

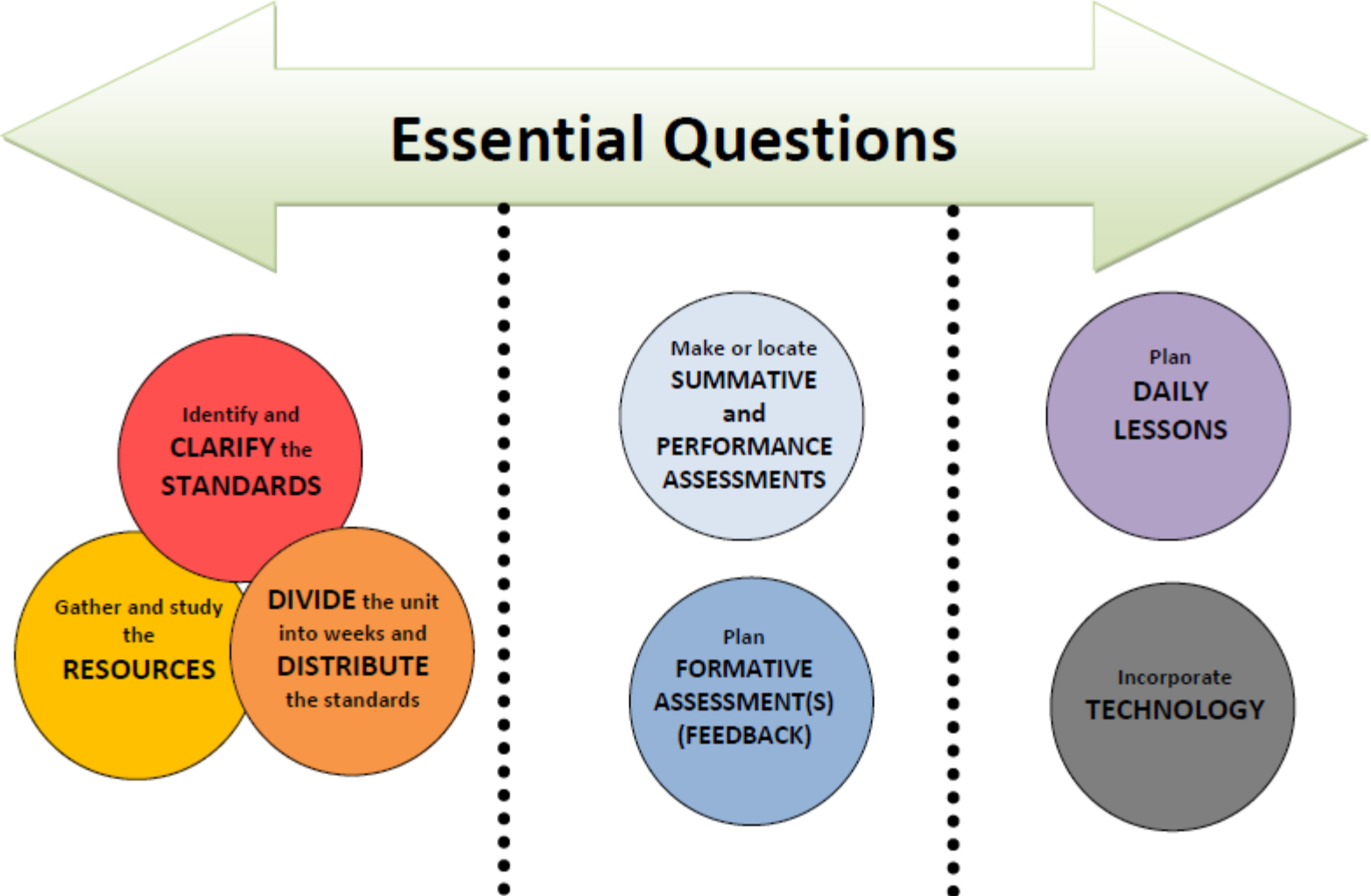
# Coming of Age

## Fifth Grade Unit 6



**Paula Brooks (BV), Brooke Price (NS), Lea Ellen Jones (NS)  
Karen Maloney (RJ), Renee Simpson (JM), Gail Fenix (ET),**

# Essential Questions



Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

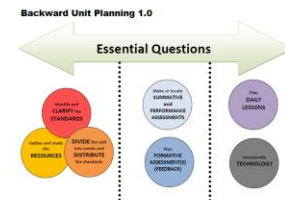
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

