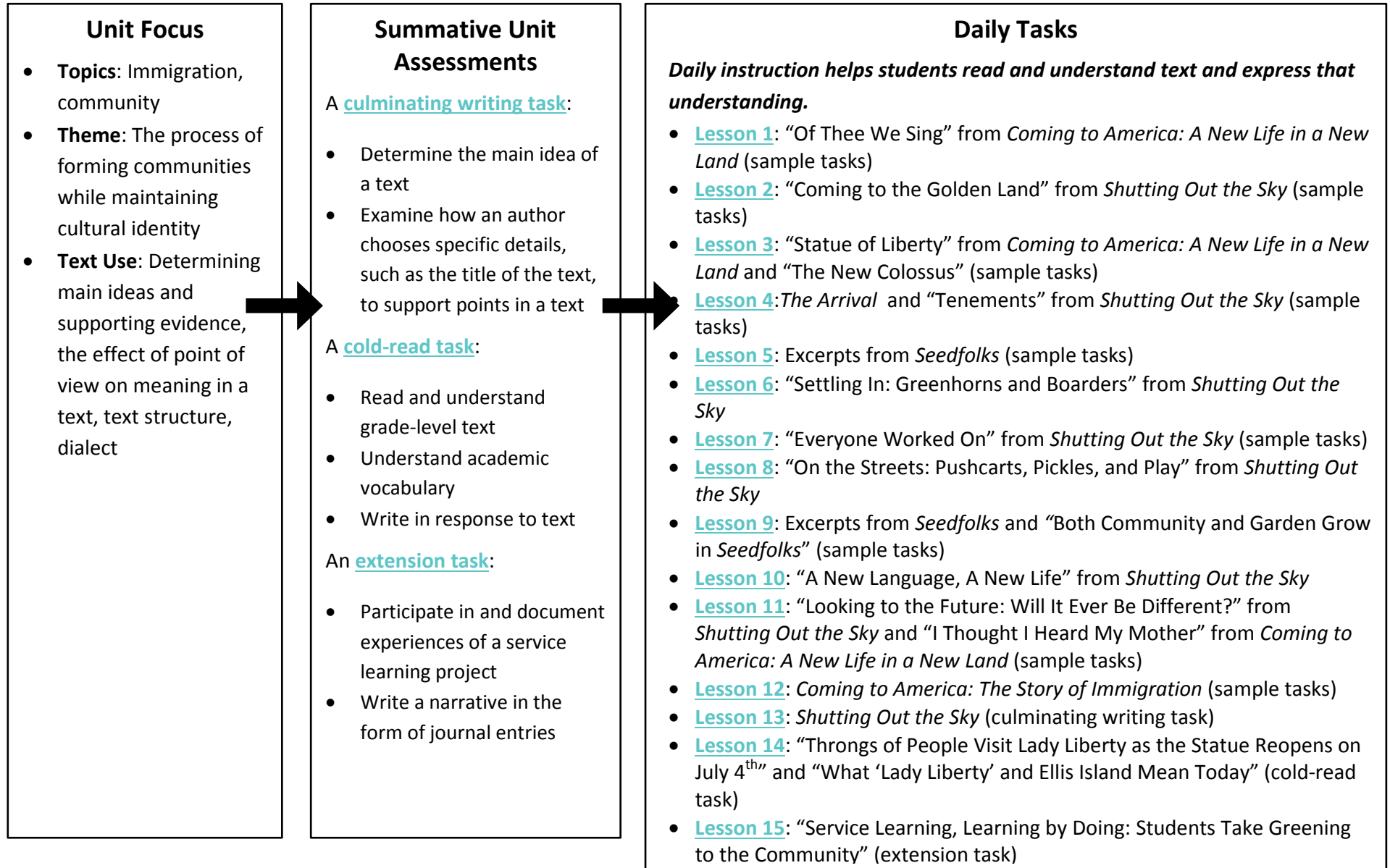


UNIT: SHUTTING OUT THE SKY

<p>ANCHOR TEXT</p> <p><i>Shutting Out the Sky</i>, Deborah Hopkinson (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Arrival</i>, Shaun Tan • “The New Colossus,” Emma Lazarus (Poem) • Excerpts from <i>Seedfolks</i>, Paul Fleischman¹ <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • <i>Coming to America: The Story of Immigration</i>, Betsy Maestro • Excerpts from Coming to America: A New Life in a New Land, Katharine Emsden • “Throng of People Visit Lady Liberty as the Statue Reopens on July 4th” from the <i>Los Angeles Times</i> and adapted by Newsela <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “Both Community and Garden Grow in Seedfolks,” <i>All Things Considered</i> (NPR) • “What ‘Lady Liberty’ and Ellis Island Mean Today,” <i>National Geographic</i> 	<p>UNIT FOCUS</p> <p>Focused on immigrant life in the United States and how families sought the American dream, this unit offers students an understanding of how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors.</p> <p>Text Use: Determining main ideas and supporting evidence, the effect of point of view on meaning in a text, text structure, dialect</p> <p>Reading: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p>Writing: W.5.1a-e, W.5.2a-e, W.5.3a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9a-b, W.5.10</p> <p>Speaking and Listening: SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.6</p> <p>Language: L.5.1a-e, L.5.2a-e, L.5.3a-b, L.5.4a-c, L.5.5a-c, L.5.6</p> <p>CONTENTS</p> <p>Page 1: Text Set and Unit Focus</p> <p>Page 2: <i>Shutting Out the Sky</i> Unit Overview</p> <p>Pages 3-7: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 8: Instructional Framework</p> <p>Pages 9-26: Text Sequence and Sample Whole-Class Tasks</p>
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¹ This full text contains sensitive material. The chapters included in this plan do not contain sensitive material.

