**Grade 5 Core Plan for Unit 1**

**Standards of Focus:**
- RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.2 Determine a theme of a story, drama, or poem from details in the text, including (how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic); summarize the text.

<table>
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<tr>
<th>Lesson Number</th>
<th>Learning Target(s)</th>
<th>Lesson in Teacher Manual &amp; Materials</th>
<th>Teaching Point/Teaching Notes</th>
<th>Additional resources &amp; Anchor Charts</th>
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| Session 1     | I can identify the characters and the challenges they experience in a story or drama. (Prereq- RL.3) | Ready-Gen L1, Night of Spadefoot Toads | Compare/Contrast Characters  
  **Teaching Point-**  
  Readers are able to identify and know character traits of their characters.  
  Read: Chapter 1 (Night of Spadefoot Toads)  
  Graphic Organizer: Venn-Diagram (collect information for main character-Ben and sub character-Frankie  
  Build this together with the class (identifying nouns-connecting info back to ELD)  
  (Teacher Guide p. 14)  
  Use Reading Analysis Extension (Teacher Guide p. 17) for prompts to help generate venn-diagram info.  
  Students: Could use this strategy (venn-diagram) to compare characters within their own books | Character traits anchor chart |
| Session 2 | I can describe the characters in a story by their traits, motivations, or feelings (Prereq RL.3) | Serravallo Lesson 6.17 (p. 182) Night of Spadefoot Toads | Teaching Point- **Readers notice details to better understand characters. Sometimes this comes in the form of character thoughts or thinking.**

Read: Chapter 2-3 (Night of Spadefoot Toads)

Graphic Organizer: T-chart (How Ben feels when he is alone & How Ben feels when he is with people (From p. 22-23 Turn & Talk/Close Read-2nd point) | Details to understand characters anchor chart |
| --- | --- | --- | --- | --- |
| Session 3 | I can describe the characters in a story by their traits, motivations, or feelings (Prereq RL.3) | Ready-Gen L3 Night of Spadefoot Toads | Teaching Point- **Readers can understand characters better, by discovering how the narrator describes the characters actions.**

Read: Chapter 4-5 (Night of Spadefoot Toads)

Use Close Read (teacher guide p. 33) questions to generate information about how Ben responds to situations in the text and what that teaches us about his character.

Graphic Organizer: T-chart (one side would be the character reaction to a situation-details describing this from a specific page in the book) and the other side would be our thinking about the character (as a reader) and what this teaches us about the character's traits. | Characters actions anchor chart |
| Session 4 | I can explain how characters in a story or drama respond to challenges. (thoughts, words, and actions-details from the text) (RL.2) | Ready-Gen L4 Night of Spadefoot Toads | Teaching Point- **Readers pay attention to how characters respond to challenges.**

Read: Chapter 6-7 (Night of Spadefoot Toads)

Build an understanding in the plot in this lesson as well. Build a story arc (from p. 44-teacher guide) events in one color and when appropriate, add Ben’s reaction to the event in another color. | Characters respond to challenges anchor chart |
<table>
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<tr>
<th>Session 5</th>
<th>I can describe a character using specific details: thoughts, words, and actions (Prereq RL. 3)</th>
<th>Ready-Gen L5 Night of Spadefoot Toads</th>
<th>Teaching Point - Readers figure out why characters act the way they do based on details in the story. Read: Chapter 8-9 (Night of Spadefoot Toads) Reading Analysis (teacher guide p. 54)-use question prompt: How does Ben react when he hears Mrs. Tibbets’ car in the driveway? Allow students to generate his actions, thoughts and behaviors for this. What does this tell us about Ben?</th>
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<tr>
<td>Session 6</td>
<td>I can describe the characters using specific details from the text.</td>
<td>Serravallo 6.15</td>
<td>Use Serravallo Reading Strategies Book Lesson 6.15 - Talk and Action as Windows (p. 180) to further develop an understanding of our character, Ben. From using this lesson, show students how behaviors help us name a character trait that fits the character. Whole Group-do this for Mrs. Tibbets and Partner Work-do for Ben Independent-do this work for a character in their own text Read: Night of Spadefoot Toads (chapter 10)</td>
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**Character motivations anchor chart**