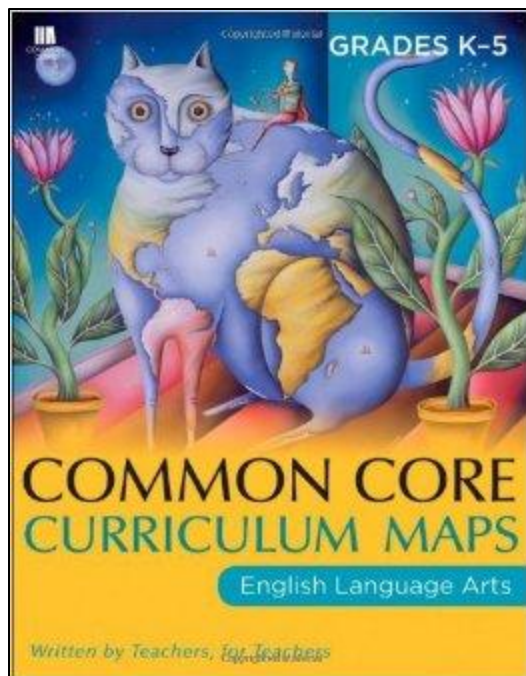
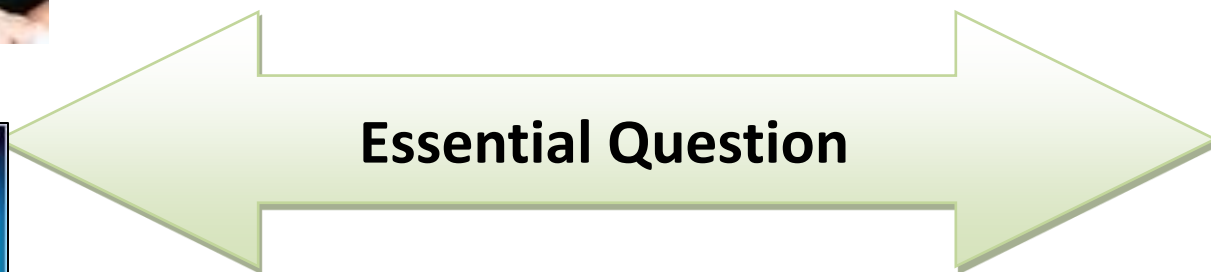
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**



# Coming of Age



*How do dramatic events influence the people we will become?*

*How do life experiences shape our journey from childhood into adolescence?*

## Coming of Age

How do dramatic events influence the people we will become?  
How do life experiences shape our journey from childhood into adolescence?

This final six-week unit focuses on the genre of the novel, and uses "coming of age" as a unifying theme.



### Reading Standards for Literature

#### Key Ideas and Details

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 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 or how the speaker in a poem reflects upon a topic; summarize the text.
- 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).

#### Craft and Structure

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### Integration of Knowledge and Ideas

- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view 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).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### 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.

### Vocabulary Acquisition and Use

- LS.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 strategies.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the

as clues to the meaning of a word (e.g.,

is), both print and digital, to find the

ships, and nuances in word meanings.

context.

proverbs, synonyms, homographs) to better understand each of

and domain-specific words and phrases, including

s, however, although, nevertheless, similarly,

### Fluency

- y and fluency to support comprehension.
- and understanding.
- ally with accuracy, appropriate rate, and expression on successive readings.
- tract word recognition and understanding, rereading as necessary.

### Writing Standards

- as or texts, supporting a point of view with reasons and information.
- state an opinion, and create an organizational structure in which ideas are logically
- pose.

- t that are supported by facts and details.
- words, phrases, and clauses (e.g., consequently, specifically).
- or section related to the opinion presented.

### Writing

- writing in which the development and organization are appropriate to task, purpose,

- from peers and adults, develop and strengthen writing as needed by planning,
- g a new approach.

### Knowledge

- or informational texts to support analysis, reflection, and research.
- to literature (e.g., "Compare and contrast two or more characters, settings, or
- ing on specific details in the text (e.g., how characters interact)").
- to informational texts (e.g., "Explain how an author uses reasons and evidence to
- identifying which reasons and evidence support which point(s)").

### Speaking and Listening Standards

- of collaborative discussions (one-on-one, in groups, and teacher led) with diverse
- ts, building on others' ideas and expressing their own clearly.
- tions by making comments that contribute to the discussion and elaborate on the

- ker makes and explain how each claim is supported by reasons and evidence.