Shutting Out the Sky Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Consider the title of the text *Shutting Out the Sky*. Identify possible meanings of this phrase. How does Hopkins explain and support this title throughout the text? How does the title help to determine the main idea of the text? Write a multi-paragraph essay explaining how the author introduces the main idea referenced in the title and how it is supported by key details in the text. **(RI.5.1, RI.5.2, RI.5.8)** Introduce and develop your ideas with concrete details and quotations from the text, linking ideas and providing a concluding statement. **(RI.5.1, W.5.2a-e, W.5.9b, W.5.10)**

Teacher Note: The writing includes grade-appropriate words and phrases and a variety of sentence patterns, and demonstrates command of proper grammar and usage, punctuation, and spelling. **(L.5.1a, c, d; L.5.2b; L.5.3a-b; L.5.6)** Use peer and teacher conferencing to improve student writing. **(W.5.4, W.5.5)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Immigration, community • Theme: The process of forming communities while maintaining cultural identity • Text Use: Determining main ideas and supporting evidence, the effect of point of view on meaning in a text, text structure, dialect 	This task assesses: <ul style="list-style-type: none"> • Determining the main idea of a text • Examining how an author chooses specific details, such as the title of the text, to support points in a text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 6 • Lesson 8 • Lesson 10 • Lesson 12 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 11 (sample tasks included) • Lesson 13 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK³

Independently read “[Throng of People Visit Lady Liberty as the Statue Reopens on July 4th](#)” from the *Los Angeles Times* and adapted by Newsela. **(RI.5.10)** Then individually **view the video** “[What ‘Lady Liberty’ and Ellis Island Mean Today](#)” from *National Geographic*. **(RI.5.7)** Answer a combination of multiple-choice and constructed-response questions⁴ about the texts, using evidence for all answers. Sample questions:

1. In paragraph 10 of the article, Director Jonathan Jarvis states, “It was no small feat.” How does the quotation contribute to the meaning of the paragraph? **(RI.5.4, L.5.5a)**
 - a. It shows that Jarvis is angry about the repairs.
 - b. It suggests that it was challenging to repair the statue.
 - c. It demonstrates that it took several years to repair the statue.
 - d. It illustrates Jarvis’s awareness of his responsibility to guard the statue.
2. Paragraph 13 of “Throng of People Visit Lady Liberty as the Statue Reopens on July 4th” states, “The guests came from all walks of life, just like the masses that the statue embraces.” Identify the two groups that the author is comparing. Identify the relationship between these two groups of people. **(RI.5.1, RI.5.3, W.5.9b, W.5.10)**
3. In the video “What ‘Lady Liberty’ and Ellis Island Mean Today,” a park director says, “No storm’s gonna bother her.” (4:13) Explain how this quote represents the opinions of two or more people in the video. **(RI.5.1, RI.5.2, RI.5.3, L.5.5a)**
4. You have read an article and watched a video explaining the re-opening of the Statue of Liberty after Hurricane Sandy. Both include information that supports the claim that the Statue of Liberty is a symbol of resilience. The two texts are:
 - “Throng of People Visit Lady Liberty as the Statue Reopens on July 4th”
 - “What ‘Lady Liberty’ and Ellis Island Mean Today” (video)

Someone or something that has *resilience* is strong and durable. When something bad happens, it is able to be successful again.

Write an essay that explains how the article and the video support the idea that the Statue of Liberty is resilient. Use textual evidence, including direct quotations, to support your opinion. **(RI.5.7; RI.5.8; W.5.1a-d; W.5.4; W.5.9b; W.5.10; L.5.1c-e; L.5.2a, b, d, e; L.5.3a; L.5.6)**

³ **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

⁴ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Immigration, community • Theme: The process of forming communities while maintaining cultural identity • Text Use: Determining main ideas and supporting evidence, the effect of point of view on meaning in a text, text structure, dialect 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding grade-level text • Understanding academic vocabulary • Writing in response to text 	<ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 11 (sample tasks included) • Lesson 12 (sample tasks included) • Lesson 14 (use this task)

EXTENSION TASK⁵

Divide the class into small groups. Have each group research different service learning and local volunteer opportunities. **(W.5.7)** As groups research, ask them to take notes on the opportunities that interest them. **(W.5.8)** For each opportunity, ask them to note the goal and a summary of the project, needed supplies, estimated cost and time investment, and any contact information (if applicable). Possible sites for research:

- <http://www.generationon.org/teens/make-your-mark/projects>
- <http://www.epa.gov/osw/education/pdfs/svclearn.pdf>
- <http://www.volunteerspot.com/ebooks/FamilyVolunteering#/ebook>

Facilitate a whole-class discussion about the purpose of a service learning project. Ask each group to determine the top two or three picks for service learning projects and present them to the class. **(SL.5.4, SL.5.6)** List the options on the board and have students discuss them, weighing the benefits and drawbacks of each possible project. Vote on the top one or two projects to complete as a class.

Then have students engage in the selected project(s). Beginning on the day the project is selected until its completion, have students write a narrative in the form of journal entries to document their experiences. **(W.5.3a-e, W.5.4, W.5.10)** Explain to students what it means to journal one's experiences and provide modeling and guidance as needed.

Remind students to:

- Begin each journal entry with a topic or introduction sentence to orient the reader with the events **(W.5.3a)**
- Use narrative techniques throughout the writing, such as dialogue, description, and pacing, to develop their experiences and recount events **(W.5.3b, L.5.1c, L.5.2d)**
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events and illustrate relationships between ideas **(Note: A mini-lesson on transitional words may be needed.) (W.5.3c, L.5.6)**
- Use concrete words and phrases as well as sensory details to convey experiences and events precisely and create sentences for reader impact **(W.5.3d, L.5.3a)**
- Close each journal entry with a conclusion **(W.5.3e)**
- Use proper grammar and usage, capitalization, punctuation, and spelling **(L.5.1b-e, L.5.2a-e)**

After each day of the project, ask several students to share their journal entries with the class, noting the similarities and differences in the writing. **(RL.5.9)**

⁵ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

At the end of the service learning project, create a class collection of stories as a summation of their experience. **(W.5.8)** Have students document their experiences visually through photographs, drawings, or video recordings. **(SL.5.5)** Ask students to add these visuals to their written experiences to enhance the meaning of the text. **(RL.5.7)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topics: Immigration, community • Theme: The process of forming communities while maintaining cultural identity • Text Use: Determining main ideas and supporting evidence, the effect of point of view on meaning in a text, text structure, dialect 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Participating in and documenting experiences of a service learning project • Writing a narrative prompt in the form of journal entries 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 6 • Lesson 7 (sample tasks included) • Lesson 8 • Lesson 9 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 15 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁶ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

