Colorado Teacher-Authored Instructional Unit Sample

Reading, Writing, and Communicating
5th Grade

Unit Title: Can't We Just Get Along?

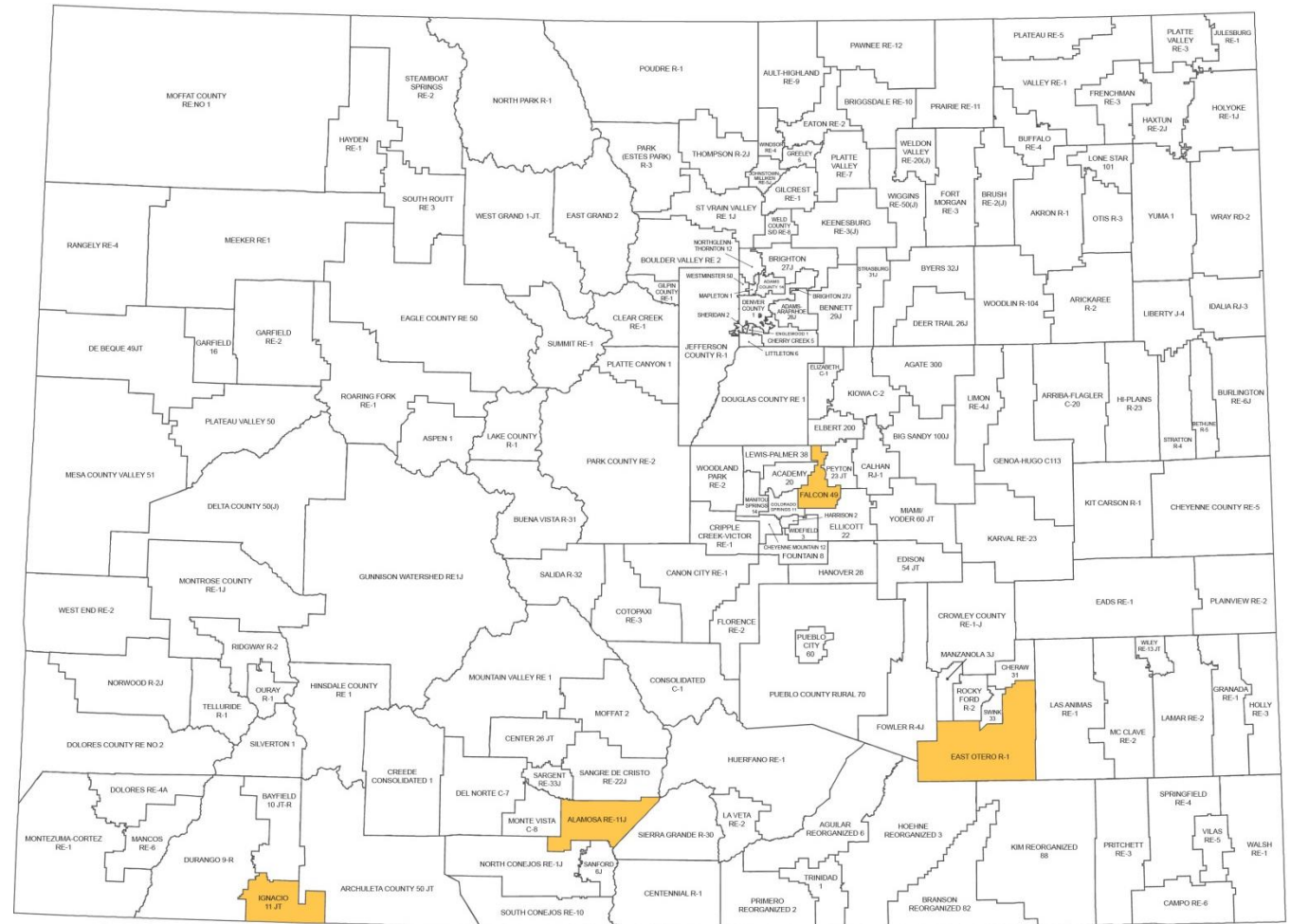**INSTRUCTIONAL UNIT AUTHORS**

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Reading, Writing, and Communicating		Grade Level	5th Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)		GLE Code
1. Oral Expression and Listening	1.	Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience	RWC10-GR.5-S.1-GLE.1
	2.	Listening strategies are techniques that contribute to understanding different situations and serving different purposes	RWC10-GR.5-S.1-GLE.2
2. Reading for All Purposes	1.	Literary texts are understood and interpreted using a range of strategies	RWC10-GR.5-S.2-GLE.1
	2.	Ideas found in a variety of informational texts need to be compared and understood	RWC10-GR.5-S.2-GLE.2
	3.	Knowledge of morphology and word relationships matters when reading	RWC10-GR.5-S.2-GLE.3
3. Writing and Composition	1.	The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes	RWC10-GR.5-S.3-GLE.1
	2.	The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes	RWC10-GR.5-S.3-GLE.2
	3.	Conventions apply consistently when evaluating written texts	RWC10-GR.5-S.3-GLE.3
4. Research and Reasoning	1.	High-quality research requires information that is organized and presented with documentation	RWC10-GR.5-S.4-GLE.1
	2.	Identifying and evaluating concepts and ideas have implications and consequences	RWC10-GR.5-S.4-GLE.2
	3.	Quality reasoning requires asking questions and analyzing and evaluating viewpoints	RWC10-GR.5-S.4-GLE.3

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: CCSS.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.RF.5.3a 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: CCSS.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.RF.5.4a Read grade-level text with purpose and understanding.

CCSS.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Can't We Just Get Along?	4-6 weeks	3

Unit Title	Can't We Just Get Along?		Length of Unit	4-6 weeks
Focusing Lens(es)	Conflict (internal-external)	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.5-S.1-GLE.1 RWC10-GR.5-S.2-GLE.1 RWC10-GR.5-S.2-GLE-2 RWC10-GR.5-S.2-GLE.3	RWC10-GR.5-S.3-GLE.1 RWC10-GR.5-S.3-GLE.2 RWC10-GR.5-S.3-GLE.3

Inquiry Questions (Engaging-Debatable):	• Why is conflict and resolution important in text? • How can internal conflict impact external conflicts? (RWC10-GR.5-S2.GLE.1-EO.a-e) (RWC10-GR.5-S.2.GLE.1-EO.a-e)
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	conflict, resolution, reflection, change, pattern, repetition, balance, reform, resolution, connections, cause/effect	phonics, fluency, vocabulary, comprehension, story elements, characterization	phonics, fluency, vocabulary, comprehension, spelling, cause/effect, characterization, conflict/resolution

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Comprehension strategies help readers develop greater/deeper understanding of various texts. (CCSS.5.4a) (RWC10-GR.5-S.2-GLE.3-EO.b.i)*	Identify 5 strategies good readers use to help make meaning of text.	Why do good readers need and use a wide array of comprehension strategies?
Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. (CCSS.RF.5.3a) (RWC10-GR.5-S.2-GLE.3-EO.a)	How are the words "spectator" and "respect" related? Explain how the common parts of these words give us clues as to their definition and relationship to one another.	How might a broad knowledge of spelling morphology help students?
Writing conventions and grammar impact an author/speaker's ability to effectively communicate. (RWC10-GR.5-S.3)*	Compare and contrast methods of communication. Are some more formal than others?	Why does the use of grammar impact the effectiveness of a message? How might a person's message be influenced by the formality of the setting?
Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities (RWC10-GR.5-S.2-GLE.1-IQ.4)	What is conflict? (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)	How does point of view contribute to conflict? How can understanding point of view reduce conflict?

Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)	How did (character) change as a result of conflict in (text)?	Why does conflict bring about change?
The acknowledgement of and attention to multiple points of view often provides the essential first step in resolving interpersonal conflict. (RWC10-GR.5-S.2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii)	What is the point of view of (character)? How does this (character's) point of view create conflict with (character)?	How might acknowledging multiple points of view resolve conflict?
Internal and external conflict can help drive characters' actions and reactions in narrative texts (RWC10-GR.5-S.2-GLE1.EO.b.ii)	What type of conflict drives the story we are reading?	How do internal and external conflicts drive a story's development in different ways?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The development of stories include both conflict and resolution. (RWC10-GR.5-S.2-GLE.1-IQ.4) • The difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.ii) • How authors use multiple points of view to create and resolve conflict. (RWC10-GR.5-S2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii) • Morphology and word relationships. • Conventions and grammar	• Apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.5.3 (RWC10-GR.5-S.3-GLE.3) • 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. CCSS.RF.5.3a (RWC10-GR.5-S.3-GLE.3-EO.a) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.5.4 (RWC10-GR.5-S.3-GLE.3-EO.g) • Read grade-level text with purpose and understanding. CCSS.RF.5.4a(RWC10-GR.5-S.3-GLE.3-EO.g.i) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.5.4b (RWC10-GR.5-S.3-GLE.3-EO.g.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.5.4c (RWC10-GR.5-S.3-GLE.3-EO.g.iii) • Compare and contrast different perspectives. (RWC10-GR.5-S2.GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii) • Write well-developed stories that include conflict and resolution. (RWC10-GR.5-S.3-GLE.1-EO.a.i-vi) • Define the difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii) • Describe change in a character as a result of conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) • Identify the plot, to include the plot line, of a story. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) • Compare and contrast various methods of communication.

