Education Language Arts

Grade 5: Module 3: Unit 3

Homework Resources (for Families)

Unit 3: Opportunities to Lead Change: Common Factors That Contribute to Success in Leading Social Change

Common Core State Standards addressed: RI.5.1, RI.5.3, RI.5.7, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, SL.5.4, SL.5.5, SL.5.6, and L.5.1e

Guiding Questions and Big Ideas:

How have athletes broken barriers during the historical era in which they lived?

What factors can contribute to an individual's success in changing society?

- *Athletes are presented with unique opportunities to lead change.*
- *Individuals are shaped by and can shape society.*
- *A variety of factors can influence an individual's ability to effect change.*

What will your student be doing at school?

In the first half of the unit, students work in expert groups to research an athlete leader of social change of their choice on the internet. They compare and contrast the factors that contributed to their expert group athlete's success as a leader of social change with those of Jackie Robinson, and write an essay describing the similarities and differences. In the second half of the unit, students look across all of the athlete leaders of change they have read about and choose three common factors to highlight in a presentation about factors that contribute to the success of leaders of social change. They consider when to use formal and informal English, and deliver their presentations in pairs for the end of unit assessment. For the performance task, students create a poster highlighting one of the personal qualities leaders of social change need to have for a display.

The Language standards that students will focus on in this unit require them to:

- L.5.1e: Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Correlative Conjunctions

Correlative conjunctions are words that are used together to connect words, phrases, and sentences. Below is a table that includes some common correlative conjunctions, along with examples of how they are used in a sentence.

Correlative Conjunctions	Examples
both … and	**Both** family **and** friends attended the school event. (noun + noun)
not only … but also	Jackie Robinson **not only** broke the color barrier in baseball, **but** he **also** did it with integrity. (verb phrase + verb phrase)

Correlative Conjunctions	Examples
either … or	Every morning, **either** my alarm **or** the sunlight wakes me up. (noun phrase + noun phrase)
neither … nor	**Neither** Jackie Robinson **nor** Jim Abbott gave up on baseball despite the challenges they faced. (noun + noun)
whether … or	Do you know **whether** the zoo **or** the museum would be a better option for this month's field trip? (noun phrase + noun phrase)

Formal and Informal English

The type of language we use depends on the situation we are in and the task we are completing.

	When is it used? (Situation or Task)	Characteristics	Examples
Formal	Used in serious situations, with people we do not know, or don't know well Commonly used when we write Used in official writing (presentations, official documents, speeches, textbooks)	• **Longer and more complex sentences** • **Correct grammar and syntax** • **Precise vocabulary, academic vocabulary** • **No contractions** • **No slang**	***There are many factors that have contributed to the success of leaders of change, but I have chosen to focus on:*** 1. ***Personal Qualities*** 2. ***Support*** 3. ***Right Time***
Informal	Used with people we know very well Used in casual, relaxed situations, when talking with family and/or friends Commonly used when we speak Used in writing that is informal (texts, emails to friends)	• **Shorter sentences; sometimes incomplete sentences** • **Informal expressions** • **Simple vocabulary** • **Contractions OK** • **Slang OK**	***"I'm gonna do it on their qualities, the help they got, and time."*** ***"Mine's gonna be about qualities, help they got, and the right time."***
Mix of both	Used with people we know, but it is not a very casual situation Commonly used when we speak, and at school or at work Used when talking with a teacher, discussing content in class	• **Usually complete sentences** • **Less precise vocabulary** • **Less complex sentences** • **Contractions OK**	***"Today I'll talk about three factors that helped leaders of change: personal qualities, support, and the right time."*** ***"There are so many factors that helped leaders of change. Today I'll tell you about their qualities, support they got from family and other people, and the time in history."***

How can you support your student at home?

- Read stories and informational books about baseball and the desegregation movement in the United States.
- Read stories and informational texts about professional athletes who are/have been leaders of social change. Discuss the factors that contributed to their success as leaders of social change.
- Encourage your student to tell you the main ideas of informational texts you read together, and to provide key details.
- Encourage your child to summarize informational texts you read together.
- Watch documentaries about Jackie Robinson and the desegregation movement.
- Visit museums or exhibitions about Jackie Robinson and the desegregation movement.
- When he or she is writing, remind your student to correctly use correlative conjunctions.

