample time for students to draft a narration mixed with dialogue. **Student Artifact:** Draft Narration mixed with Dialogue

**Mini-Lesson:** Punctuating Quotations

Review the Rules for Punctuating Dialogue in a Story. Guide students through the specific examples of each rule.

Allow students to find examples from the Read Aloud that illustrates the rules. Allow students to practice each rule by writing sentences. **Student Artifact:** Dialogue Sentences

**Grammar/Mechanics Mini-Lessons:** Action Verbs, Subject-Verb Agreement, Verb Tenses, Capitalization & Punctuation

Using the Grammar Practice Book, guide students through grammar and mechanics practice. For writing purposes, these skills should be supported during guided writing, discussed during student/teacher conference, and included in revision and editing activities.

Grammar Practice Book pages 51 - 60

### **Small Group - With Teacher**

#### **Guided Reading**

**Mini-Lesson:** Use the small group lesson guides (*Treasures, Unit 3, page 319M*) to accompany the leveled readers. Feel free to use the campus library as another resource to select sets of leveled books, especially for struggling students who may be reading well below grade level.

GR Mini-Lessons to complete during this term:

- \* When Comprehension Breaks Down (Fix-It Strategies)
- \* Personification
- \* Summarization
- \* Character and Setting Analysis

#### **Small Group - Guided Writing**

Small group mini-lessons are based on a common need. Talk to students before/during/after a piece. Ask probing questions. Two positive comments and one improvement (tactful/specific/focused). Make an action plan (goal setting). Set criteria for mastery. Use rubrics and check list before, during, and after.

GW Mini-Lesson to complete during this term:

- \* Using Dialogue Tags to create variety
- \* Punctuating Quotations
- \* Adding Relevant Details

#### **Small Group - Work on Writing -**

Work on Writing can be merged with Writing Workshop. Alternatively, Work on Writing can be used as a vehicle for practicing writing fluency. Work on Writing can include an number of activities to promote writing, such as:

- \* Response to Literature
- \* Writing to a Prompt



- \* Writing letters, creating list, or writing poetry.
- \* Grammar/Mechanics proofreading practice page 54
- \* Grammar/Mechanics proofreading practice page 59

**Small Group - Read to Self -or- Listening to Reading**

Students will get their book bags (full of good-fit books of their choice) or choose from our classroom library, find a comfortable spot in the classroom, and will read to themselves.

Sustained silent reading is a period of uninterrupted silent reading. Provide 15 - 30 minutes for students to enjoy independent reading.

**Collaborative Learning**

<b>Collaboration 1 - Read to Someone</b>	<b>Collaboration 2</b>	<b>Collaboration 3</b>
<p><b><u>Using Leveled Readers:</u></b> Have students work with a partner. Students will take turns reading a text to each other and asking questions about the story. Direct students to ask each other questions about the text, such as what was the story about? What is the main idea?</p>	<p><b><u>Group Analogy Practice</u></b>  Complete the <i>Using Analogies to Improve Vocabulary</i> sheet for vocabulary words: <i>burdens, dismiss, appreciation, unfortunate, and despair</i>. For each word: define, write a synonym and antonym. Create an synonym analogy and antonym analogy for each word.</p>	<p><b><u>Open Syllables Speed Drill</u></b> Distribute copies of the Open Syllables Speed Drill in the Teacher's Resource Book p. 130. Instruct students to work with a partner. Use the speed drill routine to help each other become fluent reading words with open syllables.</p>

**Independent Practice with Confering**

<b>Practice Task (s)</b>	<b>Student/Teacher Confering</b>
<p>Outwit Sentences</p> <p>Character Analysis Chart</p> <p>Phonics/Word Study</p> <p>Vocabulary: Analogies and Homophones</p> <p>Draft: Dialogue with Narration</p> <p>Grammar/Mechanics Activities</p>	<p><b>Task:</b> Meet with the teacher to discuss writing and receive revision assignments.</p> <p><u>Over-the-Shoulder Confering</u> Use these quick, focused opportunities to comment while students are writing:</p> <ol style="list-style-type: none"> <li>1. Quietly move close enough to a student that you can read the journal.</li> <li>2. Read part of what you see.</li> <li>3. Show the student a spot in the writing where he/she is using a particular skill.</li> <li>4. Whisper a sentence or two about why you notice that spot in the writing and ask a question that will prompt the student to add detail or clarify.</li> </ol>

Draft: Dialogue mixed with Narration

5. Move on to the next student. (You should see 12-15 students in a 15-minute period.)

**Instructional Extensions and Modification**

<b>Extension</b>	<b>Supporting ELL</b>	<b>Suggestions for Differentiation</b>
<p><u>Writing Extension</u></p> <p><u>Why I did it.</u> Write a conversation between the trickster, Anansi, and his prey. In this conversation, Anansi is explaining how and why he tricked his prey. Include dialogue mixed with narration, showing the conversations and the prey's reaction to what Anansi is saying.</p>	<p>The Shared Reading text, <i>The Golden Mare</i>, <i>The Firebird</i>, <i>And The Magic Ring</i>, may be very challenging for ELL students and others to understand. If possible, read through the story with the struggling students before reading it with the whole class. Be sure to discuss the themes found in the story.</p> <p>Teachers should also use the Treasures Visual Vocabulary Resources to pre-teach the key vocabulary, phrases, and basic words for the suggested reading selection to ELL students and others who would benefit from pre-teaching.</p>	<p>During Tier II instruction (whatever form that takes on your campus and in your class), be sure that the Comprehension Skill Questions are part of the instruction.</p> <p>With struggling readers, use familiar texts to help them understand theme. For example, after reviewing common stories like <i>The Boy Who Cried Wolf</i>, <i>The Ugly Duckling</i>, and <i>The Three Little Pigs</i>, the teacher could ask, "Which of these is a story about the importance of telling the truth?" As students become more sophisticated, the teacher might place several stories in front of the student and ask, "Which of these stories have similar themes?"</p>