**Talk and actions as windows anchor chart**

**Talk and actions as windows anchor chart part 2**
Informal Assessment of student understanding:
Student written response to show understanding about characters and how we can learn about who our characters are by collecting evidence/details from the book.
Possible Prompt: **What kinds of character is Ben? Use evidence from our book to support your thinking.**

| Session 7 | I can identify the difference between two or more characters or settings in a story. | Serravallo Text, Lesson-5.28 (p. 161) | **Graphic Organizer-3 circle**
- School, Home, Outdoors in the Woods
- Describe each setting in one color
- Jot down notes about how Ben acts differently in each setting in another color

**Micro-Meso-Macro-environment Systems: Levels of Settings** (p. 161)
- This lesson dives into how the different levels of settings affect the characters.

Read: *Night of Spadefoot Toads* (chapter 10) |

| Session 8 | I can identify the difference between two or more characters or settings in a story. | Supplement: Serravallo Text Lesson 6.11 Character Comparisons (p. 176) | Focus on how Ben and Mrs. Tibbets respond to problems that they each face (this is one of the prompts in this lesson from Serravallo).

Pull in ELD frames/language for compare/contrast

Read: *Night of Spadefoot Toads* (chapter 11-12) |

| Session 9 | 2 part lesson
I can explain how a characters actions contribute to the overall story | Supplement: Serravallo Lesson 7.18 (p. 211) | **TP: Readers notice how characters change over time and the events that have created the change to determine the theme of a text.**

Focus on how Ben has reacted in the events throughout the book & how those events are used to bring out the problem Ben faces in life (moving, |

**Readers notice how characters change anchor chart**

**Using evidence to determine**
<table>
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<tr>
<th>Session 10</th>
<th>I can determine the theme of a story from details in the text.</th>
<th>I can identify similarities of two or more characters or settings in a story or drama.</th>
<th>Serravallo Lesson 5.25 (p.158) Double Plot Mountain</th>
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<tbody>
<tr>
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<td>friends, emotions).</td>
<td>TP: Readers pay attention to the events taking place in a characters life, simultaneously, in two different settings.</td>
<td>TP: When characters change, they often reveal something new about themselves. When we pay attention to that change, it can reveal deeper meanings in the whole story. We call this theme.</td>
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<td>TP: When characters change, they often reveal something new about themselves. When we pay attention to that change, it can reveal deeper meanings in the whole story. We call this theme.</td>
<td>Highlight the differences in Ben's home life and School life. Ben's home life, now includes helping and spending time with Mrs. Tibbets as a friend.</td>
<td>Use compare/contrast rubric from CORE plan. Compare Ben and Mrs. Tibbets or compare Arizona and Massachusetts.</td>
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<td>Besides just plotting what has happened in these two settings, notice how the events in both settings connect to each other and the problem of facing challenges (moving, friends, emotions)</td>
<td>Use the compare/contrast rubric as a guide for students when analyzing these two plot lines.</td>
<td>Question Prompts: What are some similarities between the two event sequences? What are some differences? How do these event sequences fit together to support the theme of maturing or accepting change?</td>
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<td>theme anchor chart</td>
<td>Compare and contrast anchor chart</td>
<td>***We will need to see how this lesson unfolds and put some reflection/feedback here when we are done.</td>
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<td>Compare and contrast anchor chart</td>
<td>***We will have 2 anchor charts going for this lesson.</td>
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| Session 12 | I can compare and contrast two or more characters, settings, or events using specific details from a text. | Ready Gen L12  
Ready Gen: Lesson 12 (Compare/Contrast Characters)  
Text Collection  
Text: Shells  
Read Aloud-p. 4-7 | TP: Readers use evidence from the text to compare and contrast characters.  
**Whole Group**-  
Use Turn and Talk Question: In what ways are both Michael and his Aunt Esther unhappy?  
Graphic Organizer: T-chart  
**Partner Work/Active Engagement**-  
Use Close Read Question: How do the characters act in similar ways? What details and words from the text give you key information about how they treat each other in similar ways?  
Graphic Organizer: T-chart  
**Independent Work**-  
How are two characters in your text the same or different? Use a T-chart to jot down evidence that you can gather from your text to prove how they are the same or different. |
|---|---|---|---|
| Session 13 | I can explain how characters in a story relate to one another. | Ready-Gen L12  
Ready Gen: Lesson 12 (Compare/Contrast Characters) cont...  
Text Collection  
Text: Shells  
Read Aloud-p. Finish Shells | TP: Readers use evidence from the text to compare and contrast characters.  
**Whole Group & Partner Work/Active Engagement**-  
Use Turn and Talk Question: How are Ben (from Night of the Spadefoot Toad) and Michael alike and different?  
Graphic Organizer: T-chart (use the graphic organizer that the district has attached to the summative test for this unit-overlapping t-chart-I will send to print)  
-Get students started in their partner work and release to complete the task  
**Independent Work**-  
How are two characters in your text the same or different? Use a T-chart to jot down evidence that you can gather from your text to prove how they are the same or different. |
| Session | I can use evidence to support my thinking about characters. | Ready Gen - L 14  
Ready Gen: Lesson 14 (Compare/Contrast Characters) | **TP: Readers use evidence from the text to compare and contrast characters.**  
Use Reading Analysis Extension question to further assess what students are mastering in the way of compare/contrast and using evidence from the text to support their answers.  
Text Collection Text: Shells  
Student Text: Night of Spadefoot Toads  
**Partner Work-**  
How are the friendships between Ben & Mrs. Tibbets and Michael & Aunt Esther the same or different? Use graphic organizer and rubric from Compare/Contrast to write a response paragraph to the question. |
| --- | --- | --- | --- |
| Session 15 | Compare/Contrast Progress Monitor Assessment if needed for another check-in.  
*Reteach use of Venn-diagram or t-chart, PERSONALITY traits, evidence from the text and sentence frames.*  
*A possible Mentor Text: Each Kindness or just use their already written compare and contrast from ELD to revise and strengthen.* | | |
| Session 16 | Unit 1.Module A ReadyGen Post Assessment | | |
Last Year’s Core Plan (For Reflection Purposes)