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*While reading _____, it became clear that the main character was driven by both internal and external conflict. Internal/Eternal conflict was apparent ____ (insert text-based evidence here) ____.*
Academic Vocabulary:	Conflict/resolution, perspective, inferences
Technical Vocabulary:	Internal conflict external conflict, character development, plot, theme

 *These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Description:	In this 4-6 week unit, students will explore conflict and resolution through fiction and non-fiction readings. Students will analyze stories to be able to distinguish between internal and external conflicts. Students will then develop their understanding of how different points of view may add to a conflict or help resolve it. Students will write a well-developed written piece demonstrating their understanding of internal and external conflict as well as the resolution of a conflict.
Considerations:	This unit lends itself to being an interdisciplinary unit with social studies. Teachers may want to focus the Performance Assessment, a piece of historical fiction, on a topic from 5th Grade Social Studies: the American Revolution, relationships between colonists and Native Americans, between colonists and England, or between colonists and African slaves. Texts that students would read, then, would be from that time period.

Unit Generalizations	
Key Generalization:	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change
Supporting Generalizations:	Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities
	The acknowledgement of and attention to multiple points of view often provides the essential first step in resolving interpersonal conflict
	Internal and external conflict can help drive characters' actions and reactions in narrative texts

Ongoing *These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.*	
Ongoing Generalizations / Learning Experiences	Comprehension strategies help readers develop greater/deeper understanding of various texts. (CCSS.5.4a)
	Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. (CCSS.RF.5.3a)
	Writing conventions and grammar impact an author/speaker's ability to effectively communicate. (RWC10-GR.5-S.3)*

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The principal of your school is very interested in helping students better handle conflicts! Knowing that you and your classmates are experts on this topic, the principal has asked that you create short written and visual products that illustrate internal/external conflict and conflict resolution. You may base your work on historical figures or literary characters, but your task is to reveal the internal and external conflict which the people/characters experienced along with the ways in which they worked to resolve the conflict(s). **Role**: Literary/conflict expert **Audience**: Fellow students **Format**: Story and storyboard, Graphic novel, Poster with visuals and text **Topic**: Conflict/conflict resolution

Product/Evidence: (Expected product from students)	Students will write a well-developed story that reveals internal and external conflict and provide resolution. Topics may be chosen from the social studies curriculum or current events that have conflicting points of view/perspectives and which give students opportunities to explore internal/external conflicts.
Differentiation: (Multiple modes for student expression)	Students may choose, with teacher guidance, a specific genre within the larger mode of narrative: • Graphic novel/story • Storyboard • Play • Story • Diary (or series of diary entries) • Series of correspondence between two characters • Historical Fiction

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction **Lexile Range for 4th & 5th Grade: 770-980**	**Fiction** **Lexile Range for 4th & 5th Grade: 770-980**
Little Rock Girl, 1957 by Shelley Maria Tougas (Lexile = 1010) *Kid's on Strike* by Susan Campbell Bartoletti (Lexile = 920) *Years of Dust*: *The Story of the Dust Bowl* by Albert Marrin (Lexile = 1040) *Birmingham 1963*: *How a Photograph Rallied Civil Rights Support* by Shelley Maria Tougas (Lexile = 980) http://teacher.depaul.edu/Reading_NONFICTION_Grade5.html (one page non-fiction readings)	*The Lions of Little Rock* by Kristin Levine (Lexile = 630) *Counting on Grace* by Elizabeth Winthrop (Lexile = 760) *The Storm in the Barn* by Matt Phelan (Graphic Novel: Lexile = 430) *The Watsons Go to Birmingham* by Christopher Paul Curtis (Lexile = 1000) *Tuck* Everlasting by Natalie Babbitt (Lexile = 770) *M.C. Higgins, the Great* by Virginia Hamilton (Lexile = 630) *The Birchbark House* by Louise Erdrich (Lexile = 970) *Chains* by Laurie Halse Anderson (Lexile = 780) *Bud, Not* Buddy by Christopher Paul Curtis (Lexile = 950) *Witches'* Children by Patricia Clapp (Lexile = 990) *Number the Stars* by Lois Lowry (Lexile = 670) *True Story of the Three Little Pigs* by Jon Scieszka (AD570L) *Hawk, I am Your Brother* by Baylor Byrd (Lexile Unavailable) *The Great Gracie Chase: Stop That Dog* by Cynthia Rylant (Lexile Unavailable) *The Two Bad Ants* by Chris Van Allsburg (780=Lexile level) *The Great Kapox* by Lynne Cherry (Lexile Unavailable)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Students will know and apply grade-level phonics and word analysis skills in decoding words	Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (Decoding activities for 3rd – 5th Grade from Florida Center for Reading Research)
			Student Resources:	Included in teacher resources above
	Skills:	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. CCSS.RF.5.3a	Assessment:	Students will demonstrate comprehension through discussion, read alouds, and checks for understanding throughout the Learning Experiences.