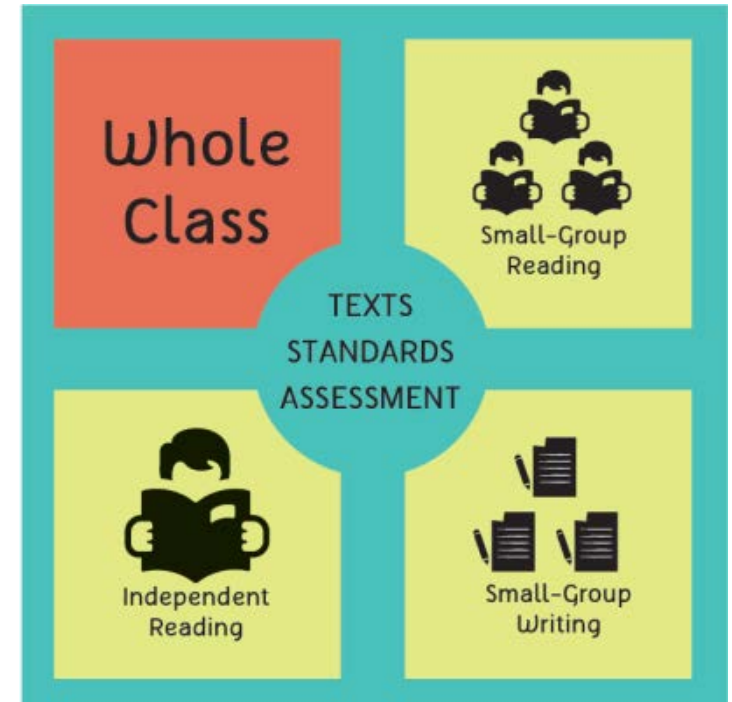
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁷</p> <p>Foreword (pages 5-6) and pages 7, 9, and 10 of “Of Thee We Sing: Immigrants and American History” from <i>Coming to America: A New Life in a New Land</i>, Katharine Emsden</p>	<p>TEXT DESCRIPTION: This text provides the reader with the history of early immigration to America, as well as clarification of the terms “immigrant” and “emigrant,” stating on page 9 that “the immigrant migrates into a country, the emigrant leaves his homeland for another place.”</p> <p>TEXT FOCUS: Students begin understanding what “immigration” means and how all those who came to America during the height of immigration emigrated from a homeland, to a new place with new culture and communities. “Of Thee We Sing” is helpful in determining how the meaning of unknown words and phrases can contribute to the meaning of the text. (RI.5.4) Understanding where immigrants came from and where they landed is an important part of understanding the concept of immigration, and will help students determine the main ideas presented in <i>Shutting Out the Sky</i> later in the unit. (RI.5.2, RI.5.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read along with “Of Thee We Sing,” then determine the meaning of unknown words and phrases to create a vocabulary wall for the duration of the unit. After a class discussion of the main idea, students work in pairs to summarize the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read the Foreword (pages 5-6) and pages 7, 9, and 10 of “Of Thee We Sing: Immigrants and American History” from <i>Coming to America: A New Life in a New Land</i> aloud as students follow along. Much of the vocabulary will be unknown to the students at this point of the unit. • Begin vocabulary exploration. Prompt students to identify and determine the meaning of unknown words and phrases by using context as a clue (e.g., <i>diverse/diversity, ancestors, indigenous, customarily, immigrant, society, destination, descended, compartmentalized, emigrant, migrate, excursion</i>). (RI.5.4, L.5.4a) Then provide students with a list of Greek and Latin affixes and roots, and have them verify the preliminary definitions of the words based on their affixes or using a dictionary (including a digital dictionary, such as http://www.merriam-webster.com/). (L.5.4b, c) • Reinforce understanding by having students illustrate the various relationships among the words (synonyms, antonyms, cause/effect, shades of meaning, etc.) through semantic maps.⁸ (L.5.5c)

⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • As words are added throughout the unit, encourage and support students to refine their understanding of relationships of the words and use the words in discussion and writing. (L.5.6) Keep a vocabulary display⁹ in the classroom for students to reference as they read the texts in this unit. • Facilitate a whole-class discussion using the following questions to identify the main ideas. (SL.5.1a-d, SL.5.4, SL.5.6) <ul style="list-style-type: none"> ○ According to both texts, what is unique about American people? Provide evidence from the text to support your answer. (RI.5.1, RI.5.2) ○ Explain the relationship the author tries to highlight between immigrants and emigrants in “Of Thee We Sing.” What is the main point the author is trying to make? (RI.5.1, RI.5.3, RI.5.4, RI.5.8, L.5.5c) ○ Why did so many immigrants come to America in the 19th century? (RI.5.1, RI.5.3) ○ Explain how the author describes <i>emigration</i> on page 10. What reasons and evidence does the author provide to explain why emigration might be considered a “violent act of separation”? (RI.5.1, RI.5.2, RI.5.8) • Refer students back to the last paragraph on bottom of page 9 that continues to the top of page 10. Have students reread this paragraph in pairs. Ask students to discuss the main idea of this paragraph with their partner. (SL.5.1a) Encourage students to find details of the text to support the main idea. (RI.5.1, RI.5.8) Then, have students share their main idea statements with the whole class. Project their ideas on the board. From these ideas, determine the main idea of this paragraph. (RI.5.2) Inform students that this main idea is one of the objectives of the unit: “to attempt to understand where (immigrants) came from, why they left home, what they sought.” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Ask student pairs to write a one-paragraph summary of both texts, using details from the texts and class discussion to support the response. (RI.5.2; W.5.4; W.5.9b; W.5.10; L.5.1c-e; L.5.2a, b, d, e)
<p>LESSON 2:</p> <p>“Coming to the Golden Land” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: “Coming to the Golden Land” tells the stories of five individuals. The reader discovers the variety of reasons that immigrants would want to come to the Americas, how they found the means to travel, and the conditions of travel.</p> <p>TEXT FOCUS: Interweaving the stories of five different immigrants, this text allows students to explain the relationships between the immigrants’ stories and the events of their journeys to America. (RI.5.3) Students can cite details, including quotes, to annotate the text and compare and contrast the point of view of this text with excerpts from <i>Coming to America</i> read in Lesson 1. (RI.5.1, RI.5.6)</p>

