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| **Unit Overview: Immigration** |
| In this unit, students will learn to read, write, and speak about Immigration in America during the late 1800’s early 1900’s. Students will read a variety of informational texts about the causes of Immigration and the impact it had on Immigrants coming to America. Through close reading, note-taking, and summarizing students will learn how to synthesize information from multiple texts in order to write and speak about a topic knowledgably. Students also closely read and analyze firsthand accounts to help them understand the impact immigration had on people. They will compare these accounts with secondhand accounts to deepen their understanding of the topic.    In the second part of this Unit, students will apply what they learned from reading informational texts about Immigration to help them have a deeper understanding of the historical fiction book Letters from Rifka by Karen Hesse. Through close reading, writing about the reading, and conversation with peers, students will analyze the characters in this book. They will learn how to understand characters by paying attention to their actions and how they respond to challenges. Students will also explore the themes in this book by paying careful attention to how characters respond to challenges.    For the final performance task students will write a Literary Analysis of Letters from Rifka by Karen Hesse. They will use their notes and written responses from the book to help them develop an idea in which they want to write about. After they have explored possible ideas to write about, they will choose one idea, create a thesis statement around that idea, and support their thesis with evidence from the text. |

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| **Guiding Questions and Big Ideas:** |
| * **Why did people immigrate to the United Stated during the late 1800’s?** * **What challenges did immigrants face and how did they respond to these challenges?** * *We can learn about immigration from the experiences of real people and fictional characters.* * *People respond differently to similar events in their lives.* * *Writers use a variety of sources (including firsthand and secondhand accounts) to speak knowledgeably about a topic.* |

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| **Texts and Resources** |
| What Was Ellis Island? by Patricia Brennan Demuth  Immigrants: A Library of Congress Book by Martin W. Sandler  Letters from Rifka by Karen Hesse  <http://teacher.scholastic.com/activities/immigration/>  <http://www.nps.gov/elis/learn/education/oral-history-ei-116.htm> |

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| **Content Connections:** |
| This unit is designed to address ELA standards for reading and writing. It also integrates the following social studies standard:  **Historical Perspective**  SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today. |

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| **Support for English Language Learners** |
| **In each lesson there are supports built in for English Language Learners (ELL’s) and struggling students. The following is a list of additional strategies that can be applied to any of the following lessons.**   * Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text. * ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Pair ELL students with native English speakers. During the lesson provide time for students to turn and talk and share their thinking with a partner. * For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required. * Students needing additional supports may benefit from partially filled-in graphic organizers and students response organizers. * Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language. |

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| **CCSS Standards Addressed in This Unit** |
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| **Lesson 1: Building Background Knowledge (Causes for Immigration)** |
| **Focus Standards:**  **RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.3**: Explain the relationship 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.  **RI.5.10**: By the end of the year, read and comprehend informational texts, including, history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others’ ideas and expressing their own clearly.  **Learning Target:**  I can explain the relationship between events in a historical text.  **Anticipatory Set:** To engage students in this unit, begin by connecting immigration to their own lives. If you have students in your class that have emigrated from another country, allow them to share their stories. You could also invite student’s family members that have immigrated to America to come and speak to students about their experiences.  **Vocabulary:** Explain to students that throughout this unit on Immigration, they will be learning new vocabulary words. Provide students with an Alpha-box (an organizer to help keep track of vocabulary). This organizer can be found by clicking on the following link: <https://www.asdk12.org/MiddleLink/LA/vocabulary/forms/Alphaboxes.pdf>  Introduce the following words to students:  immigrant (pg. 22)  oppressed (pg. 24)  possession (pg. 28)    Use the following procedure to introduce each word:  Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students)  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Mini-Lesson-** Explain to students that from 1820-1925, millions of people left their homes to start a new life in America. Tell students that they will be reading chapter 2 from What Was Ellis Island? by Patricia Brennan Demuth to learn about why people were immigrating to America. Record the following questions on chart paper:   * Why did people choose America to immigrate to? * Why were people leaving their homeland to come to America?   Tell students that as they read, they will use sticky notes to flag evidence that supports the reasons for immigration. Read aloud the first few paragraphs while modeling for students how to flag evidence for why people immigrated to America.  **Work Time-** Have students continue to read the rest of the chapter, flagging causes for Immigration. While students are working independently, pull a small group of students who may need more support including ELLs or struggling readers.  **Extensions for Depth and Complexity:** Students can access additional resources to help them understand the causes of immigration. The following link contains an article about the causes of immigration:  <http://immigrants1900.weebly.com/index.html>  Have students read the article and add any new information they learned in their reading response notebooks.  **Share Time-** During share time students will work in small groups of 3-4 to share the information they flagged in the book. Before sending students off, remind students of the Group Norms for working in small groups. Then record the following conversation starters on chart paper:   * *I agree because…* * *I disagree because…* * *Can you tell me more…* * *What makes you think that…?*   **Group Norms**  \*Come to the group prepared  \*Look and listen to the speaker  \*Take turns  \*Respect others’ opinions  \*Stay on topic  Teach students how to use these conversation starters before sending them off. One way is to model for students what a good discussion looks likes and sounds like. To do this, choose a small group to start their discussion while the rest of the class listens in. As the students begin discussing provide the groups with feedback to help guide their conversations. Finally, send students off in their small groups. Remind students that they should address the following questions while sharing in their groups:   * Why did people choose America to immigrate to? * Why were people leaving their homeland to come to America?   While students are working in their small groups, circulate the room listening in to student’s conversations. Provide groups with specific feedback about their conversations and prompt them when necessary. Bring students back together and have them share their evidence for why people were immigrating to America and why they chose America to immigrate to.  **Formative Assessment-** Have students answer the following prompt:   * *Explain TWO reasons why people immigrated to America in the Early 1800’s. Use evidence from the text to support your thinking.* * To help support struggling students and ELLs provide them with the following sentence starters to help support their writing.   *One reason people immigrated to America was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another reason people immigrated to America was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  Collect and analyze student’s responses. |