2.	Description:	Students will read with sufficient accuracy and fluency to support comprehension	Teacher Resources:	http://www.achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band (fluency packet from Achieve the Core) http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (Decoding activities for 3rd – 5th Grade from Florida Center for Reading Research)
			Student Resources:	Included in teacher resources above
	Skills:	Read grade-level text with purpose and understanding CCSS.RF.5.4a Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression CCSS.RF.5.4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary CCSS.RF.5.4c	Assessment:	Students will demonstrate comprehension through discussion, read alouds, and checks for understanding throughout the Learning Experiences.

3.	Description:	Students will writing using conventions and grammar effectively communicate	Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html (Peer editing lesson plan from readwritethink.org) http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-clear-varied-dialogue-291.html (Using dialogue lesson plan from readwritethink.org) http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html (Peer review from readwritethink.org)
			Student Resources:	Included in teacher resources

Skills:		Assessment:	Students will demonstrate command of mechanics and grammar through the revision and editing process and in peer and teacher conferences.

Prior Knowledge and Experiences

Students should know basic literary elements for narrative, text features and other elements of non-fiction and informational texts, basic researching skills, and the writing process from planning through polished piece.

Learning Experience # 1

The teacher may facilitate class discussion so that students can understand the underlying factors that create conflict and be able to define external and internal conflict.

Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change	
Teacher Resources:	http://www.slideshare.net/gherm6/conflict-in-literature1 (Conflict in literature) http://www.slideshare.net/146online/5th-grade-narrative-elements (Narrative elements) http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/conflict.htm (Offers definitions and activities for studying conflict) http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/Six-Step-Academic-Vocabulary-Instruction.aspx (Marzano 6-step vocabulary process) http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards) http://www.thirdside.org/Apply.cfm (3rd Side; resource on conflict and conflict resolution)	
Student Resources:	NA	
Assessment:	Students will complete graphic organizers that demonstrate their understanding of the language of conflict. http://www.adlit.org/strategies/22369/ (Frayer Model) http://www.d11.org/Instruction/Literacy.LanguageArts/Academic%20Vocabulary/Academic%20Vocab%20Strategies/6-step%20organizer.pdf (Marzano's Six-Step Organizer) The class will create a word wall for conflict vocabulary. http://www.readingrockets.org/strategies/word_walls (Word wall exemplars), http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide opportunities for small groups Teachers may provide guided notes	Students may complete Frayer or Marzano's graphic organizer with partners
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide different scenarios for students to explore external/internal conflict (e.g., peer pressure; parent-child; coach-player)	Students may explain the conflicts in the scenarios by exploring the differences in the perspective (the coach's perspective vs. the player's perspective) and using appropriate conflict vocabulary

Critical Content:	• The difference between internal and external conflict
Key Skills:	• Define the difference between internal and external conflict • Read grade-level text with purpose and understanding
Critical Language:	Internal, external, perspective, values

Learning Experience # 2

The teacher may use fiction texts rich with external/internal conflicts (e.g., *The Dog Who Cried Wolf*) so that students can extend their understandings of conflict within and between characters. [*Understanding text*]

Generalization Connection(s):	Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities Internal and external conflict can help drive characters' actions and reactions in narrative texts
Teacher Resources:	http://www.readwritethink.org/classroom-resources/lesson-plans/examining-plot-conflict-through-802.html (Students explore picture books to identify the characteristics of four types of conflict: character vs. character, character vs. self, character vs. nature, and character vs. society.) http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-b-803.html (Students explore the concepts of plot development and conflict resolution through focused experiences with picture books.) **Internal Conflict**: *The Dog Who Cried Wolf* by Keiko Kasza *Ira Sleeps Over* by Bernard Waber *Hey, Al* by Arthur Yorinks **External Conflict**: *Coyote Cry* by Baylor Byrd *Lorax* by Dr. Seuss *The Story of Ferdinand* by Muro Leaf
Student Resources:	Texts and conflict maps, plot lines graphic organizers www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf (Conflict graphic organizer / map)
Assessment:	After reading text selections, students will complete a conflict map and plot line. www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide opportunities for whole class and small group discussion Teachers may provide opportunities pre-populated plot maps for students to complete	Students may complete plot line, conflict chart, with teacher or partner assistance

