

## Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
<b>Title/Theme</b>	Island of the Blue Dolphins
<b>Grade/Subject</b>	5 <sup>th</sup> Grade/Reading
<b>Length of Unit/Timeframe</b>	4-5 weeks
<b>Description</b>	This 4-5 week unit encourages students to identify and explore various themes in the novel, <i>Island of the Blue Dolphin</i> . Students are asked to examine their own behaviors and choices if faced with obstacles and challenges as the main character faced.
<b>Overview</b>	In the novel, <i>Island of the Blue Dolphins</i> , the main character, Karana, is faced with many obstacles and challenges. Students will first reflect on the meanings of courage and adversity through writing journals, free writes, graphic organizers, figurative language, point of view and poetry. They will read the novel with a focus on Karana's character, setting, 3 types of conflict she faces and vocabulary. Next, they will reflect on the story by imagining how they would reacted if faced in the same situations. This lesson will include an extension of service learning by looking outwards to their communities for people who have overcome adversity with courage, and brainstorm ways we as a 5 <sup>th</sup> grade class recognize these people.
THE BIG PICTURE	
<b>Essential Question:</b>	
<ol style="list-style-type: none"> <li>1. How can understanding the plot, setting, character traits and conflict in a plot help me better comprehend the story?</li> <li>2. What personal qualities help a character to deal with conflict and change?</li> <li>3. What does <i>Island of the Blue Dolphins</i> teach us about life?</li> </ol>	
<b>Catholic Identity Elements:</b>	
Scripture: Luke 13-14; Luke 18 1-8; Daniel 6; Joshua 1:7; 1 Corinthians 16:13; Hebrews 13:5-6 Biographies of Saints: <a href="http://www.catholic.org/saints/">http://www.catholic.org/saints/</a> <a href="http://www.st-george-medal.com/">http://www.st-george-medal.com/</a> - <i>About St. George (excerpt)</i> <i>"All That We Have"</i> by Gary Ault (Catholic hymn) <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://catholiccharitiesca.org/wp/who-we-are/local-agencies/catholic-charities-of-east-bay/service-learning">http://catholiccharitiesca.org/wp/who-we-are/local-agencies/catholic-charities-of-east-bay/service-learning</a>	
<b>Common Core Standards:</b>	<b>Key Objectives Linked to the Standards:</b>
<b>READING STANDARDS</b> RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. 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.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a	Students will be able to: <ol style="list-style-type: none"> <li>1. Read and discuss various elements of the given text and examine and discuss details and overarching themes; consider how the details contribute to the work and to answering the Essential Question. (RL2, RI5, SL2)</li> <li>2. Given that this book does not have chapter titles, students will work in small groups to determine appropriate chapter titles based on events in each chapter. (RL4, RL5, RL6, RI3, RW2, RSL1)</li> <li>3. After reading each chapter, complete vocabulary and identify the survival skill using handout. Write a journal entry to convey details on how the characters use survival skills. (RL2, RL4, RL10, RW10, RI4)</li> <li>4. Students will create a figurative language book</li> </ol>

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<p>particular story, drama, or poem.</p> <p>RL.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.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 band independently and proficiently.</p> <p><b>READING STANDARD-INFORMATIONAL TEXT</b></p> <p>RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.3. Explain the relationships 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.</p> <p>RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.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.</p> <p><b>WRITING STANDARD</b></p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses</li> </ol>	<p>using similes, metaphors, personification &amp; onomatopoeia. They will cite from the text and creatively write their own. (RL1, RL4, RL5.5, L.5)</p> <ol style="list-style-type: none"> <li>5. Show PowerPoint presentation &amp; discuss 3 main conflict types; man vs man, man vs nature &amp; man vs self as related to the main character. Write examples of each type on conflict shown from each chapter. ( RL2, RL3, RL6, RI3, RW3, RSL5)</li> <li>6. Analyze and evaluate two characters through discussion and writing. (RL3, RW4, SL1)</li> <li>7. Examine content and perspective of authors and characters in terms of point-of-view. Discern such point-of-view in the context of student’s experience. (RL6, RI1 ,RI6)</li> <li>8. Engage in the writing process (RW.5)</li> <li>9. Write a fiction survival story. (RI.7, RI9, RI10, RW.3, RW.4, RW.5, RW.8, RW.10, SL.4)</li> </ol>
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<p>(e.g., <i>in contrast, especially</i>).</p> <ul style="list-style-type: none"><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Provide a concluding statement or section related to the information or explanation presented.</li></ul> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"><li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li><li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li><li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>e. Provide a conclusion that follows from the narrated experiences or events.</li></ul> <p>W.4. Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>W.6. With some guidance and support from adults, use</p>	
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technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING STANDARD**

SL.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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.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; speak clearly at an

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understandable pace.

- a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
- b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

SL.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### LANGUAGE STANDARD-CONVENTIONS

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.\*
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.