**Assessment**

<b>Formative</b>	<b>Summative</b>
<p>Observe students throughout the week as they complete assignments, respond orally in class, and read aloud.</p> <p>Review and Assess the weekly skills reviewed/learned:</p> <ul style="list-style-type: none"><li>Phonics/Word Study - Multisyllabic Words</li><li>Vocabulary - Selection Vocabulary; Analogies</li><li>Fluency - Intonation and Phrasing</li><li>Comprehension - Character and Setting</li></ul> <p>Spiral Review - Summarization</p>	

## Topic/Theme: Using Your Wits

## Learning Standards

## Unit Learning Standards and Core Concepts

**Reading**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension.

**Major Concepts:**

**Theme:** Week 1: Tales; Week 2: Challenges

**Phonics/Word Study** - Vowel Team Syllables, Multisyllabic Words; Consonant + *le* Syllables

**Vocabulary** - Vocabulary Strategies; Homographs; Figurative Language

**Comprehension** - Compare and Contrast; Sequence; Poetry

**Fluency** - Phrasing and Rate

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

**Grammar/Mechanics:** Main and Helping Verbs; Contractions; Quotation Marks in Dialogue

**Writing** - Fictional Narrative; Trait: Word Choice

**Assessment** - Three Week Assessment

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their

**Processes:**

**Read aloud** grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Use context** (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.

**(Readiness Standard)**

**Compare** and **contrast** the themes or moral lessons of several works of fiction from various cultures.

**Describe** the phenomena explained in origin myths from various cultures.

**Read** independently for a sustained period of time and **summarize** or **paraphrase** what the reading was about.

**Analyze** the similarities and differences between an original text and its dramatic adaptation.

**Synthesize** and **make logical connections** between ideas within a text and across two or three texts representing similar or different genres. **(Readiness Standard)**

**Describe** incidents that advance the story or novel, **explaining** how each incident gives rise to or foreshadows future events.

**Establish purposes** for reading selected texts based upon own or others' desired outcome to enhance comprehension.

**Monitor** and adjust comprehension (e.g., using background knowledge, creating sensory image, rereading a portion aloud, generating questions). **(Readiness Standard)**

**Summarize** and **paraphrase** texts in ways that maintain meaning and logical order within a text and across texts. **(Readiness Standard)**

**Analyze** how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order,

understanding.

(4)  
Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

classification schemes) influences the relationships among the ideas. **(Readiness Standard)**  
**Make** connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. **(Readiness Standard)**  
**Explain** the roles and functions of characters in various plots, including their relationships and conflicts. **(Readiness Standard)**  
**Use** a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate words choices, and parts of speech of words. **(Readiness Standard)**  
**Write** responses to literary or expository texts and **provide** evidence from the text to demonstrate understanding. **(Readiness Standard)**  
**Plan** a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topic.  
**Develop** drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.  
**Create** multi-paragraph essays to convey information about the topic.

(5)  
Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

<p><b>Essential Question (s):</b></p> <p>How can you use your intelligence to outwit others? Why is the theme of a work of fiction important? How can placing the events of the plot in sequential order help you identify incidents that advance the story? How did comparing and contrasting information help you connect ideas in this text? What is the author's perspective toward the events in the story?</p>	<p><b>Literature Connection (s)</b></p> <p>Week 1</p> <p>Tell It Like It Is (Preteach) Tricky Tales (Main) Talk About a Great Story (Paired)</p> <p><u>Leveled Readers:</u></p> <p>Trickster Jack The Tale of Trickster Rabbit The Trickster Jackal The Trickster Rabbit Teacher Selected Reading</p> <p>Week 2</p> <p>The Party (Preteach) Blancaflor (Main) Kitchen Alchemy (Paired)</p> <p>Arthur and the Sword Isis and the Seven Scorpions Theseus and the Minotaur The Story of Isis</p> <p>Classroom Library      School Library</p>
<p><b>Media Connection (s)</b></p> <p><i>Please visit the WOCCISD LiveBinder for the Media Connections related to this unit.</i></p>	<p><b>Instructional Resources</b></p> <p>Texas Treasures (Macmillan/McGraw Hill) Teachers Edition Texas Treasures (Macmillan/McGraw Hill) Student Edition Daily Five Write Source</p>

**Focus Lesson/Direct Instruction/Modeling**

(6)

Whenever possible, teachers should try to help the students engage background knowledge before reading, and talking about a new theme is

(7)  
Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

just one way to do this. Activating prior knowledge puts the students in the right frame of mind to approach the text.