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide texts with different types of conflicts (person vs. person, person vs. self, person vs. group)	Students may map the different plots / conflicts in more complex texts or texts with multiple plot lines Students may compare synonymous words that relate to conflict such as: animosity, undermine, cohesion and how they each present differences in conflict
Critical Content:	• The difference between internal and external conflict	
Key Skills:	• Define the difference between internal and external conflict • Identify the plot, to include the plot line of a story	
Critical Language:	Plot, character development, internal/external conflict	

Learning Experience # 3	
The teacher may use a variety of fiction texts so that students can begin to understand that characters develop as **a result of conflict**. [*Understanding text, Responding to text*]	
Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change Internal and external conflict can help drive characters' actions and reactions in narrative texts
Teacher Resources:	*The Lions of Little Rock* by Kristin Levine (Lexile = 630) *Counting on Grace* by Elizabeth Winthrop (Lexile = 760) *The Storm in the Barn* by Matt Phelan (Graphic Novel: Lexile = 430) *The Watsons Go to Birmingham* by Christopher Paul Curtis (Lexile = 1000) *Tuck* Everlasting by Natalie Babbitt (Lexile = 770) *M.C. Higgins, the Great* by Virginia Hamilton (Lexile = 630) *The Birchbark House* by Louise Erdrich (Lexile = 970) *Chains* by Laurie Halse Anderson (Lexile = 780) *Bud, Not* Buddy by Christopher Paul Curtis (Lexile = 950) *Witches'* Children by Patricia Clapp (Lexile = 990) *Number the Stars* by Lois Lowry (Lexile = 670) *Nothing Here But Stones* by Nancy Oswald (Lexile Unavailable) *Maniac Magee* by Jerry Spinelli (Lexile = 820) http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-b-803.html?tab=4 (Using Picture books to Teach Plot Development and Conflict Resolution; from Readwritethink.org) http://www.readworks.org/sites/default/files/bundles/lessons-grade5-lion-witch-and-wardrobe-lesson-3.pdf (Sample questions for analyzing conflict; from readworks.org)
Student Resources:	Variety of texts (above and others) including picture books
Assessment:	Students will complete an exit ticket to analyze character change over time and character change through conflict. . http://exitticket.org/ (Online exit ticket form)

	After reading text selections, students will complete a conflict map and plot line. www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may differentiate the readings for students Teachers may simplify plot charts for students to complete	Students may complete plot charts with a partner Students may present an oral report or discussion about character development
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may analyze the development of more than one character in the story for conflict and character development Students may analyze how conflict and perspectives may be related	Students may produce plot charts revealing different conflicts and perspectives
Critical Content:	• The development of stories include both conflict and resolution	
Key Skills:	• Describe change in a character as a result of conflict	
Critical Language:	Conflict, character	

Learning Experience # 4	
The teacher may use fiction texts that emphasize different perspectives so that students can begin analyzing different points of view related to specific conflict(s). [*Understanding text, Responding to text*]	
Generalization Connection(s):	Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities
Teacher Resources:	*True Story of the Three Little Pigs* by Jon Scieszka (AD570L) *Hawk, I am Your Brother* by Baylor Byrd (Lexile Unavailable) *The Great Gracie Chase: Stop That Dog* by Cynthia Rylant (Lexile Unavailable) *The Two Bad Ants* by Chris Van Allsburg (780L) *The Great Kapox* by Lynne Cherry (Lexile Unavailable)
Student Resources:	*True Story of the Three Little Pigs* by Jon Scieszka (AD570L) *Hawk, I am Your Brother* by Baylor Byrd (Lexile Unavailable) *The Great Gracie Chase: Stop That Dog* by Cynthia Rylant (Lexile Unavailable) *The Two Bad Ants* by Chris Van Allsburg (780L) *The Great Kapox* by Lynne Cherry (Lexile Unavailable)
Assessment:	Students will discuss the differing perspectives in the text(s) and complete a graphic organizer [http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart) or http://www.adlit.org/strategies/22091/ (Double entry journal)] then write a response defending or challenging a given perspective found in the story. http://exitticket.org/ (Online exit ticket form)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide opportunities for repeated reading of story Teacher may lead small group debate	Students may create T chart or two-column notes of different perspectives
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teachers may provide texts with multiple plot lines or conflicts to analyze Teachers may provide non-fiction texts (including current events) rich with conflict	Students may analyze perspectives for real-world conflicts (e.g., wars, education) similar to those in the fiction Students may compare multiple perspective on a similar topic by identifying and mapping their conflicts
Critical Content:	• How authors use multiple points of view to create and resolve conflict.	
Key Skills:	• Compare and contrast different perspectives	
Critical Language:	Internal/external conflict, perspective, point of view	