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| **Lesson 2: Building Background Knowledge (Analyzing TWO accounts of the same event)** |
| **Focus Standards:**  **RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **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.  **RI.5.10**: By the end of the year, read and comprehend informational texts, including, history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  **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 strategies.  **W.5.10:** Write routinely over extended time frames and shorter time frames, for a range of discipline-specific tasks, purposes, and audiences.  **Learning Targets:**  I can analyze multiple accounts of the same event.  I can describe the similarities and differences between multiple accounts of the same event.  **Vocabulary:**  Introduce the following words to students:  Firsthand account  Secondhand account  The following words are from Immigrants: A Library of Congress Book:  harsh (pg. 16)  voyage (pg. 18)  fare (pg. 21)  Use the following procedure to introduce each word:  Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students)  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Anticipatory Set:** To engage students in this lesson and to help them build background knowledge about firsthand accounts, have them listen to 3 short oral histories from immigrants who came to America in the early 1900’s. The firsthand accounts can be accessed from the following link: <https://www.youtube.com/watch?v=s16sQ3xkvRY>  Before listening, define what a firsthand account is. Then tell students that they will listen to 3 different people who immigrated to the U.S. during the early 1900’s. Provide students with the following questions:   * *How did they feel when they arrived at Ellis Island?* * *What did you learn about immigrating to American that you didn’t know before?*   These questions give students a purpose for listening. After listening, have students share with a partner what they learned from these accounts. Use the questions above to guide student conversations.  **Mini-Lesson-** Explain to students that when learning about events in history, it is important to read multiple accounts of that event. This will help us to have better understanding of that event. Tell students that today they will read two accounts describing what the journey was like to America.  Have students record the following organizer in their Reading Response Notebook. (This chart is called a Box and T-chart. Students record the similarities in the box and the differences under the appropriate columns.)  Immigrants Morris’ Account  Under the column labeled “Immigrants” students will take notes from “The Long Journey” from the book Immigrants: A Library of Congress Book. Under the column labeled “Morris’ Account” students will take notes from a firsthand account located at <http://www.nps.gov/elis/learn/education/oral-history-ei-116.htm>.  Read aloud pages 18 and 19 from “The Long Journey”. Model for students how to record important information about the journey on their organizer. *After reading I learned that the trip can take from 5 weeks to six months. Wow! That’s a long time. I also learned that the trip was miserable and many people became sea sick. It could also be dangerous because of fire, storms and diseases. I am going to list this information under the column “Immigrants”.*  **Work Time-** Provide students with a copy of the firsthand account titled “Morris Remembers the Steamship”. Have students read the account, jotting down important information on their organizer. **Tell students to circle words that are challenging for them**. (Students will return to these words during the vocabulary lesson explained below.)While students are working independently, pull a small group of students who may need extra support with the passage.  Consider supporting ELL struggling students by pairing them up with a partner.  **Share Time-** Bring students back together to share their thinking. Add notes to the class chart. Then have students turn and talk to a partner about what is similar and different between these two accounts. Bring students back together and add any new similarities or differences to the chart. Finally, discuss with students the importance of reading multiple accounts of one event in order to understand the event. *What did we learn in the secondhand account that we didn’t learn in the firsthand account? What did we learn in the firsthand account that we didn’t learn in the secondhand account?*  **Formative Assessment-** Have students answer the following prompt:   * *Using BOTH accounts, describe what the journey was like for immigrants coming to America.*   Analyze student’s responses to decide on next steps for teaching.  **Note: This lesson should be taught on the following day.**  **Vocabulary Lesson:** This lesson is not about teaching words rather it is about teaching students strategies for determining the meaning of unknown words**. These strategies can be used with any text.** Explain to students that readers use different strategies to figure out the meaning of unknown words. Draw the following chart on the SMART Board or chart paper:   |  |  |  | | --- | --- | --- | | Word | What I think it means… | Strategies used to help me figure out the word… | |  |  |  | |  |  |  | |  |  |  |   Ask a student to share a word they circled while reading “Morris’ Account”. Write this word under the column “Word” on the class chart. Then think-aloud for students strategies readers use to determine the meaning of this word. The following is a list of possible strategies to teach:   1. Using context clues including the words and pictures. 2. Using parts of a word such as prefixes and suffixes. 3. Sometime the definition is stated around the word.   After modeling each of the strategies, have students choose 2-3 words that they found difficult. These words should come from the words they circled during independent practice. Then have them practice using the strategies to determine the meanings of these words. |

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| **Lesson 3: Building Background Knowledge (Ellis Island)** |
| **Focus Standards:**  **RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.6**: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **RI.5.10**: By the end of the year, read and comprehend informational texts, including, history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  **W.5.10:** Write routinely over extended time frames and shorter time frames, for a range of discipline-specific tasks, purposes, and audiences.  **Learning Target:**  I can analyze multiple accounts of the same event.  I can describe the similarities and differences between the accounts of the same event.  **Vocabulary:**  Introduce the following words to students:  interpreter (pg. 41)  crooked (pg.42) (multiple-meaning word)  penniless (pg. 43) (introduce the suffix –less)  detained (pg. 45)  Use the following procedure to introduce each word:  Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students)  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Note-** This lesson will take two days.  **DAY 1**  **Mini-lesson:** Explain to students that they are going to be reading two accounts about Ellis Island. *Readers, today we are going to learn about what happened when Immigrants first arrived in America.* Project several photographs of Ellis Island while giving students some background about its purpose. Photographs can be found on the following site.  <http://www.loc.gov/rr/print/list/070_immi.html>  Next, provide students chapter 3 “Testing” from the book What Was Ellis Island? Tell students that this is a secondhand account describing the experience of Immigrants at Ellis Island. Explain to students that as they read this account they will record important information about what it was like when Immigrants arrived at Ellis Island using a Box and T-chart.  “Testing”\_\_\_ Rechtzeit Account  Model reading the first two pages aloud, stopping to record important information on the chart under the column “Testing”. Be sure to point out to students how you determined which details to record on the chart.  **Work Time-** Have students read the rest of “Testing” recording important information on their organizer. While students are reading either circulate the room to listen in to their reading or pull a small group of students who may need more support.  **Share Time-** Have students work in small groups to share the important information that they added to their chart. Then prompt them to discuss the following: *Discuss in your groups what you think this experience was like for immigrants and why. Be sure to support your thinking with evidence from the text.* While students are discussing, circulate the room listening in to their conversations.  **DAY 2**  **Mini-lesson-** Remind students about the importance of reading multiple accounts of an event in order to really understand that event. Explain to students that today they will read a firsthand account of an immigrant’s experience at Ellis Island. Provide students with the firsthand account titled “Relive a Boy's Journey to America”. Click on the following link to access this article:  <http://www.scholastic.com/teachers/article/relive-boys-journey?pImages=y&x=52&y=13>  Have students preview the article. Use the following prompts to help guide their thinking. *What do you notice about how the article is organized? What text features do you notice? How will those text features help you to read and understand the information?* After students have had about 3-5 minutes to preview the article, remind them of their purpose for reading: **What was it like for immigrants when they arrived on Ellis Island?** Have students point out the sections in the article that will help them find information about this topic. Remind students that they will add this information to their Box and T-chart under the column titled “Rechtzeit Account”.  **Work Time-** Have students read the article, jotting down important information about Rechtzeit’s experience at Ellis Island. Also, tell them to circle words that they do not know. While students are working circulate the room to confer with students or pull a small group of students who may need more support. You may want to prerecord an audio copy of the account for students who will have difficulty reading on their own.  After reading, and taking notes, tell students to choose 2-3 of their circled words and practice using the strategies from the previous lesson to determine the meaning of those words.  **Extensions for Depth and Complexity:** Have students write a letter from the point of view of an Immigrant coming to America. The letter will be addressed to someone “back home” in that person’s native country telling him or her about their experiences immigrating to America. This letter could either focus on their journey on the ship or their experience at Ellis Island. This letter should include details from the texts that students have read over the last several days.  **Share Time-** Bring students back together to share out the information that they recorded on their Box and T-charts. Discuss with student the similarities and differences between these accounts including the points of view.  **Formative Assessment**- Have students use their Box and T-charts to describe the similarities and differences between these two accounts.  *Describe the similarities and differences between the two accounts. Be sure to include 2 similarities and 2 differences in your response.* |