**Continuation of the Theme: Tales**

*Blancaflor* is another example of a folktale, like *The Golden Mare*, *The Firebird*, and *The Magic Ring*. Teachers should use *Blancaflor* to provide another example of the characteristics of folklore or folktales. Teachers should discuss the influence of culture and history on folklore and talk about how folktales were rarely written down until they have been shared orally for generations. Thus, variations of familiar themes can be seen in some of the most famous folktales.

**Building Comprehension:** Compare and Contrast: Students should get in the habit of comparing and contrasting text and literary elements. This practice is one of the most powerful things students can do to better comprehend what they read. Identify similarities and differences help students to categorize concepts and develop schemas. Teachers can use Thinking Maps, T-charts, Venn diagrams and other compare/contrast organizers to help students discover similarities and differences.

**Mini-Lesson:** Cultural Comparison of Cinderella Stories

(8)  
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

Continuing the theme of folktales, students will compare and contrast Cinderella stories from various cultures, noting the similarities and differences. Students will use a graphic organizer or a computer software, such as Kidspiration, to create a compare and contrast chart to assist their discussion and webbing of ideas.

As a whole group, chart the elements of a Cinderella story. As students answer, write their responses on chart paper. Read *The Algonquian Cinderella: A Native American Folktale* (see *LiveBinder*). Identify the elements of the Cinderella story (i.e. the name for Cinderella, the good characters, wishes, how wishes are granted, bad characters, Cinderella's tasks, magical elements, type of shoe Cinderella wore, and the ending). Students will independently read *Yen-Shen: A Cinderella Story from China* (see *LiveBinder*). They will then complete a Compare/Contrast chart on the story.

Compare the versions of Cinderella from the different cultures. Following are some questions to ask children about the various versions to help them compare culture:

1. What caused [the Cinderella character] to have a lowly position in the family?
2. What shows that [the Cinderella character] has a lowly position in the household?
3. How is [the Cinderella character] related to other household members?
4. What happens to keep [the Cinderella character] away from the ball?
5. How does [the Cinderella character] receive her wishes or transformation?
6. Where does [the Cinderella character] meet the prince?
7. What is the test signifying the rightful [Cinderella character]?
8. What else happens to the stepsisters?"

(9)  
Reading/Comprehension of Text/Independent Reading. Students

**Student Artifact:** Compare and Contrast

**Guided Reading, Guided Writing, Assessing, Conferring**

**Whole Group - Read Aloud**

read independently for sustained periods of time and produce evidence of their reading.

Figure: 19  
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

### Writing

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting,

### Strategy: Sequence, Compare and Contrast, Theme

### Genre: Expository, Poetry, Folktale

*Demonstrate how you use the strategy while reading the sample text and stopping to think aloud as you read. Explain to students that you will be sharing what you are thinking as you read. This lets your students see and hear the invisible, cognitive processes of reading. Select a piece of text to use as you model.*

### Before Reading

*Routine:* Read the title of the book and show the front cover. Establish prior knowledge, purpose, and predictions: Provide background information or allow students to share ideas that they have based on the title or the picture. Invite students to make predictions or pose questions about the book based on their knowledge of the author, title, topic, or picture. Remind students to think about their predictions as you read aloud. Introduce and/or review vocabulary. Introduce words found in the text and important words to students' comprehension. Provide opportunities for students to use the words, either in a quick activity, or in sentences. Introduce and/or review the focus strategy. Explain to students how to use the strategy.

### During Reading

*Routine:* Read the story. Stop occasionally to model a Think Aloud. Model and practice the focus strategy. Stop at predetermined points to invite students to react or reflect on thinking with a partner; write a note in their journal, share thinking using "CAFE" Comprehension Strategies, such as prediction and differencing. Using sample Read Aloud Questions/Prompts, hold students accountable for the knowledge in the text and accountable for rigorous thinking. (*See Examples*)

*Reminder:* Continue to use GIST summary strategy during reading. After appropriate stopping points, discussion questions may be used to help aid comprehension and support understanding of author's purpose.

\* GIST: Students read a portion of a text, stop, and write a sentence that summarizes the "gist" of the passage. At the end of the text, students will have written four or five sentences, or a concise summary of the text.

### Discussion Questions:

- What is this section mainly about?
- What is the author mainly telling us about in these paragraphs/in this section?
- What are the details that support what this paragraph is mainly about?
- When reading this, what sticks out to you the most? Why?
- What are some facts that the author presents in this portion of the text?
- What idea do those facts help support?

### After Reading

*Routine:* Follow-up to focus strategy. Ask students to respond to reading by sharing their reflections and reactions. Have

revising, editing, and publishing) to compose text.

students demonstrate comprehension by retelling, summarizing, discussing ideas, answering questions, or other after reading activities. Determine an indicator of mastery for focus strategy. At a minimum, mastery should indicate a satisfactory understanding of focus strategy, text, concepts, and enduring understandings.