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: After reading and annotating “Coming to the Golden Land” in small groups, students continue the class vocabulary study through semantic mapping. Students then compare the individuals’ journeys and compare and contrast this text with the texts from Lesson 1. Students finish the lesson by summarizing the main idea of the text in writing, including how the main idea is supported by key details.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Coming to the Golden Land” in small groups. The text jumps from the story of one individual to the next, which may be difficult for some fifth-grade students to follow. The tasks below help support students in keeping track of the various stories. (RI.5.10) • Select three or four words or phrases from the text, such as <i>poor economic conditions</i>, <i>discriminating</i>, <i>persecution</i>. Have students define the words or phrases in context and verify meanings in their small groups. (RI.5.4; L.5.4a, c) Then analyze word relationships through semantic mapping¹⁰ (i.e., identify how Greek or Latin affixes and roots provide clues to the word’s meaning and recognize the relationship between particular words [e.g., synonyms, antonyms, homographs]). (L.5.4b-c, L.5.5c) Add these words and phrases to the vocabulary display¹¹ started in Lesson 1 so students can refer back to them throughout the unit. (L.5.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work with a partner to annotate “Coming to the Golden Land,” focusing on identifying the relationships and interactions between the individuals noted in the text (e.g., Rose Cohen, Leonard Covello, Maurice Hindus, Pauline Newman, Marcus Ravage) and their motivation for traveling to America (e.g., family, work, money, American dream). (RI.5.1, RI.5.3) Transfer the annotations to a graphic organizer: <ul style="list-style-type: none"> ○ Column 1 includes each individual’s name. ○ Column 2 includes a description of their feelings and actions leading up to the journey. ○ Column 3 includes the feelings and important details as they arrived in America. • Because the text moves back and forth from individual to individual, there may be gaps in information on the organizer. Prompt student pairs to determine where evidence is sufficient and where more information is needed to support particular points in the text. (RI.5.8)

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students keep these organizers as a reference throughout the unit, as these individuals will be reoccurring throughout the text and these organizers will serve as a reminder of where their journey began. (Note: To further contextualize the journeys of these individuals, a mini geography lesson on the world map may be helpful.) • Have student pairs share their graphic organizers with the class. (SL.5.1a, SL.5.4, SL.5.6) Prompt students to add or change information on their organizers as the peers present. (SL.5.2) • As a whole class, discuss the following questions: <ul style="list-style-type: none"> ○ On page 2, the author refers to America as the “Golden Land.” What points does the author make to support this idea? (RI.5.1, RI.5.2, RI.5.8) ○ How do these ideas support or refine the points made in the texts from Lesson 1? (RI.5.6, RI.5.9) ○ Refer back to pages 4-7 and your notes. List reasons why people left their homeland for America. (RI.5.1, RI.5.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students provide an individual written response to the following prompt: Summarize “Coming to the Golden Land.” In your summary, include the main ideas of “Coming to the Golden Land.” Explain how they are supported by key details in the text. (RI.5.2; RI.5.8; W.5.2a-e; W.5.4; W.5.9b; W.5.10; L.5.1c-e; L.5.2a, b, d, e) <p>Access a sample lesson, vocabulary, and a writing task¹² from Achievethecore.org for this chapter of <i>Shutting Out the Sky</i> (Marcus Ravage’s story).</p>
<p>LESSON 3:</p> <p>“Statue of Liberty” from <i>Coming to America: A New Life in a New Land</i>, Katharine Emsden</p> <p>“The New Colossus,” Emma Lazarus</p>	<p>TEXT DESCRIPTION: “Statue of Liberty” offers a one-page history of the statue and references the poem “The New Colossus.” The sonnet “The New Colossus,” is a tribute to the Statue of Liberty and is mounted on the statue.</p> <p>TEXT FOCUS: The focus of these texts is to identify the Statue of Liberty as a symbol of welcome for immigrants. Pairing these texts allows students to explore common themes between informational and literary texts and utilize the information gained to write a narrative.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “Statue of Liberty” individually and “The New Colossus” as a class. Using TP-CASTT, students analyze the poem in pairs, followed by a class discussion of the illustrations. Students end the lesson by writing a narrative in pairs.</p>

¹² <http://achievethecore.org/file/656>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Statue of Liberty” individually. (RI.5.10) Facilitate a whole-class discussion to have students summarize the main points of the text. (RI.5.2) • Read “The New Colossus” aloud as students follow along. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work in pairs to reread and analyze “The New Colossus” using TP-CASTT¹³ to understand the language and determine a theme of the poem. (RL.5.10) Then have pairs join with another pair to form a group of four. Ask each group to discuss and refine their analysis to create a combined analysis of the poem with supporting evidence. (RL.5.1, RL.5.2, RL.5.4, L.5.4a, L.5.5a-c) • As a whole class, interpret the meaning of figurative phrases and key lines in the text (e.g., “Give me your tired, your poor, Your huddled masses yearning to breathe free”) and the significance of those phrases in determining the meaning of the poem. (RL.5.4, L.5.5a) • Conduct a shared writing¹⁴ exercise as a class (the teacher writes or types the response, demonstrating proper sentence structure, grammar, etc., and students provide the content and make suggestions for how to form the sentences, add evidence, etc.) to write a response to the following prompt: Determine a theme of “The New Colossus” based on the language, tone, and speaker’s point of view. (RL.5.2, RL.5.4, RL.5.6, L.5.4a, L.5.5a-c) • Prompt students to analyze the illustration that accompanies the text “Statue of Liberty.” Facilitate a class discussion in which students analyze how the image contributes to the meaning, tone, and beauty of the poem. (RL.5.7) Possible questions and student responses may include: <ul style="list-style-type: none"> ○ Analyze the distance between the Statue of Liberty and the boat. What is the illustrator trying to convey with this distance? (The people are close, but freedom is still out of reach.) ○ What do you notice about the immigrants? (Immigrants are crowded on the boat, looking anxiously toward the statue. Some look happy. Some look worried.) ○ What do you notice about the adults and the children? (The adults are looking up at the statue. The children, unaware of what is to come, are not looking in the direction of the statue.)