Unit 3: Homework

The homework in this unit focuses on research reading, practicing correct use of correlative conjunctions, and use of formal and informal English.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **domain-specific vocabulary:** words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students closely read an informational text about Jim Abbott and compare and contrast the factors of his success as a leader of change with those of Jackie Robinson.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2 & 3	Students work in expert groups to research a professional athlete who has been a leader of social change. They compare and contrast the factors of his or her success as a leader of change with those of Jackie Robinson.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students plan an essay comparing and contrasting the factors of their expert group athlete's success as a leader of change with those of Jackie Robinson.	1. Language Dive Practice: Model Essay: Correlative Conjunctions 2. Research reading and answering prompt	1. **Lessons 6 and 7** 2. Teacher will check independent reading journals strategically.	
5	Students write an essay comparing and contrasting the factors of their expert group athlete's success as a leader of change with those of Jackie Robinson.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6 & 7	Students read about a new athlete and write an essay comparing and contrasting the factors of the success of the new athlete as a leader of change with those of Jackie Robinson for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	In pairs, students plan a presentation highlighting three common factors that contribute to the success of leaders of social change.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9 & 10	In pairs, students create and practice a presentation highlighting three common factors that contribute to the success of leaders of social change.	1. Language Dive Practice: Model Presentation: Formal and Informal English 2. Practice presentation 3. Research reading and answering prompt	1. **Lesson 11** 2. **Lesson 11** 3. Teacher will check independent reading journals strategically.	
11	In pairs, students deliver their presentations to an audience for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12 & 13	In groups, students create a poster highlighting one personal quality necessary to be an effective leader of social change for the performance task.	1. None		

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Independent Reading

Directions: Remember to record responses to research reading in the front of your independent reading journal and responses to choice reading in the back. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2017

Book Title and Author: Promises to Keep by Sharon Robinson

Pages Read: 18–21

Prompt: What is the main idea? Provide supporting details.

Response: Jackie Robinson was a very successful athlete in college. He was named best all-around athlete on the West Coast in his senior year, and twice he led the Pacific Coast Conference in basketball scoring.

Independent Reading Prompts

Consider using the following independent reading prompts**:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<tr><td>Definition in your own words</td><td>Synonyms (words that mean the same)</td></tr>
<tr><td>Break up the word using this chart:

<table><tr><th>Prefix</th><th>Root</th><th>Suffix</th></tr><tr><td></td><td></td><td></td></tr></table></td><td>Words with the same affix or root</td></tr>
<tr><td colspan="2">Translation in home language (where appropriate):</td></tr>
</table>

**Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Language Dive Practice: Correlative Conjunctions

Name: _____ **Date:** _____

1. Write the scrambled sentence from the model essay in the correct sequence.

faced adversity with courage and persistence,	**despite the negative words and actions of others.**	**Both Jackie Robinson and Jim Abbott**	**and neither person gave up on his dreams**

_____

_____

Correlative Conjunctions
both ... and
neither ... nor

Use the word bank above to fill in the blanks with the corresponding correlative conjunctions.

2. _____ the students _____ the teacher wanted to stop reading because they loved the book so much.

3. _____ Jackie Robinson _____ Jim Abbott broke barriers in baseball.

Combine the sentences below into one sentence, using correlating conjunctions to do so. Underline the correlative conjunctions. Use the word bank above to help you.

4. Jackie Robinson worked hard to make his dreams come true. Jim Abbott also worked hard to make his dreams come true.

_____

_____

Language Dive Practice: Model Presentation: Formal and Informal English

Name: _____ **Date:** _____

1. Write the scrambled sentence from the model presentation in the correct sequence.

but I have chosen to focus on:	**There are many factors**	**Personal Qualities** **Support** **Right Time**	**that have contributed to the success of leaders of change,**

_____

_____

2. Use formal language to write the focus of your own presentation below:

_____

_____

3. For each sentence below, write whether it uses *formal* language, *informal* language, or a *mix of both*. Then write an example of the situation or task for which each might be used.

"So, it's gonna be about how they got help from others, their strengths, and when it happened."

_____

_____

_____

"Today I'll talk about certain factors that helped leaders of change be successful in changing our world. I'm going to discuss how important personal qualities, support from others, and the right time were in helping them succeed."

_____

_____

_____

"Although there are many factors that have contributed to the success of leaders in changing society, I plan to focus on the following:"

- Personal Qualities
- Support from Family and Friends
- Historical Context

_____

_____

_____