



Characters in Conflict

ESSENTIAL QUESTIONS

"How are fictionalized characters and real people changed through conflict?"

"How does point of view and perspective influence your opinion?"

This eight-week unit invites students to read historical fiction, and informational texts from America's past- including works from the time of the American Revolution.

The following are the focus standards for Unit 4. These are the standards that should be taught, and students should perform them with multiple opportunities for feedback.

Reading Standards for Literature

Key Ideas and Details

RL.5.2 Examine a grade-appropriate literary text.

- Provide a summary.
- Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.

Reading Standards for Informational Text

Key Ideas and Details

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.5 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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.

Integration of Knowledge and Ideas

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Reading Standards: Foundational Skills K-5

Phonics and Word Recognition

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards**Text Types and Purposes**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- e. Provide a concluding statement or section related to the opinion presented.

Research to Build and Present Knowledge

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.
- Provide a list of sources.

Speaking and Listening Standards**Comprehension and Collaboration**

SL.5.2 Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion to support main ideas or themes.

- Sequence ideas logically.
- Use appropriate facts.
- Use relevant, descriptive details.
- Speak clearly at an understandable pace.

Language Standards**Conventions of Standard English**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.

c. Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

f. Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.

c. Use a comma to separate an introductory element from the rest of the sentence.

- Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

- Use punctuation to separate items in a series.

Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.