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Find evidence from the text or poem that is supported by the illustration. (RL.5.1, RI.5.1) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students work in pairs to write a short narrative from the point of view of an immigrant looking at the Statue of Liberty for the first time. Ask pairs to use details from the text and poem to support the experience of the immigrant in their narrative. Prompt students to orient the reader and use narrative techniques in their writing. (RL.5.1, RI.5.1, W.5.3a-e, W.5.9a-b, W.5.10, L.5.1b-e, L.5.2a-e, L.5.3a, L.5.6) • Have students swap their written response with another pair to review and revise their writing: <ol style="list-style-type: none"> 1. Review the sentences and locate any conjunctions, preposition, or interjections used. Select three examples and describe in one sentence how they are used in the sentence. (L.5.1a) 2. Review the sentences and select three sentences to expand, combine, and/or reduce to increase reader interest or style. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.5.3a) 3. Circle strong words and phrases in the text, including verbs that express states or conditions and figurative language. (L.5.1c, L.5.5a, L.5.6) 4. Highlight any potential spelling or grammatical mistakes, including inappropriate verb tense, incorrect subject-verb agreement, or misuse of commas. (This may require a brief mini-lesson on the grade-specific expectations.) (L.5.1d-e, L.5.2a-e) 5. Return the written response to the original pair and ask the pairs to review the feedback. Have pairs rewrite their responses, revising sentences and strengthening their answers. (W.5.4, W.5.5)
<p>LESSON 4:</p> <p><i>The Arrival</i>, Shaun Tan</p> <p>“Tenements: Shutting Out the Sky” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: <i>The Arrival</i> is a picture book that depicts the experience of an immigrant leaving his family to seek a better life in America. “Tenements: Shutting Out the Sky” informs the reader of what life was like for immigrants when they first came to America.</p> <p>TEXT FOCUS: Although individuals heard stories of wonderful things happening in America, upon arrival, many realized that wealth and freedom were not given as they walked off the boat. These texts show the struggle that immigrants faced. Students will identify the similarities in these two texts in order to write or speak about the topic of immigration. (RI.5.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students view the images from <i>The Arrival</i>, then read along with “Tenements: Shutting Out the Sky.” After a vocabulary study, students compare the text and the illustrations in pairs using a graphic organizer. At the end of the lesson, students analyze in writing how illustrations contribute to their understanding of the text.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Display the images of <i>The Arrival</i> to the whole class. Have students take notes on the images as they are presented to the class. Students should note specific images that “speak to them” and write down the emotion that is elicited from the image. • Read “Tenements: Shutting Out the Sky” aloud as students follow along. Ask students to consider the phrase “shutting out the sky” as it relates to this chapter. Students should take notes on phrases or images that help them to understand what the author means by “shutting out the sky.” (RI.5.1, RI.5.2, RI.5.4, RI.5.8) • While reading the text, have students select three or four vocabulary words and define the words in context (e.g., <i>tenement, restricted, cost-effective</i>). (L.5.4a) Have students consult reference materials, such as dictionaries or thesauruses, to find the pronunciation and determine the meaning of words that cannot be defined through context. (L.5.4c) Have students share their selected words in small groups and determine the words that were repeated by most students. Add these words to the vocabulary display started in Lesson 1. (L.5.6) • Note for Small-Group Reading: If students struggle with the anchor text or concepts of the unit, support them during small-group reading by reading additional texts to provide background knowledge. Example texts to support students include: <i>Grandfather’s Journey</i> by Allen Say, <i>Tea with Milk</i> by Allen Say, <i>The Memory Coat</i> by Elvira Woodruff, <i>At Ellis Island: A History in Many Voices</i> by Louise Peacock, and <i>When Jessie Came Across the Sea</i> by Amy Hest. These texts cannot be used as substitutes for the unit texts. They should be read in addition to the unit texts. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs. Have pairs compare and contrast the structure of each text. (RI.5.5) How does the structure of each text contribute to the meaning of the text? How do the individual scenes in <i>The Arrival</i> build to create a story without using any words? (RL.5.5) • Ask pairs to compare the portrayals of immigrant arrival in <i>The Arrival</i> and “Tenements: Shutting Out The Sky.” Discuss how the images in <i>The Arrival</i> contribute to the meaning, tone, and beauty of the text. (RL.5.7) Do the texts portray the same or different points of view or perspectives about immigrant arrival? (RL.5.6, RI.5.6, RI.5.9) What evidence illustrates the similarities or differences? (RL.5.1, RI.5.1) • Prompt students to record their comparisons on a graphic organizer (e.g., Venn diagram or H-chart). Ask two student pairs to form a group of four and work together to compare graphic organizers. Each pair should take turns presenting their organizer as the other pair reviews their own organizer, adding relevant details and removing any irrelevant or inaccurate information. (SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.6)

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students select an illustration from <i>The Arrival</i> that connects to a historical concept or idea presented in “Tenements: Shutting Out the Sky.” Some examples may include images that depict maps of the area, the melting pot of culture, or the crowded streets. • Have students respond in writing to the following prompt: How does the selected illustration contribute to your understanding of the text? (RI.5.9) • Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task. ○ Students complete an evidence chart as a prewriting activity. The evidence chart has three columns: (1) Description of the illustration from <i>The Arrival</i> and the page number; (2) Quotations, details, and page numbers from “Tenements: Shutting Out The Sky” that are supported by the illustration; (3) Elaboration/explanation of how the illustration contributes to understanding of the text and how it supports the ideas of the text. (RI.5.6, RI.5.8, RI.5.9) ○ Once students complete the evidence chart, they look at the writing task to remind them of the kind of response they are writing (e.g., opinion, informational, narrative) and think about the evidence they have found. (W.5.4) ○ Students share their illustration and evidence with a partner. Pairs work together to develop a topic sentence¹⁵ for each student’s essay. (W.5.1a) ○ Students complete a first draft, and use evidence from the chart, words and phrases from the vocabulary display, and a variety of sentence lengths and types. (RI.5.1, W.5.2a-e, W.5.4, W.5.9b, L.5.2a, L.5.3a, L.5.6) ○ Through writing conferences with peers or the teacher, students develop and strengthen writing as needed by revising and rewriting to ensure that each claim is supported with clear reasons and relevant evidence. (W.5.5) ○ Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an organizational frame, showing models of strong and weak student work, providing descriptive feedback).