**Task:** Summarize the text using GIST strategy. At the end of each selection, students should have a written summary of the text. If students are determined to need more assistance, consider reteaching the GIST strategy and rereading the selection using the scaffolds. **Student Artifact:** Summary

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

**Task:** Have students compare and contrast *Blancaflor* with *The Golden Mare*, *The Firebird*, and *The Magic Ring*. How are these two folktales similar? How are they different? **Student Artifact:** Comparison and Contrast Graphic Organizer or Essay

### **Whole Group - Phonics/Word Study**

**Task:** Vowel Team Syllables

Use the routines and activities for Vowel Team Syllables described in Treasures TE, Unit 3 (p. 309C).

After explicit instruction, use the 5-Day Spelling activities (Treasures TE, Unit 3, 319I) to practice Vowel Team Syllable sounds.

Homework: Vowel Team Syllable activities; Phonics / Spelling Practice Book, p. 73 - 78 (On CD)

Application: Have students practice reading More Closed Syllable passages on p. 17 of Teacher's Resource Book (On CD) until they are able to read them fluently.

Use Speed Drill on p. 132 of Teacher's Resource Book (On CD)

(17) Writing. Students write about their own experiences.

Use the routines and activities for Consonant + le Syllables described in Treasures TE (p. 321C).

After explicit instruction, use the 5- Day Spelling activities (Treasures TE, 349E) to practice Consonant + le Syllables.

Homework: Consonant + le Syllables activities; Phonics / Spelling Practice Book, p. 79-84. (On CD)

•Application: Have students practice reading the Consonant + le Syllables passages on p. 18 of the Teacher's Resource Book (On CD) until they are able to read them fluently.

Use Speed Drill on p. 133 of Teacher's Resource Book (On CD)

### **Oral and Written Conventions**

#### Context Clues

Students should understand that the vocabulary context clues available take different forms, and students should be able to identify what form the context clues take when examining an unfamiliar word. For example, a student should be able to tell that the context support is a definition, a synonym, an antonym, an example, a restatement, etc. Students should be able to identify signal words that help them to determine what kind of context support is available.

(20) Oral and Written

Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

- \* Remind students how context helps them to determine the meaning of unknown words.
- \* Help students find signal words that help them to know that context support is available.
- \* Give students clear strategies they should always try when they come across words they don't know in the text.

### **Whole Group - Vocabulary**

**Mentor Text for Selection Vocabulary:** *Tell It Like It Is* (Treasures, p. 310); *The Party* (Treasures, p. 322)

Use the 5-Day Vocabulary activities (Treasures TE, p. 319G) to teach: *generations, globe, preserve, reveal, and amusing.*

Use the 5-Day Vocabulary activities (Treasures TE, p. 349C) to teach: *tasks, consulted, detected, proceeded, previous, recover, pursuit, and urgency.*

### **Writing Workshop**

#### **Task: Fictional Narrative**

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

**Mini-Lesson:** Introduction to Fictional Narratives

**Mentor Text:** Transparency 39 and Transparency 40

Remind students that they have written personal narratives - true stories about an event that happened to them.

Explain to students that they will write an imaginative story called a fictional narrative. A fictional narrative is not based on true facts. Tell students that they will create characters, invent scenes to entertain and engage the audience.

Share a well-written fictional narrative, such as:

- The Very First Last Time, by Jan Andrews
- Chicken Sunday, by Patricia Polacco
- Stلالuna, by Jannell Canon
- Hershel and the Hannukah Goblins, by Eric Kimmel
- The True Story of the Three Little Pigs, by Jon Scieszka
- The Gardener, by S. Stewart

Ask students to pay close attention to how the writer presents a problem, builds suspense, develops character, and brings the story to closure. Discuss what made the story especially engaging.

**Mini-Lesson:** Planning for Fictional Narratives

(22) Oral and Written Conventions/Spelling. Students spell correctly.

Review the features of a fictional narrative (*Transparency 38*). Display Writing Transparencies 39 and 40. Discuss how the writer mixed narration and dialogue to add interest and excitement. (*Consider asking students to rewrite the Cinderella story with the setting 200 years from today*) Model the thought process of thinking through a character and problem to solve. Afterward, ask students to create a list of interesting problems for an imaginative story. Develop a seed idea by sketching a problem and solution scene. Consider using a graphic organizer to help students brainstorm characters, settings, plot, problems, and solutions. After students have spent a short time creating a personal listing of



**Listening and Speaking**

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.

(29) Listening and Speaking/Teamwork. Students work

interesting problems, model how to develop the idea using a story planner. Ample time should be given for students to visualize and create a story plan.

**Mini-Lesson: Drafting Fictional Narratives**

Remind students that the first draft is an opportunity to put their ideas on paper. Allow ample time for students to write the draft of their fictional narrative. **Student Artifact:** Draft Fictional Narrative

**Mini-Lesson: Revising to Include Figurative Language**

Tell students that word choice is an essential element of good writing because it enhances meaning and clarifies understanding for the reader. Review a mentor text then form a theory about why the use of a particular strategy enhances the writing. Review onomatopoeia and similes. Thinking aloud, model revising drafts to include more descriptions, using onomatopoeia and similes to enhance descriptions. Ample time should be given for students to review and revise drafts.

**Grammar/Mechanics Mini-Lessons: Main and Helping Verbs, Contractions, Linking Verbs, Using Quotation Marks**

Using the Grammar Practice Book, guide students through grammar and mechanics practice. For writing purposes, these skills should be supported during guided writing, discussed during student/teacher conference, and included in revision and editing activities.