### Language Standards

- e conventions of standard English grammar and usage when writing or speaking,
- ns, prepositions, and interjections in general and their function in particular

- ., either/or, neither/nor).

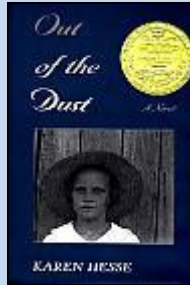
- e conventions of standard English capitalization, punctuation, and spelling when
- as yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the
- nd to indicate direct address (e.g., Is that you, Steve?).
- orrectly, consulting references as needed.



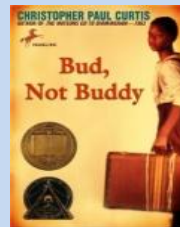
## Print Resources Unit 6

### Literature

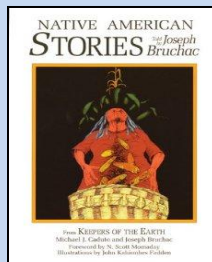
5 copies of each title



15 copies



29 copies



### Poems

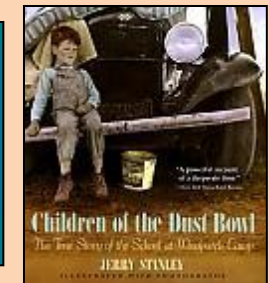
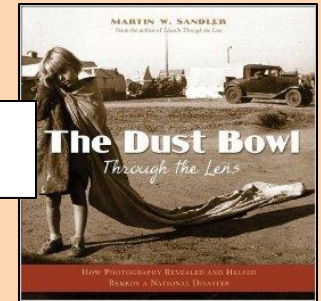
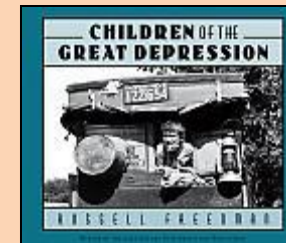
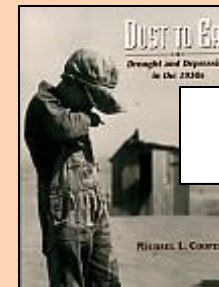
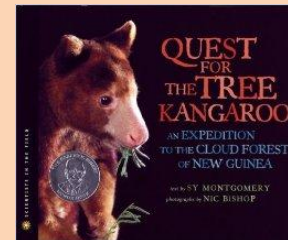
"Freedom"

"I'm Nobody! Who are you?"

"Dreams"

### Informational Text

Read Aloud



or

# Art

## Music and Songs

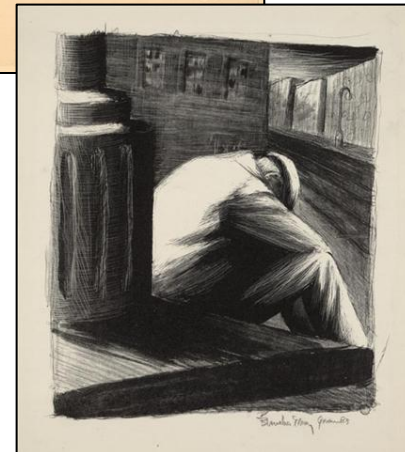
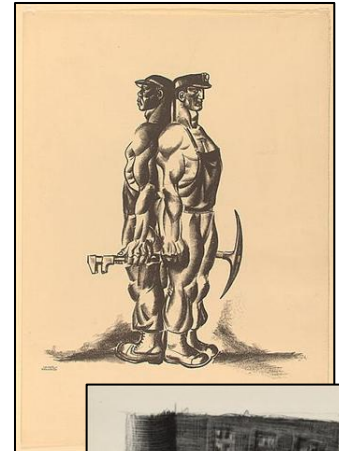
[Whistle While You Work](#)

[Happy Days are Here Again](#)

[Brother, Can You Spare a Dime?](#)