Learning Experience # 5		
The teacher may use non-fiction reading materials so that students can begin to understand conflict in current real life or historical situations. [*Understanding text, Responding to text, Producing text*]		
Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change Internal and external conflict can help drive characters' actions and reactions in narrative texts	
Teacher Resources:	*Little Rock Girl, 1957* by Shelley Maria Tougas (Lexile = 1010) *Kid's on Strike* by Susan Campbell Bartoletti (Lexile = 920) *Years of Dust*: *The Story of the Dust Bowl* by Albert Marrin (Lexile = 1040) *Birmingham 1963*: *How a Photograph Rallied Civil Rights Support* by Shelley Maria Tougas (Lexile = 980) http://teacher.depaul.edu/Reading_NONFICTION_Grade5.html (One page non-fiction readings) http://tweentribune.com/ (Student News Stories)	
Student Resources:	*Little Rock Girl, 1957* by Shelley Maria Tougas (Lexile = 1010) *Kid's on Strike* by Susan Campbell Bartoletti (Lexile = 920) *Years of Dust*: *The Story of the Dust Bowl* by Albert Marrin (Lexile = 1040) *Birmingham 1963*: *How a Photograph Rallied Civil Rights Support* by Shelley Maria Tougas (Lexile = 980) *Rosa,* Nikki Giovanni http://teacher.depaul.edu/Reading_NONFICTION_Grade5.html (One page non-fiction readings) http://www.helpguide.org/mental/eq8_conflict_resolution.htm	
Assessment:	After reading and discussing several selections of non-fiction texts, students will analyze the conflicts they identify by explaining how those conflicts drove people's actions. http://www.adlit.org/strategies/22091/ (Double entry journal) https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf (Two column notes) http://exitticket.org/ (Online exit ticket form)	

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may model the creation of two-column notes	Students may complete the two column notes with a partner
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	NA	Students may apply vocabulary terms to the two column notes
Critical Content:	• The difference between internal and external conflict	
Key Skills:	• Read grade-level text with purpose and understanding • Compare and contrast different perspectives • Define the difference between internal and external conflict • Describe change in a character as a result of conflict • Identify the plot, to include the plot line, of a story	
Critical Language:	Conflict, point of view, external, internal, perspective	

Learning Experience # 6
The teacher may use paired readings of fiction/non-fiction texts based on historical events so that students can analyze how conflict in real-life events is represented by fiction and non-fiction authors. [*Understanding text, Responding to text, Critiquing text*]

Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change Internal and external conflict can help drive characters' actions and reactions in narrative texts
Teacher Resources:	http://teacher.depaul.edu/Skill-Focused-Readings/PairedNonfictionandFictionReadings.htm (Historical fiction paired readings appropriate for 5th grade; includes the actual paired readings) http://nerdybookclub.wordpress.com/2013/06/01/the-top-10-historical-fictionnon-fiction-pairings-for-middle-grade-readers-by-susan-dee/ (Paired reading suggestions) http://eduscapes.com/sessions/thinkers/e-pair.htm http://www.readwritethink.org/classroom-resources/lesson-plans/blending-fiction-nonfiction-improve-262.html (Blending Fiction and Non-fiction to Improve Comprehension and Writing Skills) *Rosa* by Nikki Giovanni http://www.biography.com/people/rosa-parks-9433715 (Rosa Parks video biography and article) http://www.readwritethink.org/classroom-resources/lesson-plans/critical-perspectives-reading-writing-1060.html (In this lesson, students critically examine the perspectives of slaves and slave owners. Students begin by reading fiction and non-fiction texts about slavery.) http://www.readwritethink.org/classroom-resources/lesson-plans/tale-despereaux-fact-fiction-30561.html (*Tales of Despereaux* lessons)