Grammar Practice Book pages 61 - 70

**Mini-Lesson: Editing/Proofread: Conventions**

During the editing process, students should proofread their own work (or the work of others) for spelling, grammar, and punctuation.

**Mini-Lesson: Publish and Share**

Ask students to write or type a final copy of their fictional narratives. Remind them to use their best writing. Have students publish their essays in a classroom display. **Student Artifact:** Published Draft

**Small Group - With Teacher**

**Guided Reading**

**Mini-Lesson: Rereading for Comprehension:** Use the small group lesson guides (Treasures TE, Unit 3, Weeks 3 and 4) to accompany the leveled readers. The Guided Reading Books are suggestions. Teachers should feel free to use their campus literacy library as another resource to select sets of leveled books, especially for struggling students who may be well below grade level.

**GR Mini-Lessons during this term:**

- \* Context Clues
- \* Scaffolding Summarization using GIST
- \* Theme

productively with others in teams. Students continue to apply earlier standards with greater complexity.

**Small Group - Guided Writing**

Small group mini-lessons are based on a common need. Talk to students before/during/after a piece. Ask probing questions. Two positive comments and one improvement (tactful/specific/focused). Make an action plan (goal setting). Use rubrics and check list before, during, and after.

**GW Mini-Lesson to complete during this term:**

- \* Using Graphic Organizers to Aid Fictional Narratives
- \* Organization/Logical Order
- \* Sentence Fluency: Sentence Variety

**Small Group - Work on Writing**

Work on Writing can be merged with Writing Workshop. Alternatively, Work on Writing can be used as a vehicle for practicing writing fluency. Work on Writing can include an number of activities to promote writing, such as:

- \* Response to Literature
- \* Writing to a Prompt
- \* Writing letters, creating list, or writing poetry.
- \* Grammar/Mechanics proofreading practice page 64
- \* Grammar/Mechanics proofreading practice page 69

**Small Group - Read to Self -and/or- Listening to Reading**

Students will get their book bags (full of good-fit books of their choice) or choose from our classroom library, find a comfortable spot in the classroom, and will read to themselves.

Sustained silent reading is a period of uninterrupted silent reading. Provide 15 - 30 minutes for students to enjoy independent reading.

**Collaborative Learning**

**Collaboration 1 - Read to Someone**

**Using Leveled Readers:**

Have students work with a partner. Students will take turns reading a text to each other and asking questions about the story. Direct students to ask each other questions about the text, such as what was the story about? Who

**Collaboration 2**

**Peer Conferencing**

Working with a partner, read each other's fictional narratives. Write three questions about your partner's story that you want to have answered. Don't forget to check for capitalization, spelling, and punctuation.

**Collaboration 3**

are the characters? Etc.		
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**Independent Practice with Conferring**

<p><b>Practice Task (s)</b></p> <p>Cinderella Story: Compare and Contrast</p> <p>Story Summary</p> <p>Blancaflor: Compare and Contrast</p> <p>Phonics/Word Study</p> <p>Vocabulary</p> <p>Published Draft: Fictional Narrative</p>	<p><b>Student/Teacher Conferring</b></p> <p><b>Task:</b> Conference with students to give feedback on writing, collect data, and to teach specific elements of writing/spelling.</p> <p>Many of the same techniques taught during the personal narrative unit can also be used to improve the imaginative stories:</p> <ul style="list-style-type: none"> <li>* Revising Leads and Conclusions</li> <li>* Revising to Show Feelings</li> <li>* Revising to Add Dialogue</li> <li>* Editing for Conventions             <ul style="list-style-type: none"> <li>* Complete Sentences</li> <li>* Sentence Variety</li> <li>* Spelling Patterns and Rules</li> </ul> </li> </ul> <p>Have writers check their own work before taking their story to conference.</p>
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**Instructional Extensions and Modification**

<b>Extension</b>	<b>Supporting ELL</b>	<b>Suggestions for Differentiation</b>
<p><i>(less challenging)</i></p> <p><u>Writing Extension</u></p> <p>Choose a different character from the Cinderella story. Create three entries from the diary of a character in the Cinderella Story. Discuss what the character did, what they saw, what they said, and how they felt.</p> <p><i>(more challenging)</i></p> <p><u>Content Extension</u></p> <p>Locate the countries from the Cinderella variants they have read. Create a display of pictures of the Cinderella stories they have chosen, summaries of these stories,</p>	<p><u>Scaffolds for ELL</u></p> <ul style="list-style-type: none"> <li>* Scaffold instruction using components of Balanced Literacy</li> <li>* Use graphic organizers to scaffold comprehension, reading, and writing.</li> <li>* Use questioning strategies to accommodate English language</li> <li>* Group students for optimal opportunities to learn cooperatively.</li> <li>* Check comprehension frequently.</li> <li>* Use outlines to scaffold comprehension.</li> <li>* Teach students to actively engage with the vocabulary.</li> <li>* Teach students how to decode words.</li> <li>* Give students practice with new words.</li> </ul>	<p><u>Context</u></p> <p>Many struggling readers are unable to use context (both the immediate context in the surrounding sentences as well as the whole context of the story) to determine the meaning of unknown words because so many words in the context are unknown to them. For struggling students, teachers and interventionist should drop down to a level where 90% of the words are known to the student before attempting to teach the student strategies for using context to determine the meaning of unfamiliar words. Use the Lexile book finder to locate text at a</p>