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| **Lesson 4: Introducing Students to the Genre of Historical Fiction** |
| **Focus Standards:**  **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.5.3**: Compare and contrast to or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **Learning Target**: I can infer what is happening in a story by paying careful attention to the details.  **Note-** Over the next few weeks students will be reading the book Letter’s from Rifka by Karen Hesse. Readers will be faced with several challenges while reading this book such as the form (written in letter form), the genre, flashbacks, and getting information in indirect ways. The following lesson will address some of these challenges for students by teaching them how to pay attention to the details to make inferences. The charts that are created during this lesson are meant to support students at the beginning of the book.  **Vocabulary:**  Introduce the following words to students:  Use the following procedure to teach new words. Consider using visual illustrations of the words when appropriate. This will provide additional support for ELLs and struggling students.  boxcar (pg. 2)  bayonets (pg. 6)  shalom (pg. 15)  pushkin (pg. 12)  Use the following procedure to teach new words. Consider using visual illustrations of the words when appropriate. This will provide additional support for ELL’s and struggling students. Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students).  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Mini-lesson-** Explain to students that authors often include lots of important details in the first chapter of a book such as introducing characters and setting.  *Readers, today we are going to begin reading the first chapter of Letter’s from Rifka by Karen Hesse. As we read this first chapter, we need to pay attention to clues that tell us who the*  *characters are and where they are. Readers have to pay close attention because authors often don’t come right out and tell the reader everything; instead they leave clues (details) that help the reader know who and what the story is about.*  Provide students with the following organizers or have them draw it in their Reading Response Notebooks.   |  |  | | --- | --- | | **Character** | | | **What I Know** | **How I Know It** |  |  |  | | --- | --- | | **Setting** | | | **What I Know** | **How I Know It** |   Read aloud pages 1 and 2. After reading, think aloud about what you know and the clues that help you to understand the characters and setting.  *I know they are traveling on a train headed for Poland. I know this because it says “… we would be in that filthy prison in Berdichev, not rolling west through Ukraine on a freight train bound for Poland.” I know it takes place in 1919 because this is the date at the top of the letter. I also noticed that the author flashes back in time when she writes, “When the sun rose above the trees at the train station in Berdichev…” I know she is flashing back to the morning because on page 1 it says “At the very best we would be in that filthy prison in Berdichev….” But now they are on the train headed for Poland.*  Continue to think aloud about what you know about the characters and how you know it. Record this information on the class chart. After reading pages 1 and 2 the class chart may look like the following:   |  |  | | --- | --- | | **Characters** | | | **What I Know**  **Cousin Tovah**   * Rifka’s counsin   **Uncle Avrum**   * Helped the family escape   **Rifka**   * 12 years old * Escaping with her family | **How I Know It**   * “How worried his daughters must have been…” * “If it had not been for your father…:” * “I am sure you and Cousin Hannah were glad to see Uncle Avrum come …” * “…to look older than my twelve years” * “You can distract the guards..” |  |  |  | | --- | --- | | **Setting** | | | **What I Know**   * Takes place in Russia, 1919 * Train station * Morning | **How I Know It**   * Stated at the top of the letter * “…leading us through the woods to the train station.” * “When the sun rose…” |   **Work Time-** Have students read the rest of the first letter, continuing to add details to their organizers. Depending on the level of student’s independence, you may want to break this first letter into smaller sections to read. While students are working independently, either confer with students one-on-one or pull a small group of students who need more support. Consider supporting ELL’s by pulling them in a small group. Support their comprehension by having them stop more often during reading to summarize what they have read.  **Share Time**- Bring students back together to share what they learned about the characters and the setting in this first chapter. As students share what they learned be sure to ask, “*How do you know*?” This question requires them to go back in the text to find evidence that supports their thinking.  **Formative Assessments:**   * Collect student’s charts to look for evidence of understanding. Are students able to identify details that tell them more about the characters and setting? Are students able to make inferences about the characters and setting? * Have students write a description of the setting using details from the book. Remind students that setting is what it looks like and feels like. Consider supporting ELLs by providing them with the following sentence frame to help guide their thinking.   *The beginning of the story takes place in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (country) during \_\_\_\_\_\_\_\_\_\_\_(year). Rifka is at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I know this because on pg. \_\_\_ it says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think the mood of the place is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