¹⁵ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
<p>LESSON 5:</p> <p>“Kim,” “Ana,” “Wendell,” “Gonzales,” “Leona,” and “Sam” from <i>Seedfolks</i>, Paul Fleishman</p>	<p><u>TEXT DESCRIPTION:</u> In a vacant, trash-filled lot outside an apartment complex in Cleveland, a young Vietnamese-American girl plants lima beans in memory of her father. While it has an auspicious beginning, the lot soon becomes the site of not only a growing garden, but a growing community. The novel is structured as a collection of individual stories with different points of view, which, when taken as a whole, reflect the connections between individuals who ultimately realize the power of community.</p> <p><u>TEXT FOCUS:</u> This text helps students understand how different cultures can be melded into communities. The text structure is unconventional in that each story is told from a different point of view. Additionally, the events and motives surrounding each character’s entrance into the garden are unique. There are also multiple themes present in the text. The themes of each individual story are clearly revealed, but the themes and meaning of the entire novel are revealed through the entirety of the text and the synthesis of each individual story. There are many complex ideas, including “community can be built despite individual differences,” “one person’s actions can influence others,” adults can learn a lot from children,” etc. By comparing and contrasting how the characters interact, students will be able to relate the themes of the text to the unit focus.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students take notes on a graphic organizer while <i>Seedfolks</i> is read aloud. After a class discussion about the text and a second lesson later in the unit, students will participate in a Socratic seminar and write an analysis of the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read “Kim,” “Ana,” “Wendell,” “Gonzales,” “Leona,” and “Sam” from <i>Seedfolks</i> aloud so students can hear the different voices. • Project or display different sentences and paragraphs of the text from different chapters for students to compare the syntax and vocabulary of the written text. Discuss as a class how the different “voices” of each character are developed by focusing on how the author varies vocabulary and syntax from one character to the next. (L.5.3b) • Have students create a graphic organizer to be used during the read-aloud activity with the following columns: <ul style="list-style-type: none"> ○ Column 1: Chapter title ○ Column 2: Summary of the character’s story and traits (RL.5.1, RL.5.2) ○ Column 3: References to other characters and interactions in the text¹⁶ (RL.5.1, RL.5.3)

¹⁶ For example, Wendell cares for Ana (page 12); Kim and Wendell are startled, but don’t speak (pages 14-15); Leona is interested after seeing three other people plant (page 25); Sam receives a strange look after referring to the garden as a “paradise” (page 30).

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • After each chapter, facilitate a class discussion to summarize the text. (RL.5.2) Prompt students to revisit their graphic organizers during the class discussion to add details from the text that they may have missed. (SL.5.1a-d) Guide the discussions with the following questions: (RL.5.1, RL.5.2, RL.5.3, RL.5.4) <ul style="list-style-type: none"> ○ What is Kim’s purpose for beginning her garden? ○ Does Kim realize the impact that her garden will have on the community? ○ What is Wendell’s relationship with Ana? What evidence supports the relationship between these two characters? ○ Explain why Kim and Wendell do not speak upon first meeting. ○ Describe the lessons that Gonzales learns from his brother. Even though they do not speak the same language, how do they communicate? ○ Sam uses the word “paradise” to describe the garden. Is the garden currently a “paradise”? What evidence from the text supports your response? • Ensure that students keep the graphic organizer and notes from this lesson to be used in Lesson 9 when they finish reading the text. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Ask students to select two characters and compare with a partner how they came to work in the garden. (RL.5.3) Then, have student pairs create a visual representation of the connections between the various characters.
<p>LESSON 6:</p> <p>“Settling In: Greenhorns and Boarders” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: This section of the text addresses the hardships of finding housing and work in the tenements. The reader also discovers that even though all individuals living in the tenements were immigrants, they were treated differently. The newer the immigrant, the more challenging life was.</p> <p>TEXT FOCUS: On page 41, Rose notes, “The sky is the same everywhere. There is only one.” Students can explain how this quote is supported by the main idea of the text, as well as the title of the text. (RI.5.1, RI.5.2)</p>
<p>LESSON 7:</p> <p>“Everyone Worked On” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: “Everyone Worked On” informs the reader of the long and hard working conditions of the immigrants.</p> <p>TEXT FOCUS: Students will understand the relationship between the living conditions and the amount of work expected of immigrants. They will consider whether the life of the immigrants is what they hoped it would be. Were the immigrants living “the American dream”?</p>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read “Everyone Worked On” independently, then discuss vocabulary. After rereading the text in pairs, students participate in a fishbowl discussion of the title. Students conclude the lesson by responding in writing to the author’s choice of the title of the text to reveal the main idea.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Everyone Worked On” independently. (RI.5.10) Ask students to suggest two or three words from the text to add to the word display. Come to a consensus on which words to add, and verify their meanings through context and using a dictionary. (RI.5.4, L.5.4a,c) • Have students reread “Everyone Worked On” in pairs using the Say Something¹⁷ or similar reading strategy. As students read, they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, and make comments and connections. (RI.5.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Conduct a class discussion in which students discuss the following questions. Ensure that students use accountable talk¹⁸ and refer to specific textual details, quoting accurately. (RI.5.1, RI.5.1, SL.5.1a-d, SL.5.3, SL.5.4, SL.5.6) <ul style="list-style-type: none"> ○ What is the meaning of the title <i>Shutting Out the Sky</i>? (RI.5.2, RI.5.4) ○ How is this idea reflected in this section of the text? ○ Up to this point in the text, have the immigrants found the American dream they were looking for? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students review and reflect on the ideas expressed during the discussion. Then have students write a paragraph in response to the following prompt: Identify the main idea of this section. How does the author’s choice for a title connect to the main idea of this section? Provide evidence from the text that supports the main idea. (RI.5.2, RI.5.8, W.5.9b, W.5.10) Have students share their written paragraph with a partner, who reviews the writing with a student-developed rubric to evaluate whether the evidence supports the claim and whether the explanation of the evidence is logical. (W.5.5)

¹⁷ http://www.marycollinsschoolcherryvalleycharter.org/uploads/1/3/6/6/13668047/say_something_reading_and_comprehension_strategy.pdf