<p>a map showing the location of the stories, and cultural information gleaned from the Web on the cultures represented. Further extend this activity by creating a PowerPoint presentation.</p>	<p>* Use pictures from the internet to scaffold comprehension. * Use anchor charts to reinforce concepts.</p>	<p>... lower lexile level.</p>
Assessment		
<p style="text-align: center;"><b>Formative</b></p> <p>Observe students throughout the week as they complete assignments, respond orally in class, and read aloud. Review and Assess the weekly skills reviewed/learned: Phonics - Vowel Team Syllable Vocabulary - Selection Vocabulary Fluency - Fluency Probe (Target 130 wpm) Comprehension - Character and Setting Spiral Review - Author's Purpose</p>	<p style="text-align: center;"><b>Summative</b></p> <p>Teacher-Created Test Fluency Probe Progress Monitoring Three Week Common Assessment</p>	

**English Language Arts and Reading Curriculum Overview      5th Grade      3rd Six Weeks - Week 5 and 6**

**Topic/Theme: Using Your Wits**

Learning Standards	Unit Learning Standards and Core Concepts
<p><b>Reading</b> (1) Reading/Fluency. Students read grade-level text with fluency and comprehension.  (2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading.</p>	<p><b>Major Concepts:</b> <b>Theme:</b> Talking in Codes <b>Phonics/Word Study</b> - r-Controlled Vowel Syllables; Multisyllabic Words <b>Vocabulary</b> - Selection Vocabulary; Context Clues <b>Comprehension</b> - Author's Perspective; Theme <b>Fluency</b> - Expression and Phrasing <b>Grammar/Mechanics:</b> Irregular Verbs; Correct Verb Usage <b>Writing</b> - Trait: Word Choice; Plot Development <b>Assessment</b> - Six Week Benchmark Assessments  <b>Processes:</b> <b>Read aloud</b> grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>

use it when reading and writing

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

**Use** context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words. **(Readiness Standard)**

**Summarize** the main idea and supporting details in text in ways that maintain meaning and logical order. **(Readiness Standard)**

**Synthesize** and **make logical connections** between ideas within a text and across two or three texts representing similar or different genres. **(Readiness Standard)**

**Establish purposes** for reading selected texts based upon own or others' desired outcome to enhance comprehension.

**Monitor** and adjust comprehension (e.g., using background knowledge, creating sensory image, rereading a portion aloud, generating questions). **(Readiness Standard)**

**Summarize** and **paraphrase** texts in ways that maintain meaning and logical order within a text and across texts. **(Readiness Standard)**

**Analyze** how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas. **(Readiness Standard)**

**Make** connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. **(Readiness Standard)**

**Use** a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate words choices, and parts of speech of words. **(Readiness Standard)**

**Write** responses to literary or expository texts and **provide** evidence from the text to demonstrate understanding. **(Readiness Standard)**

**Revise** final draft in response to feedback from peers and teacher and **publish** written work for appropriate audiences.

(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

**Essential Question (s):**

Why is the theme of a work of fiction important?  
 How can placing the events of the plot in sequential order help you identify incidents that advance the story?  
 How did comparing and contrasting information help you connect ideas in this text?  
 What is the author's perspective toward the events in the story?

**Literature Connection (s)**

Week 1

Rita, the Storyteller (Preteach)  
 The Unbreakable Code (Main)  
 Navajo Code Talkers (Paired)

Stories for Six Weeks Review

Ben's Bugs Blog

Leveled Readers

On the Home Front  
 Life at Home During World War II  
 Teacher Selected Reading      Classroom Library      School Library

**Media Connection (s)**

*Please visit the WOCCISD LiveBinder for the Media Connections related to this unit.*

**Instructional Resources**

Texas Treasures (Macmillan/McGraw Hill) Teachers Edition  
 Texas Treasures (Macmillan/McGraw Hill) Student Edition

(5)  
Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Daily Five  
Write Source

**Focus Lesson/Direct Instruction/Modeling**

**Introduce the Theme:** Talking in Codes

Building Background:

Ask students, "What are some situations in which you might want to talk in code?" Students will learn the role Navajos played in winning World War II. Through this lesson, the Navajo language served as a basis to send messages critical to the war effort in WWII. Using the Fact Sheet about Navajo, review facts about Young Navajos and the Navajo Code Talkers Program. The LiveBinder handout contains additional lesson background information the teacher can use to review the Navajo program and its effect of the war efforts. (see *LiveBinder*)

Mini-Lesson: Plot Development

Read Aloud a easy text, such as *The Three Little Pigs*. Explain that they are going to identify the stages of plot development in a fiction selection. Before identifying the stages of plot development, students will need to learn key vocabulary words. Inform students to use their journals to create a word web for each of the following key vocabulary words. (The teacher references the text of the story *The Three Little Pigs* as s/he identifies each stage of plot development.) Review the definition for plot development terms: rising action, the climax, falling action, and the resolution. As a class, review examples of plot development from the read aloud. Monitor students to ensure that they have an understanding of plot development terms. Consider asking students to draw a picture that reminds him/her of the meaning of the words. Reference the selection to show the events that indicate the plot development. Read the selection while stopping to reference and discuss characters, setting, problem, rising action, climax, and falling action. Direct students to write the information on the plot development graphic organizer as it is being discussed in order for students to use the information as a reference during their independent practice. **Student**