Student Resources:	http://teacher.depaul.edu/Skill-Focused-Readings/PairedNonfictionandFictionReadings.htm (Historical Fiction paired readings appropriate for 5th grade; includes the actual paired readings) **Other examples***:* *The Lions of Little Rock*. Levine, Kristin (630L) paired with *Little Rock Girl, 1957*. Tougas, Shelley (1010L) http://www.scholastic.com/browse/article.jsp?id=3757878 (Remembering Rose Parks) paired with *Rosa* by Nikki Giovanni		
Assessment:	Through a close reading of the text, the student will analyze and explain the features used in the two genres. [Fiction: use of sensory words, dialogue, text structure Beginning-Middle-End) (Non-fiction: facts, details, text structure (Into-Body-conclusion), fact and opinion]. http://www.adlit.org/strategies/22091/ (Double entry journal) https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf (Two column notes) http://exitticket.org/ (Online exit ticket form)		
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)
	Teachers may have students think/pair/share Teachers may use leveled texts		Students may work with partners to complete the graphic organizers
Extensions for depth and complexity:	**Access** (Resources and/or Process)		**Expression** (Products and/or Performance)
	Teachers may use bubble maps or other graphic organizers Teachers may explore the lessons provided by the samples given the website spotlight on paired passages		Students may critique the historical fiction for author's craft
Critical Content:	• The difference between internal and external conflict • How authors use multiple points of view to create and resolve conflict		
Key Skills:	• Read grade-level text with purpose and understanding • Compare and contrast different perspectives • Define the difference between internal and external conflict • Write well-developed stories that include conflict and resolution		
Critical Language:	External/internal conflict, point of view, perspective		

Learning Experience # 7
The teacher may introduce examples of historical fiction so that students can begin to analyze plot structure and character development related to conflict in this genre. [*Understanding text, Responding to text, Critiquing the text*]

Generalization Connection(s):	Internal and external conflict can help drive characters' actions and reactions in narrative text
Teacher Resources:	**General Resources on Historical Fiction** http://www.kimskorner4teachertalk.com/readingliterature/genres/historical/historicalfiction.htm (Historical Fiction resources) http://www.youtube.com/watch?v=MDYnaILONU0 (Teaching historical fiction; video from (write steps") http://www.scholastic.com/teachers/article/why-how-i-teach-historical-fiction (Why and How I Teach Historical Fiction)

	http://www.readwritethink.org/classroom-resources/lesson-plans/looking-history-historical-fiction-404.html (Historical Fiction resource from readwritethink.org)
	Professional Resources
	http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html (Teacher resource for Historical Fiction from Teachers College Reading and Writing Project; includes videos of students at work)
	http://readingandwritingproject.com/news/2011/01/18/things-to-keep-in-mind-when-teaching-historical-fiction-writing.html (Teacher resource: "Things to Keep in Mind When Teaching Historical Fiction"; from Teachers College Reading and Writing Project)
	http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/current-classroom-libraries.html (Booklist for various genre and themes from Teachers College Reading and Writing Project)
	http://readingandwritingproject.com/public/themes/rwproject/resources/sample_units_of_study/curriculum_calendars/reading/3_5_R.pdf (Teacher resource for teaching historical fiction; from Teachers College Reading and Writing Project)
	http://www.scholastic.com/teachers/collection/historical-fiction-genre-study (As students begin to understand fiction and non-fiction, introduce the genre of historical fiction which includes examples of both. These lessons and activities show you how.)
	http://www.readworks.org/sites/default/files/bundles/lessons-grade5-watsons-go-birmingham%E2%80%941963-genre-lesson.pdf (Historical Fiction genre study)
	https://www.scholastic.com/teachers/article/why-how-i-teach-historical-fiction (Rationale for teaching Historical Fiction)
	http://www.old-pz.gse.harvard.edu/Research/RubricsSelfHF.htm (Historical Fiction rubric)
	Historical Fiction Selection
	http://www.goodreads.com/genres/5th-grade-historical-fiction
	http://readingandwritingproject.com/public/themes/rwproject/resources/booklists/archived/reading/genre_historical_fiction.pdf (Historical fiction book list from Teachers College Reading and Writing Project)
	http://thepbs.org/pages/4thhistfic.html (Historical Fiction novels from PBS)
	Colorado-specific historical fiction
	http://www.colorincolorado.org/historical/ (Historical Fiction recommendations from Colorin Colorado for bilingual students)
	http://www.historycolorado.org/non-fiction-childrens-books (Non-fiction books related to Colorado history)
Student Resources:	Historical Fiction Selection
Assessment:	After reading, students will explain the choices the authors made in crafting a piece of historical fiction: How was conflict developed? What were the different perspectives in the text? Can you explain how the author used conflict from the historical event to help develop characters? . http://www.adlit.org/strategies/22091/ (Double entry journal) http://exitticket.org/ (Online exit ticket form)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide leveled readers Teachers may provide framed sentences for written response	Student may participate in guided reading Students may complete the framed sentences for written response
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may provide Above/Beyond Level Historical Fiction	Students may orally present book talk to class