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 8:</p> <p>“On the Streets: Pushcarts, Pickles, and Play” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: “On the Streets: Pushcarts, Pickles, and Play” describes the scenes of the streets of America during immigration. Included in this chapter are details regarding the language, culture, and food of the immigrants, and how their culture changed in America. The reader also learns what the monthly budget looked like for a family and what children did in their free time.</p> <p>TEXT FOCUS: Students can read this section independently and continue to study the vocabulary. For this section, words such as <i>teeming</i>, <i>cacophony</i>, <i>social network</i>, and <i>peddler</i> can be defined in context and added to the vocabulary display begun in Lesson 1. Students continue to read and reread text closely to determine how the main ideas of the texts are introduced and elaborated through examples, pictures, anecdotes, etc. (RI.5.2, RI.5.8) Students can also select a particular sentence, paragraph, or section to explain the relationships between two individuals, events, ideas, or concepts in the texts. (RI.5.3) For example, students may explain how the ideas of children playing and danger are related.</p>
<p>LESSON 9:</p> <p>“Virgil,” “Sae Young,” “Curtis,” “Nora,” “Amir,” and “Florence” from <i>Seedfolks</i>, Paul Fleishman</p> <p>“Both Community and Garden Grow in <i>Seedfolks</i>,” <i>All Things Considered</i> (NPR)</p>	<p>TEXT DESCRIPTION: In a vacant, trash-filled lot outside an apartment complex in Cleveland, a young Vietnamese-American girl plants lima beans in memory of her father. While it has an auspicious beginning, the lot soon becomes the site of not only a growing garden, but a growing community. The novel is structured as a collection of individual stories with different points of view, which, when taken as a whole, reflect the connections between individuals who ultimately realize the power of community. “Both Community and Garden Grow in <i>Seedfolks</i>” is a radio broadcast that summarizes and discusses the text.</p> <p>TEXT FOCUS: This text will help students understand the melding of cultures into communities.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue the graphic organizer from Lesson 5 while listening to the text read aloud. After listening to “Both Community and Garden Grow in <i>Seedfolks</i>” as a class, students participate in a Socratic seminar, then write an analysis of the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to review their graphic organizer from Lesson 5 to remind them of the previous characters they met. Then read “Virgil,” “Sae Young,” “Curtis,” “Nora,” “Amir,” and “Florence” from <i>Seedfolks</i> aloud so students can hear the different voices. • Have students continue to work on the graphic organizer started in Lesson 5: <ul style="list-style-type: none"> ○ Column 1: Chapter title ○ Column 2: Summary of the character’s story and traits (RL.5.1, RL.5.2) ○ Column 3: References to other characters and interactions in the text (RL.5.1, RL.5.3)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • After each chapter, facilitate a class discussion to summarize the text. (RL.5.2) Prompt students to revisit their graphic organizers during the class discussion to add details from the text that they may have missed. (SL.5.1a-d) • Then conduct a whole-class gallery walk¹⁹ for students to discuss the influence of point of view on the events of the text. (RL.5.6) <ul style="list-style-type: none"> ○ Select excerpts from each chapter read aloud and place each excerpt on a separate piece of chart or poster paper. Leave space at the bottom of each paper for student notes and comments. Post the excerpts around the room. ○ Have students walk in pairs around the room to read the excerpts and consider the following focus question: How does the fact that each chapter is told from a different point of view or “voice” affect the way the reader understands the text? ○ Ask students as they review each excerpt to note how the character’s unique voice and perspective are developed through language (words, phrases, unusual syntax), thoughts (reactions to or opinions of the garden, other characters, or their lives), and interactions with other characters. (RL.5.3, L.5.3b) Have students write those notes on sticky notes and place them underneath the excerpt. As the gallery walk continues, invite other students to comment both on the excerpt and in response to other student comments. (SL.5.1a-d) ○ At the conclusion of the gallery walk, discuss the focus question as a class. • Have students work in pairs to trace the chain of Kim’s actions from the beginning of the novel until the end throughout each chapter (focusing on cause and effect for each character). (RL.5.5) Have students plot out the events and various connections on a graphic organizer²⁰ and include evidence from the text as support. (RL.5.1) • As a whole class, listen to “Both Community and Garden Grow in <i>Seedfolks</i>.” Ask students to take notes summarizing the points that Fleishman makes and identify the reasons he provides to support each of the points. (SL.5.3) • Facilitate a whole-class discussion to share notes from the broadcast (e.g., Fleishman describes his connection to the characters: Kim, who lost her father, is created from Fleishman, who lost his mother; the title was thought of before the story—Fleishman decided to write the story simply because he had a good title). (SL.5.3)

¹⁹ <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>

²⁰ <http://freeology.com/wp-content/files/blanktimelineblack.pdf>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a Socratic seminar²¹ in which students explore the following questions: <ul style="list-style-type: none"> ○ What does Fleishman’s portrayal of the characters’ contributions to the community garden in each story reveal about the characters themselves? ○ How do the characters’ actions contribute to the outcome of the garden? ○ What theme about community do you think Fleischman is trying to convey? (RL.5.1, RL.5.2, RL.5.3) • Prior to the seminar, have students review their notes to answer the questions. (RL.5.1, SL.5.1a) During the seminar, divide the class into two circles (inner and outer), with one partner on the inner circle and one partner on the outer circle. (SL.5.1b, c, d; SL.5.4; SL.5.6) Then have the inner circle discuss the questions for five minutes. As the inner circle discusses, ask students in the outer circle to take notes based on what the partner in the inner circle contributes to the discussion. Have students track the points made and reasons and evidence provided for each point made. (SL.5.3) Following the first discussion, allow the pairs to discuss their performance and offer suggestions for improvement. Then swap circles. Have the second group of students discuss for five minutes using the same process. • Following the seminar, have students independently write a response to one of the following prompts: (W.5.1a-e, W.5.4, W.5.8, W.5.9a, W.5.10) <ul style="list-style-type: none"> ○ How does each character contribute to the melding of cultures and community in <i>Seedfolks</i>? (RL.5.1, RL.5.2, RL.5.3) ○ How does the author use individual, separate stories to emphasize the idea of a community working together to achieve a greater purpose? (RL.5.1, RL.5.2, RL.5.5)
<p>LESSON 10:</p> <p>“A New Language, A New Life” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p>	<p>TEXT DESCRIPTION: This section of the text explains how immigrants were forced to learn English.</p> <p>TEXT FOCUS: The focus of this section is the repression of immigrants and their culture once they arrived in America. The individuals describe their experiences with others who knew how to speak English and the ridicule that they faced because of the language barrier. Students will explain the interactions between the English-speaking immigrants and non-English-speaking immigrants based on information from the text (e.g., “When the girls opened their packages, they began to yell and complain, exchanging sandwiches, cakes, and pies and wanting to know where their missing items were. Maurice felt like giving up” [page 90]). (RI.5.3)</p>