**Artifact:** Plot Development Chart for Three Little Pigs

(6)  
Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Read Aloud *Digby Perkins' Secret Code* (see *LiveBinder*). Read the selection while stopping to reference and discuss the plot development - characters, setting, problem, rising action, climax, and falling action. Ask students to write the information on the plot development graphic organizer (see *LiveBinder*) as it is being discussed in order for students to use the information as a reference for independent practice. **Student Artifact:** Plot Development Chart for Digby

(8)  
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make

**Guided Reading, Guided Writing, Assessing, Conferring**

Whole Group - Read Aloud

*Demonstrate how you use the strategy while reading the sample text and stopping to think aloud as you read. Explain to*

inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

(9)  
Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.

Figure: 19  
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue

*students that you will be sharing what you are thinking as you read. This lets your students see and hear the invisible, cognitive processes of reading. Select a piece of text to use as you model.*

**Strategy:** Author's Perspective, Plot Development

**Genre:** Poetry, Expository, Historical Fiction

### **Before Reading**

**Routine:** Read the title of the book and show the front cover. Establish prior knowledge, purpose, and predictions: Provide background information or allow students to share ideas that they have based on the title or the picture. Invite students to make predictions or pose questions about the book based on their knowledge of the author, title, topic, or picture. Remind students to think about their predictions as you read aloud. Introduce and/or review vocabulary. Introduce words found in the text and important words to students' comprehension. Provide opportunities for students to use the words, either in a quick activity, or in sentences. Introduce and/or review the focus strategy. Explain to students how to use the strategy.

### **During Reading**

**Routine:** Read the story. Stop occasionally to model a Think Aloud. Model and practice the focus strategy. Stop at predetermined points to invite students to react or reflect on thinking with a partner; write a note in their journal, share thinking using "CAFE" Comprehension Strategies, such as prediction and differencing. Using sample Read Aloud Questions/Prompts, hold students accountable for the knowledge in the text and accountable for rigorous thinking. (*See Examples*)

\* During reading, stop to reference and discuss plot development.

### **After Reading**

**Routine:** Follow-up to focus strategy. Ask students to respond to reading by sharing their reflections and reactions. Have students demonstrate comprehension by retelling, summarizing, discussing ideas, answering questions, or other after reading activities. Determine an indicator of mastery for focus strategy. At a minimum, mastery should indicate a satisfactory understanding of focus strategy, text, concepts, and enduring understandings.

**Task:** Students will read *The Unbreakable Code* to identify the states of plot development and record this information on the plot development graphic organizer. Students will write a paragraph that summarizes the information from the graphic.

**Student Artifact:** Plot Development Chart and Summary

### **Whole Group - Phonics/Word Study**

r-Controlled Vowel Syllables

Use the routines and activities for r-Controlled Vowel Syllables described in Treasures TE (p. 351C).

to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

### Writing

(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

After explicit instruction, use the 5-Day Spelling activities (Treasures TE, 375E) to practice r-Controlled Vowel Syllables.

Homework: r-Controlled Vowel Syllables activities; Phonics / Spelling Practice Book, p. 85-90. (On CD)

Application: Have students practice reading the r-Controlled Vowel Syllables passages on p. 19 of the Teacher's Resource Book (On CD) until they are able to read them fluently.

Use Speed Drill on p. 134 of Teacher's Resource Book (On CD)

**Six Weeks Review:** Review all phonics/word study lessons conducted during this six weeks. Determine level of student mastery. Assess students for mastery for all phonics/word study activities. For students who do not meet the level of mastery, determine the best course for remediation. Reminder: Keep parents informed of student progress.

### Whole Group - Vocabulary

**Mentor Text:** *Rita, the Storytellers* (Treasures, p.352)

Use the 5-Day Vocabulary activities (Treasures TE, p. 375C) to teach: *corridor, reservation, enlisted, transmission, invasion, shield, location, and creased*. Include selection vocabulary.

### Writing Workshop

#### Trait: Word Choice

**Mini-Lesson:** Plot Development

Remind students that good writers use showing, or descriptive details, to make characters seem more real and believable. Explain that writers also use showing to develop the plot. Point out that good writers use descriptive details to make strong paragraphs that help readers visualize the events in each element of the plot. Use page 373A in Treasures TE to support teaching plot development. Practice adding descriptive details and dialogue with narration to write strong paragraphs. Stop and discuss how the details help students visualize the climax. Display the writing prompt on Writing Transparency 46. Remind students to use showing to help the moment seem more real and believable. Ample time should be given for students to write their drafts. **Student Artifact:** Draft

**Grammar/Mechanics Mini-Lessons:** Irregular Verbs, Correct Usage

Using the Grammar Practice Book, guide students through grammar and mechanics practice. For writing purposes, these skills should be supported during guided writing, discussed during student/teacher conference, and included in revision and editing activities.