Critical Content:	• The development of stories include both conflict and resolution • The difference between internal and external conflict
Key Skills:	• Identify the plot, to include the plot line of a story • Compare and contrast different perspectives • Define the difference between internal and external conflict • Describe change in a character as a result of conflict
Critical Language:	Review plot, conflict resolution, theme

Learning Experience # 8

The teacher may guide activities on brainstorming and researching historical events so that students can begin understanding the steps in an effective research process. [*Producing text*]		
Generalization Connection(s):	Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities. Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change.	
Teacher Resources:	https://www.youtube.com/watch?v=NZYltpZT0KI (Movie trailer for *Eight Men Out* – Chicago White Sox baseball scandal) http://movies.yahoo.com/movie/the-boy-in-the-striped-pajamas/ (Movie trailer for *The Boy in the Striped Pajamas*) https://www.youtube.com/watch?v=KhoXFVQsIxw (Movie trailer for *Apollo 13*)	
Student Resources:	http://www.old-pz.gse.harvard.edu/Research/RubricsSelfHF.htm (Historical Fiction rubric) http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html (Notetaking resource from readwritethink.org)	
Assessment:	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as students craft their historical fiction. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the historical fiction. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• The development of stories include both conflict and resolution • The difference between internal and external conflict • How authors use multiple points of view to create and resolve conflict • Conventions and grammar	

Key Skills:	• Write well-developed stories that include conflict and resolution • Define the difference between internal and external conflict • Describe change in a character as a result of conflict • Identify the plot, to include the plot line, of a story
Critical Language:	Plot, conflict resolution, theme, historical fiction

Learning Experience # 9		
The teacher may present a menu of options (e.g., story board, movie script, graphic novel, etc.) so that students can begin analyzing the power and appropriateness of these writing formats for communicating conflict. [*Producing text*]		
Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change. Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities.	
Teacher Resources:	Examples of genre: narrative story, graphic novel, diary entry, news story, letters, storyboard, plays, narrative poems http://www.teenink.com/fiction/historical_fiction/ (Historical Fiction written by teens) http://www.old-pz.gse.harvard.edu/Research/RubricsSelfHF.htm (Historical Fiction rubric)	
Student Resources:	www.thewritesource.com/studentmodels	
Assessment:	Students will choose the genre for their writing. The assessments for this and the following Learning Experiences are aimed at shaping the form of their historical fiction and providing feedback as they craft their historical fiction. For this Learning Experience, students will continue to craft their historical fiction. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teachers may limit the number of choices in genre or specific historic events	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may choose to write a personal narrative placing them at the historic event and in the role of one of the participants
Critical Content:	• The development of stories include both conflict and resolution • The difference between internal and external conflict • How authors use multiple points of view to create and resolve conflict • Conventions and grammar	
Key Skills:	Write well-developed stories that include conflict and resolution Compare and contrast various methods of communication	
Critical Language:	Plot, conflict resolution, theme, historical fiction	

Learning Experience # 10

The teacher may guide the writing process so that students can understand the recursive process of developing a complex piece of writing. [*Producing text*]

Generalization Connection(s):	Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals' listening and conflict resolution capacities
Teacher Resources:	https://owl.english.purdue.edu/owl/resource/677/01/ [Great info from Purdue's Online Writing Lab (OWL)]
Student Resources:	N/A
Assessment:	Students will continue to draft and revise their piece of historical fiction to a polished product. Students will choose the genre for their writing. The assessments for this and the following Learning Experiences are aimed at shaping the form of their historical fiction and providing feedback as they craft their historical fiction. For this Learning Experience, students will continue to craft their historical fiction. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A Differentiation throughout the writing process will occur in teacher-student conferences	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A Differentiation throughout the writing process will occur in teacher-student conferences	N/A

Critical Content:	• The development of stories include both conflict and resolution • The difference between internal and external conflict • How authors use multiple points of view to create and resolve conflict • Morphology and word relationships • Conventions and grammar
Key Skills:	• Write well-developed stories that include conflict and resolution • Define the difference between internal and external conflict • Describe change in a character as a result of conflict • Identify the plot, to include the plot line, of a story
Critical Language:	Plot, conflict resolution, theme, historical fiction