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 11:</p> <p>“Looking to the Future: Will It Ever Be Different?” from <i>Shutting Out the Sky</i>, Deborah Hopkinson</p> <p>“I Thought I Heard My Mother” from <i>Coming to America: A New Life in a New Land</i>, Katharine Emsden</p>	<p>TEXT DESCRIPTION: “Looking to the Future: Will It Ever Be Different?” describe the hopeless feeling many immigrants had after being let down by the American experience. It also provides closure to the lives of the five individuals followed throughout the text. “I Thought I Heard My Mother” is a one-page narrative through which the reader gains an understanding of the culture lost through immigration.</p> <p>TEXT FOCUS: Reading of these texts together allows students to integrate information in order to speak knowledgeably about subjects such as coming to this country to get away from suffering, learning to speak English, and the loss of culture. (RI.5.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and summarize “Looking to the Future: Will It Ever Be Different?” then read “I Thought I Heard My Mother” in small groups or pairs. After a vocabulary study, students participate in a discussion integrating information from various texts. Students conclude the lesson by writing an opinion essay.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign “Looking to the Future: Will It Ever Be Different?” to be read independently and have students summarize the text in pairs. (RI.5.10) • Have students read “I Thought I Heard My Mother” in small groups or pairs. • Have students determine the meaning of unknown phrases in context (e.g., nobody bothers them since he changed his name; inside he’s still a good Italian boy.). (RI.5.4, L.5.4a) Provide students with a list of Greek and Latin affixes and roots, and have them verify the meaning and sort the words according to their affixes. (L.5.4b) Then have students reread the words in context and sort the words into word families. Lastly, have students verify the meanings of words and parts of speech using a dictionary and represent their meaning, connections, and associations using semantic mapping or analogies. (L.5.4c; L.5.5b, c) • Then, conduct a class discussion to help students understand the important points in these texts and make connections to previous texts read in the unit. (RI.5.1, RI.5.2, RI.5.9) Ensure that students use accountable talk²² and refer to specific textual details, quoting accurately. (RL.5.1, RI.5.1, SL.5.1a-d, SL.5.3, SL.5.4, SL.5.6) Possible discussion questions: <ul style="list-style-type: none"> ○ Refer back to your graphic organizer from Lesson 5 to provide reasons why immigrants came to America. Share your reasons with your shoulder partner. After reading <i>Shutting Out the Sky</i>, do you think the immigrants came to America for the right reasons? Were their “problems” solved once they arrived? (RI.5.1, RI.5.2, RI.5.3)

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Describe how learning English affected the immigrants. (RI.5.1, RI.5.2) ○ What impact did coming to American have on the individuals' identity and culture? (RI.5.1, RI.5.3) ○ How are the ideas in these texts supported or contradicted in <i>Seedfolks</i>? (RI.5.6, RI.5.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Ask students to write an opinion essay in response to the following prompt: Select one of the individuals highlighted in <i>Shutting Out the Sky</i>. Do you think the selected individual made the correct decision by leaving his or her homeland and coming to America? Include evidence about the immigrant's life before coming to American and after arriving in America to support your opinion. Be sure to include a statement of your opinion, provide supporting reasons and evidence, use transitions and vocabulary to make connections between your opinion and reasons, and provide a relevant conclusion. Use proper grammar and usage, capitalization, punctuation, spelling, and grade-appropriate words and phrases. (W.5.1a-d, W.5.4, W.5.9b, W.5.10, L.5.1b-e, L.5.2a-e, L.5.3a, L.5.6) ● Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their stance on the selected immigrant's decision. ○ Students complete an evidence chart as a prewriting activity. Remind students to use any relevant notes they compiled throughout the unit. An evidence chart has three columns: (1) Evidence: quote or paraphrase, (2) Page number, and (3) Elaboration/explanation of how this evidence supports ideas or arguments. (RI.5.1, W.5.1b, W.5.9b) ○ Students review the prompt to remind themselves what kind of response they are writing (e.g., opinion, informational, narrative) and think about the evidence they found. Review each student's evidence chart and offer feedback. (W.5.5) ○ Students develop a specific topic sentence.²³ As needed, model for students how to create a topic statement. (W.5.1a, W.5.5) ○ Students complete a first draft, and then work in pairs to write their responses. Ensure that students use grade-appropriate words and phrases and correctly form and punctuate complex sentences throughout the text. (W.5.4, W.5.5, L.5.1a-e, L.5.2a-e, L.5.3a, L.5.6) ○ Students complete a final draft to publish. (W.5.6)

²³ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
<p>LESSON 12:</p> <p><i>Coming to America: The Story of Immigration</i>, Betsy Maestro</p>	<p>TEXT DESCRIPTION: <i>Coming to America</i> is a lighter, “kid-friendly” version of immigration. Because this text was written for younger children, the point of view is much different than the other texts read throughout the unit.</p> <p>TEXT FOCUS: Students will note similarities and differences between the point of view represented by this text and the one represented by <i>Shutting Out the Sky</i>.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen as the teacher reads aloud. Then students analyze the images from <i>Coming to America</i> and compare them to images in <i>Shutting Out the Sky</i>. The lesson concludes with students responding to an informational prompt.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read the text aloud to students as students follow along. Because this text is readily accessible and students have an abundance of prior knowledge, students should be able to listen for enjoyment during the first read. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Display images from the text. Ask students to analyze images that represent the same event, noting the similarities and differences in the point of view (e.g., page 1 of <i>Shutting Out the Sky</i> and page 12 of <i>Coming to America</i>, page 21 of <i>Shutting Out the Sky</i> and page 13 of <i>Coming to America</i>). (RI.5.6, RI.5.7) <p>Possible discussion questions:</p> <ul style="list-style-type: none"> ○ How are these images alike? How are they different? ○ Explain why the author of <i>Coming to America</i> would choose to depict the scenes in this manner. ○ Describe how the images of these texts contribute their meaning and tone (i.e., author’s attitude toward immigration). ○ Which set of images offers a more realistic view for the reader? Explain your response. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students respond to the following prompt: Analyze the images of <i>Shutting Out the Sky</i> and <i>Coming to America: The Story of Immigration</i>. Compare and contrast the images. How do the images reveal each author’s point of view or purpose? Provide evidence and details from both texts to support your response. (RI.5.6, RI.5.7, RI.5.9, W.5.9b, W.5.10) As needed, provide students with an answer frame²⁴ to support them in organizing their response.

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 13:</p> <p><i>Shutting Out the Sky,</i> Deborah Hopkinson</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 14:</p> <p>“Throng of People Visit Lady Liberty as the Statue Reopens on July 4th,” Newsela</p> <p>“What ‘Lady Liberty’ and Ellis Island Mean Today,” <i>National Geographic</i></p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 15:</p> <p>“Service Learning, Learning by Doing: Students Take Greening to the Community,” EPA</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>