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| Grade \_\_\_\_\_\_\_5\_\_\_\_\_\_  Theme 6  WWI WWII depression, dust bowl | * + - Common CORE Standards: **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).   **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.  **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.5.3 (a):** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  **L.5.3 (b):** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  **Student Objectives**  Define the term “coming of age novel.”  Compare the treatment of coming of age in a variety of novels.  Compare and contrast novels and movies versions of the novels.  Read and respond to literature and poetry in a variety of ways.  Compare and contrast how characters in a story respond to challenges and what they learn from their experience.  Generate interview questions; conduct a “mock” interview.  Research the steps that would be involved in turning a hobby or interest into a career.  Compare fiction and non-fiction books about the Great Depression, such as the historical context for *Bud, Not Buddy* (Paul Christopher)*.*  Write and publish a multimedia coming of age presentation.  Participate in group discussions. | | | |
| Read Aloud | Shared Reading | Guided Reading | Interactive Writing/Edit | Independent Writing |
| Out of the Dust by Karen Hesse   *The Secret Garden* (Frances Hodgson Burnett) (E)   *Tuck Everlasting* (Natalie Babbitt) (E)  Billy Boyle: A WW II Mystery By James Benn | “Freedom” (William Stafford)  “I’m Nobody! Who are you?” (Emily Dickinson) (EA)  “Dreams” (Nikki Giovanni) (EA) | Leveled readers for WWI and WWII and the Great Depression | Create a class chart of characters we read about and ways they “grow up” in stories we read.  As a class, we will keep a chart with the categories of the novels we’ve read. As the chart is filled in, and at the end of the unit, we will use this information to make comparisons and generalizations about characters (and people) who undergo changes in their development: | Students will research and produce an expository essay on the events of WWI WWII and the Great Depression. (could be done as a multimedia presentation)  Student will keep a response journal about the coming of age novel the class is reading. |
| Technology | Assessment/Rubrics | Book Clubs | Literacy Centers/Independent Work | |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  | Billy Boyle Mystery series by James R. Benn | -Established center routines  -USA Weekly  -Language work (conventions, sentence combining)  -Poetry- read and respond | |
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