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| **Lesson 5: Growing ideas about characters by paying close attention to their actions.** |
| **Focus Standards:**  **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.5.3**: Compare and contrast to or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **Learning Target:** I can grow ideas about characters by paying close attention to their actions.  **Mini-lesson:** Tell students that today they are going to begin to grow ideas about the characters in the book. “What kind of person are they?” Explain to students that one way to grow ideas about characters is to pay close attention to their thoughts, words, and actions. Have students turn to pages 8 and 9. Read aloud these two pages while thinking aloud about Rifka’s actions and what her actions tell you about her.  *I know that Rifka is feeling scared because it says “My heart beat in my throat where my voice should have been.” She is scared of getting caught by the guards. However, even though she is scared, she is able to answer the guard about why she is at the train station. “I forced myself to answer. I spoke in Russian…” This shows me that even though she was scared of being caught she was still able to talk to the guard without giving her identity away. I think this action shows that she is brave because she was able to pull herself together and answer the guards’ questions even though she is terrified. Then on the bottom of page 9 she says: “Papa did not tell me what to say to the guards. He simply said distract them.” Now I am also thinking that she is clever because she was able to quickly think of a reason for why she was at the train station.*  After thinking aloud, restate the strategies you used to help you grow ideas about Rifka.  Have students create the following two-column chart in their Reading Response Notebook. Model how to record their thinking in the chart.   |  |  | | --- | --- | | Character’s Actions | What this tells me… | | * “My heart beat in my throat where my voice should have been.” * “I forced myself to answer. I spoke in Russian…My mother has found me work in a wealthy house.” | * This shows me she is scared about getting caught by the guards. * She is brave because she was able tell the guard she was going…she also knew that if she messed up her whole family could be in trouble. |   Have students read pages 10 and 11. Tell students to record Rifka’s actions under the column titled “Character’s Actions” and what those actions tell them about Rifka under the column “What this tells me...” While students are working circulate the room and check in with students for understanding. After that, bring the class back together to share their thinking adding new actions and thinking to the chart.  **Work Time:** Have students reread the rest of the first letter recording Rifka’s actions and what those actions tell them on their two-column chart. While students are reading, confer with students to check in for understanding of the learning target. Consider providing additional time for ELLs and struggling students. For students who finish early have them apply this same strategy to their independent reading books.  **Share Time:** Bring the class back together as a whole group. Have students work in small groups of 3-4. Tell them that they will be discussing what they learned about Rifka using evidence (her actions) from the text to support their thinking. Remind students to use the following conversational prompts to help guided their discussion:   * I agree because… * I disagree because… * Can you say more about…? * What makes you think that?   While students are discussing what they learned about Rifka, circulate the room to listen in to student’s conversations. While listening in make notes about next steps for teaching.  Finally bring the whole class back together and create the following anchor chart:   |  | | --- | | Strategies Readers Use to Grow Ideas about Characters | | * Pay close attention to the character’s actions: What they say, do, and think |   **Formative Assessment:**   * Collect and analyze student’s two-column charts. Make note of students who need additional practice with identifying actions and thinking about what those actions tell them. |

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| **Lesson 6: Growing ideas about characters by paying close attention to how they respond to challenges.** |
| **Focus Standards:**  **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.5.3**: Compare and contrast to or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **Learning Target:** I can grow ideas about characters by paying close attention to how they respond to challenges.  **Vocabulary:**  Introduce the following words to students:  vile (pg. 19)  permitting (pg.20 )  aching (pg. 21)  typhus (pg. 23)  Use the following procedure to teach new words. Consider using visual illustrations of the words when appropriate. This will provide additional support for ELLs and struggling students.  Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students)  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Mini-lesson:** Explain to students that another way readers get to know the characters in their books is by paying close attention to how they respond to challenges. Model this for students by reading aloud the next letter and thinking aloud about how Rifka responds to challenges.  *Readers, another way we can get to know the characters in our book is by paying attention to how how they respond to challenges. Begin* reading the letter dated September 3, 1919. *After reading this part, we know that the doctor is examining Rifka so that she and her family can enter Poland. Let’s think about how she responds to this challenge. In the text it says, “I huddled beside mama…” This tells me she is scared and is looking for protection from her mom. Then when the doctor examined her it says, “I kept my eyes down. I could not stand to look at it him.” I am thinking that she feels humiliated and angry. This is interesting because in the first letter we noted how brave Rifka was, but now she seems so terrified.*  Continue reading the letter telling students to pay close attention to Rifka’s actions. After reading, have students turn and talk to a partner about how Rifka was responding.  **Work Time:** Have students read the next letter dated October 5, 1919. Explain to students that they are going to read this letter paying careful attention to how Rifka responds to challenges. Provide students with sticky notes to record their thinking. On the sticky note tell them to record the challenge and how the character responds.  To help support ELLs or struggling students you may want to provide them with the challenges already recorded. They will then only have to focus on finding how the character responds. While students are working either pull a small group that needs additional support or confer with students one-on-one. The following are examples of student responses:  **Challenge**: Rifka’s family is taken away.  **Responds**: She continues to worry about where her family is.  **Share Time:** Bring students back together to share their thinking in small groups of 3-4. *Readers, in your groups today I want you to not only share how the character responds to challenges but what this tells you about that character. Try to push each others thinking by asking your group members to say more.*  **Challenge**: Rifka is diagnosed with typhus.  **Resonds**: She tells herself that she will not die and that nothing will hold her back from America.  Remind students of the conversational prompts that will help to guide their conversations.   * I agree because… * I disagree because… * Can you say more about…? * What makes you think that?   Make sure these prompts are recorded on a chart so that students can access them during their discussion.  While students are discussing their thinking, listen in and make notes about next steps for teaching. Bring the whole class back together and give them feedback on their conversations. Restate the learning target and add this new strategy to the anchor chart.   |  | | --- | | Strategies Readers Use to Grow Ideas about Characters | | * Pay close attention to the character’s actions: What they say, do, and think * Pay close attention to how the characters respond to challenges. | |