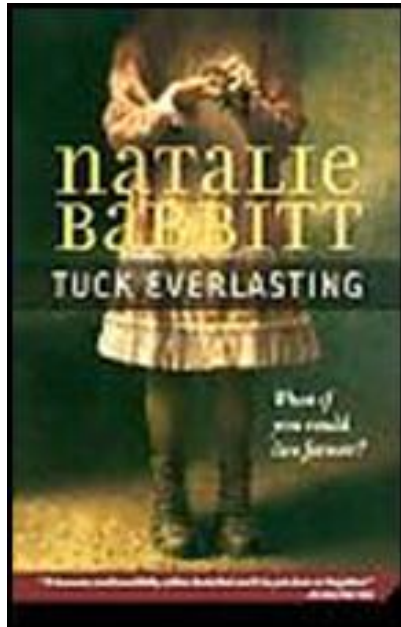
[It Don't Mean a Thing \(If It Ain't Got That Swing\)](#)

[Look for the Silver Lining](#)

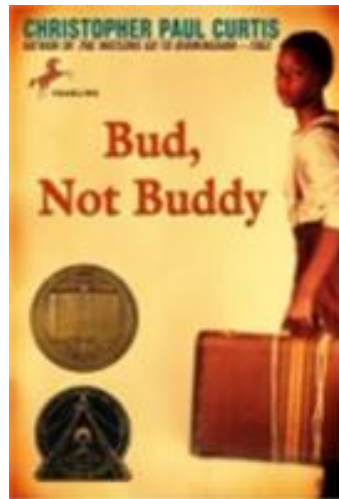




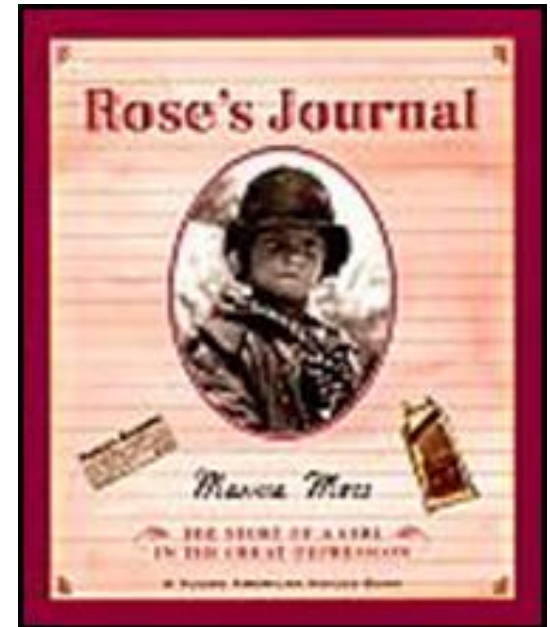
# Additional Texts



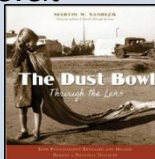
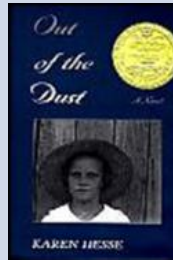
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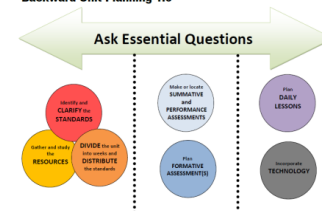


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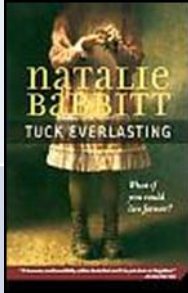
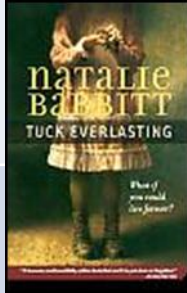

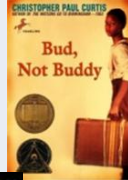


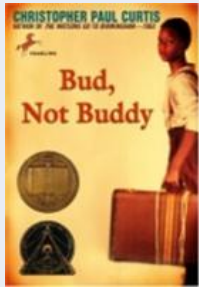
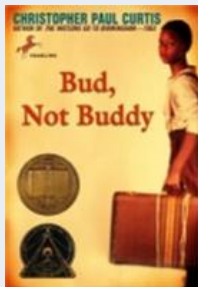

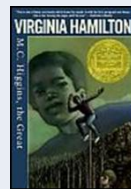
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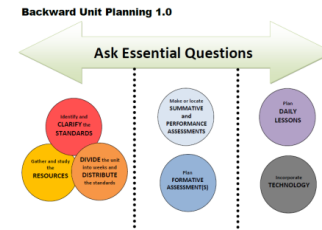
| Week | Standards   | Texts   |
|------|---|---|
| 1    | <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>Online Resources: Biography of Eleanor Roosevelt</p>        |
| 2    | <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.8</b> 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><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>                   | <p>Letters from Dust Bowl Children to E. Roosevelt</p>  |