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<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"><li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</li></ul> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices <i>in all content areas</i>.</li></ul> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Interpret figurative language, including similes and metaphors, in context.</li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li></ul>	
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<p><b>Summative Assessment(s):</b>  <b>Figurative Language Book.</b> Create, write and illustrate examples of figurative language used in the text. Use evidence from the text to support your thinking.  <b>Journal Prompts.</b> Periodically respond to journal prompts in student notebooks regarding various aspects of the story. Minimum of two paragraphs required.  <b>Work Cited Source cards.</b> In conjunction with the final research project, write work cited source cards in alphabetical order including author/s name, title, publishing place &amp; date. Examples include books, web pages, encyclopedias, and magazine. (example and rubric provided)  <b>Character Compare and contrast.</b> Using the top hat organizer, compare and contrast 2 characters from the novel.  <b>Historical Fiction Survival Story.</b> After reading <i>Island of the Blue Dolphins</i> and completing entire unit of work, write a survival story.  <b>Final Test.</b> Multiple choice test on entire book. Novel may be used.</p>																																	
<b>UNIT READINGS AND VOCABULARY</b>																																	
<b>Anchor Text and Author</b>	<i>Island of the Blue Dolphins</i> By Scott O’Dell																																
<b>Fiction Text (s)</b>	<ul style="list-style-type: none"> <li>• <i>Aardema, Verna. Borreguita and the Coyote</i> (Picture Book)</li> <li>• <i>Storm is coming!</i> by Heather Tekavec (Picture Book)</li> <li>• “All Summer in a Day” by Ray Bradbury (excerpt 68-74)</li> <li>• Excerpt Scott O’Dell Biography. <a href="http://adiosnirvana.com/">http://adiosnirvana.com/</a></li> <li>• 6 Pillars of Courage. From <a href="http://www.charactercounts.org">http://www.charactercounts.org</a> (excerpt)</li> </ul>																																
<b>Non-Fiction Text (s)</b>	<ul style="list-style-type: none"> <li>• Interactive <i>Island of the Blue Dolphin</i> website <a href="http://score.rims.k12.ca.us/score_lessons/dolphin/home2.shtml">http://score.rims.k12.ca.us/score_lessons/dolphin/home2.shtml</a></li> <li>• Work cited. <a href="http://www.easybib.com">www.easybib.com</a></li> <li>• Video Excerpt. <a href="http://www.youtube.com/watch?v=1MUaMDIda2E">http://www.youtube.com/watch?v=1MUaMDIda2E</a></li> <li>• “Overcomer” by Mandisa (song)</li> <li>• Conflict PowerPoint: <a href="http://www.slideshare.net/mpowell4/basic-types-of-conflict">http://www.slideshare.net/mpowell4/basic-types-of-conflict</a></li> </ul>																																
<b>Essential Unit Vocabulary</b>	<p><b>Tier 2 &amp; 3 words</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">bales</td> <td style="width: 25%;">brush</td> <td style="width: 25%;">canyon</td> <td style="width: 25%;">carcass</td> </tr> <tr> <td>cove</td> <td>crevice</td> <td>fledglings</td> <td>gruel</td> </tr> <tr> <td>headland</td> <td>kelp</td> <td>lair</td> <td>league</td> </tr> <tr> <td>lure</td> <td>mesa</td> <td>omen</td> <td>paces</td> </tr> <tr> <td>parley</td> <td>pelt</td> <td>pitch</td> <td>planks</td> </tr> <tr> <td>ponder</td> <td>ravine</td> <td>rites</td> <td>shirkers</td> </tr> <tr> <td>shrouded</td> <td>sinews</td> <td>snare</td> <td>spit</td> </tr> <tr> <td>stunted</td> <td>trinkets</td> <td>Aleuts</td> <td>cormorant</td> </tr> </table>	bales	brush	canyon	carcass	cove	crevice	fledglings	gruel	headland	kelp	lair	league	lure	mesa	omen	paces	parley	pelt	pitch	planks	ponder	ravine	rites	shirkers	shrouded	sinews	snare	spit	stunted	trinkets	Aleuts	cormorant
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Instructional Resources
<ul style="list-style-type: none"><li>• <i>Island of the Blue Dolphin</i> by Scott O'Dell novel</li><li>• Reading guide to <i>Island of the Blue Dolphin</i>- Scholastic</li><li>• Novel ties- <i>Island of the Blue Dolphins</i> by Teacher Created Materials</li><li>• <i>The Core Six – Essential Strategies</i> by Silver, Dewing &amp; Perini, copyright 2012, ASCD</li><li>• <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a></li><li>• Conflict PowerPoint: <a href="http://www.slideshare.net/mpowell4/basic-types-of-conflict">http://www.slideshare.net/mpowell4/basic-types-of-conflict</a></li></ul>
Cross Curricular Link(s)
<p><b>Art:</b> Design and illustrate figurative language book.</p> <p><b>Social Studies:</b> Research, discuss and write survival story.</p> <p><b>Religion:</b> Read and discuss courageous acts of Saints.</p> <p><b>Music:</b> Listen and analyze artist Mandisa's song "Overcomer."</p>