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| **Lesson 7: Growing ideas about characters by asking ourselves “Why did…?”** |
| **Focus Standards:**  **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.5.3**: Compare and contrast to or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **W.5.10:** Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.  **Learning Target:** I can think more deeply about the characters by asking myself “*Why did*…”  **Vocabulary:**  Introduce the following words to students:  Inn (pg. 26)  stow (pg. 28)  Use the following procedure to teach new words. Consider using visual illustrations of the words when appropriate. This will provide additional support for ELL’s and struggling students.  Step 1: Define the word in kid friendly language (tap into the prior of knowledge of students).  Step 2: Use the word in a sentence.  Step 3: Students explain the new word with a partner and also use the word in a sentence.  Step 4: Teacher reads aloud the sentence from the text that contains the new word.  Step 5: Students record the word on their Alpha-box  **Mini-lesson:** Explain to students that they have been learning strategies to help them understand the characters and to grow ideas about who they are. Today they will learn a new strategy that will push them to think deeper about the characters in their books. Use a sticky note from the previous lesson to model what this looks like. *Readers, yesterday someone recorded the following thinking on their sticky note:*  *Turn and talk to a partner about what this tells you about Rifka.* Give students 3-5 minutes to discuss what they now know about Rifka based on how she responds to this challenge. Bring students back together and have them share out their thinking. Tell them that today they are not going to stop there but rather push themselves to say more by asking themselves “Why did…?” *I heard some of you say that Rifka is scared because she doesn’t know where her family is. I also heard another partnership talk about Rifka being worried because she doesn’t know what happened to them. But if I stop and ask myself: “Why was Rifka so worried about her family?” I start to realize not only is she scared because she doesn’t know where they are, but also she is scared for their well-being. I think she is worried about whether or not they are sick or dead. This amazes me because instead of only thinking about herself, she thinks about her family first. I think Rifka is very thoughtful because she thinks about other people before herself.*  **Challenge**: Rifka’s family is taken away.  **Responds**: She continues to worry about where her family is. “…I fretted over Mama and Papa and Nathan”.  **Work Time:** Tell students that they are going to read the next letter dated November 3. They will continue to use sticky notes to flag Rifka’s actions and how she responds to challenges. While students are reading independently, confer one-on-one with students or pull a small group of students who may need more support. Have students continue to practice these strategies in their own independent reading books if they finish early.  **Share Time**: Have students meet in small groups to share their thinking. Explain to students that they are going to pick one sticky note that they want to talk about with their group. *Readers today you are going to choose one sticky note that you want to focus on with your group. Your job is to push each other’s thinking my asking “Why did…”. Remember that the purpose for asking this question to help you to think deeper about the character’s actions and what those actions tell you about the character.*  While students are sharing listen in to their conversations. Make notes about what you notice to help you plan next steps for teaching. Finally, bring the whole class back together and add this new strategy to the class anchor chart:   |  | | --- | | Strategies Readers Use to Grow Ideas about Characters | | * Pay close attention to the character’s actions: What they say, do, and think. * Pay close attention to how the characters respond to challenges. * Ask themselves “Why did…” |   **Formative Assessment:**  This formative assessment will help you to evaluate how well your students understand the main character. You will want to use this formative assessment to help guide your next steps for teaching. Provide students with the following prompt:  *Describe what kind of person Rifka is. Use details from the text to support your thinking.*  Before students begin writing, show students the rubric you will use to score their writing. An example of a rubric is located in the resource section at the end of the unit.  Consider pairing up ELL students to discuss their thinking verbally before they begin writing.  **Note:** Students will continue to read the book independently up to page 103. Have them continue to use the strategies readers use to grow characters. They will record their thinking on sticky notes and then meet with their small group to discuss their thinking. As they continue to read, they should continue to grow their ideas about what kind of person Rifka is. You will want to use the written response from this lesson as well as their sticky notes to help guide your instruction. |

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| **Lesson 8: Finding Themes in Historical Fiction** |
| **Focus Standards:**  **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, dram, 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.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **Learning Target:** I can identify the theme of a story by paying attention to how characters respond to challenges.  **Mini-lesson:** Remind students that the theme of a story is the message or lesson that the author is trying to convey. *What can we learn about life from this story?* Explain to students that readers use a variety of strategies to help them determine the theme. One strategy is to think about how the characters respond to challenges. Think aloud about how Rifka has responded to challenges and how this helps you to identify possible themes. *Readers, today I want to show you how we identify themes by paying attention to how Rifka responds to challenges.*  *Turn back to pg. 55. This is the part where Rifka is receiving treatments for her ringworm.* Read aloud page 55. *I notice Rifka seems to try and make the best of the situation she is in. Even after being left behind from her family and having to receive these painful treatments for her ringworm, she still tries to stay positive. I think this is because she is hopeful that she will get better and return to her family. I am thinking that one theme might be about the importance of perseverance.*  **Work Time:** Tell students that today they are going to reread pages 85-87 paying careful attention to how Rifka responds when the ship she was on is hit by a storm. After reading, have them work in their small groups to discuss possible themes. Consider supporting ELL’s by providing them with a small list of possible themes (3-4). Then have them use this list to choose a theme that best supports this part of the text.  Bring students back together to share their thinking.  Next, send students off to work independently to find other possible themes. Remind them to go back and look through their sticky notes where they recorded evidence for how Rifka responded to challenges (or other characters) and use this to help them think of other possible themes. Have students record their thinking in their Reading Response Notebooks. While students are working confer one-on-one with students or pull a small group of students who need more support.  **Share Time:** Bring students back together to share the themes they came up with including evidence to support their thinking. Start a new anchor chart titled “Themes in Letters from Rifka”.  **Formative Assessment:** Have students write a response to the following prompt: *Identify one theme from Letters from Rifka. Use evidence from the text to support your thinking.* Consider supporting ELL and struggling students by providing them with a sentence frame to help organize their thinking. |

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| **Lesson 9: Paying Attention to How Characters Change** |
| **Focus Standards:**  **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.5.3**: Compare and contrast to or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity back independently and proficiently.  **Learning Target:** I can explain how a character changes using evidence from the text.  **Note:** Before this lesson students should have already read and discussed pages 104-112. Also, the mini-lesson for this lesson will be shorter than usual because students have already had practice with noticing how characters respond to challenges.  **Mini-lesson:** Explain to students that sometimes a character will start out one way and then end up a different way. It is important to take notice of this change because it will help you to better understand the character. Tell students that today they are going to look back at two important events in Rifka’s life and analyze how she responds to these two events. Then they will discuss with their small groups whether or not they are noticing a change.  **Work Time:** Tell students to make the following two-column chart in their Reading Response Notebook:   |  |  | | --- | --- | | Rifka Cannot Go to Belgium with Her Family  (pgs. 47-50) | Rifka’s Brother visits her at Ellis Island  (pgs. 104-112) | |  |  |   Students will work in their small groups to describe how Rifka responds to these two events. Then in their small groups have them discuss if they are starting to notice a change in her. While students are working you will want to circulate the room listening in to student’s conversations.  Students should notice that Rifka is starting to change. For example, when she finds out she cannot go to Belgium with her family, she wants her mom to stay with her. She is scared to be alone and threatens that she will return to Berdichev. She doesn’t want to be without her family and feels she is now an orphan. However, when she is at Ellis Island she seems much more independent and able to take care of herself. For example, she has learned to speak and read English and is able to communicate with the doctors. She also stands up to her brother when he tells her to throw her books away. She is standing up for what she believes in. She is changing by becoming more independent and being able to take care of herself.  **Share Time:** Bring students back together and remind them of the learning target. Then, have each group share what they noticed. After students have shared their thinking, tell them to turn and talk about what they think caused this change.  **Formative Assessment:** Have students write an exit slip using the following prompt: *Describe how Rifka seems to be changing from the beginning of the book to the end. Use examples from the text to support your thinking.* |