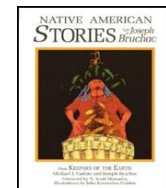
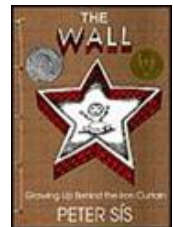
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

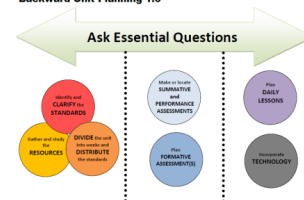


| Week | Standards  | Texts<br>Option 1  | Texts<br>Option 2   | Texts<br>Option 3   |
|------|--|--|---|---|
| 3    | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | Whole class read one or both of the following texts                                | Literature Circles using the following two texts.                                   | Literature Circles using any combination of available texts.  |
| 4    | RL.5.2 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 or how the speaker in a poem reflects upon a topic; summarize the text. |   |   | <br>    |
| 5    | RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   |  |   | <br>    |
| 6    | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |  |  | <br> |

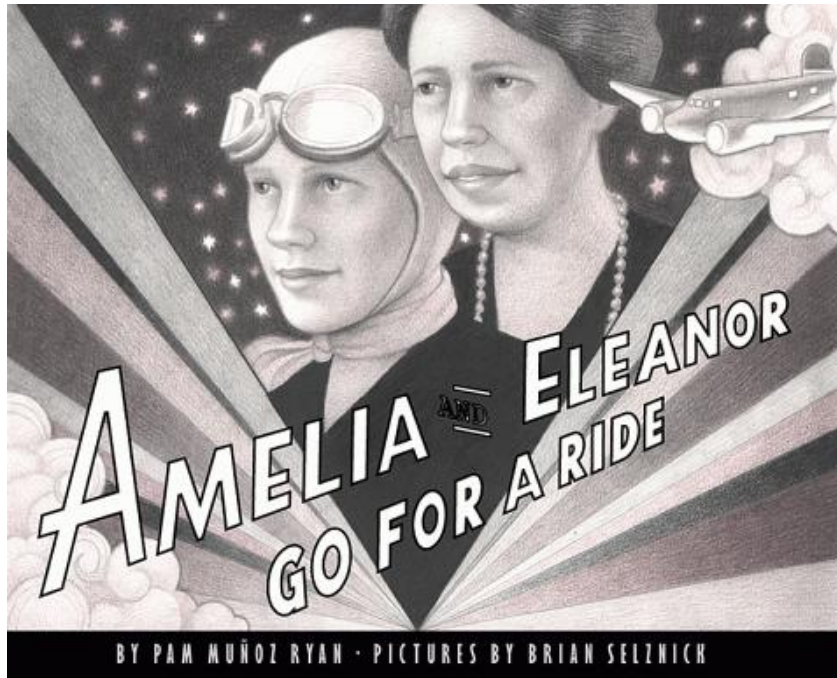


**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards





| Week | Standards                            | Essential Questions  |
|------|--------------------------------------|--|
| 1    | RI.5.2<br>RI.5.3<br>RI.5.4<br>RI.5.9 |  |
| 2    | RI.5.4<br>RI.5.6<br>RI.5.8<br>RI.5.9 | How do dramatic events influence the people we will become?                |
| 3    | RL.5.1<br>RL.5.2<br>RL.5.4<br>RL.5.9 |  |
| 4    |                                      |  |
| 5    |                                      |  |
| 6    |                                      | How do life experiences shape our journey from childhood into adolescence? |



Students may have some previous knowledge of Eleanor Roosevelt from 3<sup>rd</sup> grade, Unit 4. While this text does not address Eleanor's coming of age, this text may be a strong APK to help refresh their memories.



# Writing ideas for the first two weeks:

What was the hardest aspect of life for children during the dust bowl?

If your family lived in the dust bowl, would you have stayed or would you have moved west?

After reading *Out of the Dust*, did Karen Hesse accurately portray life in the dust bowl?

Have students write newspaper articles telling about particular aspects of the depression.

# Writing Ideas from Novels:

*Bud, Not Buddy*

Write to tell of Bud's experiences while living with Mr. and Mrs. Amos, but tell the story from Toddy's point of view.



# RESOURCES



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Elementary Curriculum Specialist  
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