

<p><b>Grade: Fifth Grade</b> <span style="float: right;"><b>Unit 4: Adventures of Don Quixote</b></span></p>	
<p><b>Unit Overview:</b> Read through the Unit Introduction and respond to the questions below.</p>	
<p>Why is this unit important?</p> <p><a href="#">Unit 4 Essential Questions</a></p>	<p>In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of Adventures of Don Quixote. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix –ness and the root word vac.</p>
<p>What are 3-5 key takeaways students should have by the end of this unit?</p>	<p>RL.5.1</p> <ul style="list-style-type: none"> <li>- Distinguish between fact and opinion</li> <li>- Supporting Standard W.5.1 Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.</li> <li>- Supporting Standard SL.5.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace.</li> </ul> <p>L.5.1</p>

	<ul style="list-style-type: none"> <li>- Demonstrate understanding of pronoun-verb agreement and commas in a series</li> <li>- Supporting Standard L.5.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>- a. Use punctuation to separate items in a series</li> </ul> </li> <li>- Prerequisite Standard L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li> </ul> <p>L.5.4</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of key vocabulary by using key vocabulary to write a summary of the text</li> <li>- Supporting Standard RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> </ul> <p>W.5.4</p> <ul style="list-style-type: none"> <li>- Construct and share a four paragraph persuasive essay</li> <li>- Supporting Standard W.5.1 Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p>What formal writing piece will students complete during this unit?</p>	<p>Formal writing: Opinion/Persuasive writing</p> <p>Students write opinion/persuasive essays to argue whether or not Don Quixote’s actions are or are not justifiable or acceptable. Students work through writing each part of the essay with extensive modeling and practice, and use the writing process to plan, draft, and share a multi- paragraph writing piece. Begins in Lesson 3.</p>

	Informal writing: fact and opinion, graphic organizers, notes, short and extended responses to text
How does this unit reinforce what has been taught in previous grades?	Students have been given background knowledge of literary text including characters, events, repetition, lessons/morals, sequence of events, plot, setting, dialogue beginning in kindergarten and continuing through grade 5. They have worked through comparing and contrasting characters and determining character perspectives in a variety of literary texts. Students have also built background knowledge through their study of the Middle Ages in grade 4.