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| **Lesson 10: Introducing the Literary Essay** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **Learning Target:** I can identify the characteristics of a literary analysis.  **Mini-lesson:** Tell students that they are going to write a literary essay which will help them to develop their thinking about the story. Explain to students that they are going to read and analyze an example of a literary essay. Provide students with a mentor literary analysis which they will use throughout this unit to help guide their writing (see the Resource section at the end of this unit).  Have students read and analyze the literary analysis. Then have them share out what they noticed and record their thinking on an anchor chart labeled “Characteristics of a Literary Essay”.  **Characteristics of a Literary Essay**   * Title and author is stated in the introduction * Thesis (writer’s opinion or “idea” about something in the book) * Engaging lead that hooks the reader * Includes texts evidence * Each paragraph supports the writer’s thesis * Includes the writer’s own thoughts about the characters * Transition words * Quotes from the book * Conclusion (restates the thesis)   **Work Time:** Provide students with another literary essay. (Additional literary essays are located in the Resource section at the end of the unit.) Have students work in pairs to read and analyze the literary essay. Have student’s use the anchor chart that was created during the mini-lesson to annotate what they notice. While students are working circulate the room and support students who need additional support.  **Share Time:** Have partnerships share what they noticed about the literary essay. As partners share out, record their thinking on the literacy essay. |

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| **Lesson 11: Theorizing About Characters** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can develop theories about a character by analyzing the character’s actions.  **Mini-lesson:** Explain to students that one way writers develop ideas for their literary analysis is to study the characters in their book. Tell students that today they will be looking back over all of their sticky notes and ideas that they developed about the main characters in *Letters from* Rifka. Model this for students by looking back over a few of your own sticky notes about Rifka. *I notice that in this part Rifka…This shows me she is…*  Record your theory on an index card. Then explain to students that once you develop a theory you will go back in the text to look for more evidence.  **Work Time:** Have students read through their responses thinking of possible theories about Rifka. Provide the following questions for students who need more support. Tell them to choose 2-3 questions to focus on. Then from there they can develop a theory.   * What does the character long for? * What does the character fear? * What gets in the character’s way? How does the character respond to these challenges? * How does the character change over the course of the story? * What lessons has this character learned?   Consider supporting ELL and struggling students by pull them in a small focus group and guiding them through the work.  Provide students with index cards to record their theories on. You will want to collect these at the end of the lesson.  **Share Time:** Have students work in small groups of 3-4 students sharing their theories. Remind students of the conversational prompts that will help to guide their conversations.   * I agree because… * I disagree because… * Can you say more about…? * What makes you thinking that?   **Formative Assessment:** Collect student’s theories to analyze and develop next steps for teaching. |

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| **Lesson 12: “What is this story really about?”** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can identify the important point or theme of a story.  **Note:** For this mini-lesson, you may want to choose another text students are familiar with to model the lesson. This way student will develop their own big ideas about *Letters from Rika*.  **Mini-lesson:**  Explain to students that today they will study the text closely to develop an idea about the story’s main meaning. To do this work, tell students to look back over the work they did yesterday (analyzing characters) and ask themselves “What’s this story really about?” Record the following questions on chart paper:   * What does the character learn in this story? Is this a life lesson that readers are also meant to learn? * What life lesson can I draw from this story? How does this story teach me a lesson that can help me live my life differently? * How do all the story elements-title, beginning, middle, ending-convey the story’s message?   Next, model reading the questions from the chart and choosing one to get started. Then look back at the story and work from the previous lesson. Think aloud about how you would answer the questions using details from the beginning, middle, and end of the story.  The following is an example of a think aloud using **Our Gracie Aunt by Jacqueline Woodson.** *I am going to think about the first question: What does the character learn in this story? Is this a life lesson that readers are also meant to learn? I think that Beebee learns several lessons. One is that she learns the importance of taking care of family. I know this because in the beginning of the story she will not let her brother answer the door. She is also very protective of him when Miss Roy shows up to take them away. I also think she learns to forgive others. First, she forgives her mom for leaving her. Then she forgives her aunt for not talking to her mom all those years. Once she begins to forgive people, you start to notice a change in her…*  **Work Time:** Tell students to choose a question and then look back over the story with this question in mind. Look for evidence to support your thinking from the beginning, middle, and end of the story. Allow students time to work while circulating the room and conferring with students. Then, tell students to meet with their writing partner to discuss their thinking. These conversations should help students to develop their ideas even further or revise if necessary.  Finally, have students record their thinking in their notebooks. Use the following sentence starter to support ELL and struggling students:   * *I think this story is really about …. Because …*   **Share Time:** Choose a few students whose writing is very thoughtful and probing to share.  **Formative Assessment:** Collect student’s “big ideas” to look over before the next lesson. Make note of students of who need additional support. |

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| **Lesson 13: Turning our “big ideas” into a thesis statement.** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can develop a thesis statement by exploring possible ideas and then choosing the best one.  **Mini-lesson:** Explain to students that today they will look back over all of their thinking for Letters to Rifka and the “big idea(s)” that they came up with yesterday, to write a thesis for their literary analysis. Tell students that their thesis statement will be the topic of their essay and what they want to prove (their opinion). Model this for students by looking over your seed ideas, thinking about them and revising them.  *Yesterday I came up with couple ideas about the book* **Our Gracie Aunt by Jacqueline Woodson.** *One idea I had was that this book was about the importance of taking care of family. So one possible thesis could be: Our Gracie Aunt is a story about taking care of family. Another idea I had was that this story is about forgiveness. A thesis statement for this idea could be: Our Gracie Aunt is the story of a girl who learns the importance of forgiveness and how forgiving others can help us overcome life’s challenges.*  *I think I want to explore my second idea further. Now I have to see if I can support this idea using details from the beginning, middle, and end of the story.*  Review the steps you took to develop a thesis and record on a chart paper for students to refer to during work time.    **How to Develop a Thesis**  1st- Read over your big ideas and choose one you want to explore further.  2nd- Turn that idea into a thesis statement:  *Letters from Rifka is the story of …*  3rd- Test your thesis by finding details to support it in the beginning, middle, and end of the story.  story.  **Work Time:** Tell students to use the chart to help them develop their thesis. They may want to explore several ideas before choosing the one they want to write about. While students are working confer with students. Provide the following sentence starter for students who need more support.  *Some people think this story is about…, but I think this story is about ….*  You can also provide a list of common themes for students to think about and see if they fit with this story.  **Share Time:** Choose a few students to share their thesis statements.  **Formative Assessment:** Collect student’s “big ideas” to look over before the next the lesson. Make note of students of who need additional support |