**Lessons 1-11, 14,** (lesson 14 not across text) (Unit 1.Module A-ReadyGen) These lessons are strong for analyzing characters, but need to pull out/tweak character compare and contrast focus; lessons are weaker when comparing setting/events, much more character focused

**Lessons 12-13** changes text (we use this as a partner cycle of the skills taught from previous lessons),

**Lesson 14 and Lesson 15** have a new text; strong for setting and events;

in Lesson 15 start Hatchet read out loud,

**Lesson 16, Lesson 17 and 18** are not across text, impbed in earlier lessons

*Washed Up* in Unit 1 Mod B supports comparing and contrasting setting and events

**ELD Module**

**Supplemental Lessons**

Reading Strategies Book pages 174-188

Utilize district ELD module

Strategies:
- writing about reading (utilize a short answer response rubric progression) RL.1
- Reading Habits: How readers interact with their text (writer’s notebooks) RL.4
- model utilizing graphic organizer
- Use content dictionary (GLAD) with text vocabulary RL. 4
- coordinating with science instruction to support understanding of text (Ecosystem GLAD unit)
- Use ELD sentence stems/frames to support student writing about text

**Supplemental lessons**

**Compare Contrast (General Lessons)**

Seravallo P. 183 Lesson 6.18 Complex Characters (supports compare and contrast)
Seravallo P. 176 Lesson 6.11 Character comparisons
Setting
Seravallo Page 151 5.18 Does the story have to be set there and then?
Seravallo P.155 Lesson 5.22 Vivid Setting Description and Impact on Character
Seravallo Page 161 5.28 Micro-/meso-/macroenvironment systems: Levels of setting

Characters:
(Serravallo-Reading Strategies Book)
p. 166 How's the Character Feeling
p. 176 Character Comparisons
p. 180 Talk and Actions as Windows
p. 183 Complex Characters
p. 188 What's in a Character's Heart?

Events:
Seravallo pg. 144 5.11 Retell what's most important by making connections to the problem
Seravallo pg. 146 5.13 Summarize based on what the character wants
Seravallo P. 158 5.25 Double Plot Mountain