Grammar Practice Book pages 71-75

### Small Group - With Teacher

#### Guided Reading



(17) Writing.  
Students write about their own experiences.

**Oral and Written Conventions**

(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and

**Mini-Lesson:** Rereading for Comprehension: Teachers should continue to focus on summarization and main ideas and details. Students should read to apply skills and strategies. Reread selections to develop fluency and to develop speaking skills.

**GR Mini-Lessons during this term:**

- \* Rereading for Comprehension
- \* Sequence - Order of Events
- \* Context Clues - Multi-Meaning Words
- \* Plot

**Small Group - Guided Writing**

Small group mini-lessons are based on a common need. Talk to students before/during/after a piece. Ask probing questions. Two positive comments and one improvement (tactful/specific/focused). Make an action plan (goal setting). Use rubrics and check list before, during, and after.

**GW Mini-Lesson to complete during this term:**

- \* Using Graphic Organizers to Aid Writing
- \* Organization/Logical Order
- \* Developing plots by adding dialogue with narration and sensory details

**Small Group - Work on Writing**

Work on Writing can be merged with Writing Workshop. Alternatively, Work on Writing can be used as a vehicle for practicing writing fluency. Work on Writing can include an number of activities to promote writing, such as:

- \* Response to Literature
- \* Writing to a Prompt
- \* Writing letters, creating list, or writing poetry.
- \* Grammar and Mechanics proofreading practice p. 74

**Small Group - Read to Self -or- Listening to Reading**

Students will get their book bags (full of good-fit books of their choice) or choose from our classroom library, find a comfortable spot in the classroom, and will read to themselves.

Sustained silent reading is a period of uninterrupted silent reading. Provide 15 - 30 minutes for students to enjoy independent reading.

**Collaborative Learning**

**Collaboration 1 - Read to Someone**

**Collaboration 2**

**Collaboration 3**

capitalization and punctuation conventions in their compositions.

**Leveled Reader:**  
 Have students work with a partner. Students will take turns reading a text to each other and asking questions about the story. Direct students to ask each other questions about the text, such as what was the story about? Who are the characters? Etc.

**Fluency Probe**  
 Working with a partner, conduct a partner fluency probe. Using Practice Book page 131, time each other for one-minute, recording the number of correct words per minute. Record the correct words per minute on your *Best Record Sheets*.

**Independent Practice with Conferring**

(22) Oral and Written Conventions/Spelling. Students spell correctly.

**Practice Task (s)**  
 Digby: Plot Development Chart  
 Phonics/Word Study  
 Vocabulary  
 Code breakers: Plot Development Chart  
 Grammar/Mechanics  
 Writing: Draft  
 Six Weeks Assessment

**Student/Teacher Conferring**

**Task:** Meet with the teacher to discuss writing and receive revision assignments.  
Over-the-Shoulder Conferences  
 Use these quick, focused opportunities to comment while students are writing:

1. Quietly move close enough to a student that you can read the journal.
2. Read part of what you see.
3. Show the student a spot in the writing where he/she is using a particular skill.
4. Whisper a sentence or two about why you notice that spot in the writing and ask a question that will prompt the student to add detail or clarify.
5. Move on to the next student. (You should see 12-15 students in a 15-minute period.)

**Listening and Speaking**

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.

**Instructional Extensions and Modification**

**Extension**  
 (Content Extension)  
**Descriptive Summary**  
 Research the life of Samuel Morse, the inventor of the Morse Code. Write a short summary describing how Morse came up with his code. Remember to include only important information in

**Supporting ELL**

- \* Scaffold instruction using components of Balanced Literacy
- \* Use graphic organizers to scaffold comprehension, reading, and writing.
- \* Use questioning strategies to accommodate English language
- \* Group students for optimal opportunities

**Suggestions for Differentiation**

Figurative language can be very challenging for students who have difficulty reading and understanding even the surface information in text. For interventions, have students repeatedly read short passages of text that contains figurative language until the students can

(28) Listening and

Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.

your summary. Describe the uses of Morse Code since its invention.

to learn cooperatively.

- \* Check comprehension frequently.
- \* Use outlines to scaffold comprehension.
- \* Teach students to actively engage with the vocabulary.
- \* Teach students how to decode words.
- \* Give students practice with new words.
- \* Use pictures from the internet to scaffold comprehension.
- \* Use anchor charts to reinforce concepts.

read the passage fairly fluently. THEN ask the students comprehension questions related to the figurative language. While students are struggling with decoding the text, their attention is often more on reading with accuracy than reading with comprehension, but if they practice to the point of fluency, then it makes more sense to discuss the LITERAL and FIGURATIVE language in the text.

**Assessment**

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.

**Formative**

Observe students throughout the week as they complete assignments, respond orally in class, and read aloud.

Review and Assess the weekly skills reviewed/learned:

- Phonics -r-Controlled Multisyllabic Words
- Spelling/Vocabulary - Selection Vocabulary; Context Clues
- Fluency - Expression and Phrasing
- Comprehension - Author's Perspective
- Writing: Word Choice

Spiral Review - Character and Setting

**Summative**

Team-Created Six Weeks Summative Assessment

Texas Treasures Unit Assessment

Review Week 6 - Review and Assess