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| **Lesson 14: Identifying reasons and examples to explain and support a thesis statement.** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Targets:**  I can develop reasons to support my thesis.  I can use evidence from the text to support my reasons.  **Mini-lesson:** Tell students that today they will be developing reasons to support their thesis.  Using the example thesis you developed in the previous lesson model for students how to develop reasons to support their thinking. Remind students that they will want to find evidence from the beginning, middle, and end of the story.  **Thesis**: Beebee learns that forgiveness and trust can help her overcome life challenges.  **Reason 1**: In the beginning, Beebee has to take care of her younger brother and she doesn’t want Miss Roy to interfere.  **Reason 2**: In the middle, Beebee has to go and live with her Aunt. She doesn’t seem to trust her aunt and has a hard time adjusting.  **Reason 3:** In the end, Beebee forgives her aunt and accepts her help.  Provide students with another literary essay. Have them work with a partner to identify the reasons the author gives to support their thesis. Have them either underline or highlight the reasons. Then, have them work with a partner or in a small group to discuss the following:   * *Do the author’s reasons help support their thesis? If so, how?* * *Do you think the reasons come from throughout the book? How do you know?*   **Work Time:** Tell students that today during work time they will develop three reasons to support their thesis. You may want to use the organizer titled **Identifying Reasons to Support a Thesis** located in the “Resource Section” to help organize their thinking. While students are working pull a small group of students who may need more support. At the end of work time have students share their reasons with a partner. Tell partners that their job is to help each other make sure that their reasons support their thesis.  **Share Time:** Have a few volunteers share their thesis and their reasons to support it.  **Formative Assessment:** Have students turn in their reasons that they completed today. Before the next lesson, assess whether students are grasping the concept of supporting their thesis with reasons. Make note of students who will need additional support. You may also notice that your students would benefit from a mini-lesson about revising their thesis to support their reasons. |

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| **Lesson 15: Elaborating Ideas to Support and Explain Reasons** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.4:** Produce clear and coherent writing in which the development are appropriate to task, purpose, and audience.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can elaborate my ideas (reasons) using specific details from the text.  **Mini-lesson**: Tell students that today they will learn how to elaborate on their ideas in order to write a stronger and more convincing literary essay. Explain to students that one way to do this is to support their reasons with evidence from the text. Demonstrate for students how find specific examples such as **exact quotes, precise actions, and proper names** in the text to support their reasons. Model for students how to cite quotations from the text:   * *When the narrator states “…,” this shows that …* * *When (the character) says “…,” this makes me think…*   You may also want students to turn to one of the example literary essays to locate examples of where the writer uses specific details to support their reasons. Then, provide students with some prompts that will help them elaborate on their ideas.  **Work Time:** Have students refer to their first reason in their own essay. Tell them to locate specific details that will help to support and explain their reasons. Then, have students work in partnerships to share their ideas about how they might include these details in their essays.  While partners are sharing listen in to support students as needed. Finally, have students write their first paragraph.  **Share Time:** Invite a few students to share their writing with the class.  **Formative Assessment:** Collect and read student’s first paragraphs. Make note of students who need further support and pull them in a small focus group on the following day. For students who show evidence of understanding the learning target have them continue writing their next two paragraphs. |

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| **Lesson 16: Organizing ideas to Write a Literary Essay** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4:** Produce clear and coherent writing in which the development are appropriate to task, purpose, and audience  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **W.5.9**: Draw evidence from literary or information texts to support analysis, reflection, and research.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can write a literary essay that includes an introduction, thesis statement, reasons, and conclusion.  **Mini-lesson:** Tell students that today they are going to organize their ideas so they can begin writing their rough drafts. Explain to students that they are going to revisit the mentor text to study how this writer organized their ideas. Have students work with a partner to analyze how the writer organized their ideas. *What do we notice about how a literacy analysis is organized?*  Bring students back together to share their thinking. Record their thinking on an anchor chart that they can use to help them organize their own writing.  **Organizing a Literary Essay**  **Introduction**   * Thesis * Lead * Brief summary of what the reader will read about in the essay   **Body**   * Paragraphs that support the thesis (Reasons) * Paragraphs are organized around a topic sentence * Includes evidence that supports the thesis   **Closing**   * Connects back to the thesis * Leaves readers with something to think about   Tell students that they will begin drafting their literary essays. Model for students how to write an introduction. This should include the title, a lead that relates to the theme, and a thesis statement. Explain that once they have their introductory paragraph then they will add their reasons. Remind students that these were completed in the previous lesson. Finally, they will add a conclusion (May want to model how to write the conclusion on the following day.)  **Work Time:** Have students begin to draft their literary essays. While students are working, circulate the room, conferring with students on their writing. If you notice students are having difficulty with their introductions you can provide them with the following sentence starters:   * *I used to think…But now I believe…* * *Some people think…But I believe…* * *When I first read…I thought…But now as I reread it, I realize…*   **Share Time:** Invite 2-3 students to share their introductions.  **Formative Assessment:** Collect and read students rough drafts. Decide on next steps for teaching based on student’s work. |

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| **Lesson 17: Revising Literary Essays for Meaning** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4:** Produce clear and coherent writing in which the development are appropriate to task, purpose, and audience  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **Learning Target:** I can reread my writing to revise my literary essay.  **Mini-lesson:** Praise students for the work they have been doing while writing their rough drafts. Explain to students that today they will be revising their essays to make sure that the evidence supports their thesis statement. Then, using either your rough draft or a students, demonstrate how to revise for meaning. First, reread the essay aloud one paragraph at a time. Make sure that the information in each paragraph goes together and supports the thesis statement. Model making revisions as necessary.  Then read the essay aloud to a partner. Have the partner identify the thesis statement after listening to the introduction. Then have partners explain how the evidence supports the thesis after listening to each supporting paragraph. Rewrite parts that need revision.  **Work Time:** Have students work with a partner to revise their essays. Create a chart that lists the procedures for working with a partner:  **Steps for Revising**  **1st- Read your essay to yourself to make sure that your evidence supports your thesis.**  **2nd- Read your essay to a partner.**  **3rd- Have your partner identify your thesis and explain how your evidence supports your opinion.**  **4th- Rewrite the parts that need revision**  While students are working conduct individual conferences to make sure students are rewriting the parts that need revision.  **Share Time:** Invite 2-3 students to share their revisions the made with the class. |

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| **Lesson 18: Using a Revision/Editing Checklist** |
| **Focus Standards:**  **W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **W.5.4:** Produce clear and coherent writing in which the development are appropriate to task, purpose, and audience  **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics or tests, building on others’ ideas and expressing their own clearly.  **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **Learning Target:** I can use a revision/editing checklist to revise and edit my writing.  **Mini-lesson:** Explain to students that today they will continue revising their essays and then edit them using a Revision/Editing Checklist (located in the resource section). Demonstrate how to revise and edit an essay for each item on the Revision/Editing Checklist. Read through the first item on the checklist. Model for students how to look for this in their writing and then revise if necessary. Continue reading through each lens of each item on the checklist to revise and edit the essay. Allow for students to share their input during this process.  **Work Time:** Have students use the Revision/Editing Checklist to revise and edit their essays. Conduct individual conferences to support students. Finally, allow students to publish their writing.  **Celebrating Student’s Writing:** There are several ways for students to share their writing. One way is to have a round table discussion. Students work in small groups to share and discuss their writing. Another way could be for students to share their writing with another class. Finally, students could share their writing on-line. The following link is free website where students can upload and share their work. <http://issuu.com/> |

**Resources**

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| **Rubric for Writing a Character Description**  **4-** This response considers multiple traits. Each trait is supported with 2 pieces of evidence. Response includes evidence from throughout the book.  **3**-This response includes one trait. This trait is supported with 2 pieces of evidence. Response includes evidence from throughout the book.  Or  This response includes two traits. Each trait is supported with 1 piece of evidence.  **2**- This response includes one trait that is supported by 1 piece of evidence.  **1**-This response includes a trait but evidence does not support this trait.  Or  This response focuses on a feeling.  0- This response is totally incorrect or irrelevant. |

**A Literary Essay on Our Gracie Aunt by Jacqueline Woodson**

Growing up is challenging for everyone. It’s especially challenging when you have to grow up faster than you should. In the story Our Gracie Aunt by Jacqueline Woodson, this is exactly what happens to Beebee. However, in the end she learns how the power of forgiveness and trust can help her overcome her challenges and be the kid she deserves to be.

In the beginning, Beebee is making sandwiches for her little brother Johnson. There is a knock at the door. It’s Miss Roy who has come to take Beebee and Johnson to foster care. When this happens we see how protective Beebee is of her little brother. She takes on the role of the “mom”. She tells him, “Don’t open that door, Johnson.” I think she does this because she knows that Ms. Foster wants to take them away and she wants to protect her little brother. Later, the next afternoon, Miss Roy returns to talk to Beebee. Beebee is very defensive. After Miss Roy explains that she is only there to help, Beebee says “I’m not a little kid”. This makes me think that she is trying to convince Ms. Roy that she can take care of herself and Johnson.

In the middle of the story Beebee and Johnson are taken to go and stay with their Aunt. Beebee is very leery of her because she knows that her mom doesn’t like her. Therefore, she feels like she should not like her too. However, once Beebee realizes that her Aunt really does want to help them, she starts to let her guard down and gets to become a kid again. “Our Gracie aunt sat on the edge of my bed and sang a song about birds watching over us. It was a pretty song. Beebee turned her head to listen. She was listening too.” I am thinking that Beebee is starting to change her feeling towards her Aunt because she realizes that her Aunt does really care about them.

Once Beebee forgives her Aunt, we start to notice a change in her. She becomes less defensive and starts to let her guard down. She even allows herself to cry about her mom instead of always trying to be tough. “Some days me and Beebee sat crying, washing ourselves out inside.” She also starts to show that she trusts her Aunt. At the end of the story, when Beebee returns to her Aunt’s after visiting her mom, we see her running up to her Aunt’s house. This makes me think that she is excited to see her!

This story teaches me about the importance of forgiveness, and how forgiving others can make you feel better. Once Beebee forgave her Aunt and allowed her to help care for her and her brother, she was able to be the child she deserved to be.

**A Literary Essay on Stone Fox by John Reynolds Gardnier**

Has anyone ever told you that if you put your mind to something you can do anything? Well this is exactly what Little Willy does in Stone Fox by Reynolds Gardiner. In this story, the main character, Little Willy is faced with the challenge of saving his ill grandfather’s farm. Faced with many obstacles along the way, determined little Willy never gives up. I think Stone Fox is a story about how the power of determination helped a little boy not only save his grandfather’s farm, but also his grandfather’s life.

In the beginning of the story, there is evidence of the power of determination. Little Willy finds out that his grandfather is so ill and depressed that he can’t take care of the farm. Little Willy realizes that he must do something and takes it upon himself to help take care of the farm. With his dog Searchlight, little Willy works to harvest the crop of potatoes. “It took little Willy and Searchlight over ten days to complete the harvest. But they made it!” This shows his determination to help save the farm.

Later on, little Willy finds out that his grandfather owes $500 dollars in taxes. Without the money to pay their taxes they will lose the farm. Again little Willy demonstrates determination by finding a way to raise $500. Using all of his college money, little Willy enters the National Dogsled Race. Then little Willy finds out that he will be competing against the unbeaten Stone Fox. Does he give up? Of course not! Motivated little Willy practices daily with his dog Searchlight. “In the next week little Willy and Searchlight went over the ten-mile track every day, until they knew every inch of it by heart.” This demonstrates his determination to win the race.

Finally, the race is on. Little Willy takes off in a flash and gains the lead. But then, Stone Fox is right behind him. Little Willy, is shouting at Searchlight “Go, Searchlight, Go!” All of a sudden, Searchlight’s heart burst. Little Willy is devastated. He bends over holding Searchlight in his arms. With a change of heart, Stone Fox threatens the other racers to not cross the finish line. He draws a line in the dirt for little Willy to cross and finish the race. Little Willy picks up Searchlight and crosses the finish line. This show just how determined he was to help save the farm and his grandfather.

Stone Fox is not just a story about a boy who wins a race, but rather a story about determination and strength of character. After reading this book, I now realize the power of determination. I have found that through determination I can do whatever I set my mind to.

**Name** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date** \_\_\_\_\_\_\_\_\_\_

**Identifying Reasons to Support a Thesis**

**Thesis (Opinion)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My thesis is true because…**

**Reason 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reason 2**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reason 3**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literacy Essay Revision/Editing Checklist**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Organization/Idea Development** | **Revise and edit for the following:** | **Author** | **Teacher** |
| 1. **Focus/Clarity**  * Is my thesis statement clearly stated? * Does my evidence support my thesis statement? |  |  |
| 1. **Introduction and Conclusion**  * Is my introduction complete and effective? (Thesis statement, summary related to theme, title…) * Is my conclusion complete and effective? (Restates the theme and what it means to the writer) |  |  |
| 1. **Supporting Paragraphs**  * Is each paragraph organized around a specific topic? * Does each paragraph include a CLEAR explanation of how the evidence supports my thesis statement? * Did I use a variety of linking words and phrases to connect reasons to my thesis? |  |  |
| **Language** | 1. **Sentences**  * Did I use purposeful and varied sentence structures? |  |  |
| 1. **Capitalization**  * Did I use capitals at the beginning of each sentence and for every name? * Did I use capitals for titles? |  |  |
| 1. **Punctuation**  * Did I use periods, exclamation points, and question marks correctly and effectively? * Did I use quotation marks? (Direct quotes, speech, and titles of short stories) |  |  |
| 1. **Spelling and Grade-appropriate Vocabulary**  * Did I spell most words correctly? * Did I use the most effective words and phrases? |  |  |