

Grade 5: Module 2: Unit 2

Homework Resources (for Families)

Unit 2: Analyzing Author's Craft

Common Core State Standards addressed: RL.5.1, RL.5.4, RL.5.6, W.5.2, W.5.4, W.5.9a, RL.5.9, L.5.2d, L.5.5a,b



Guiding Questions and Big Ideas

How does a narrator's or speaker's point of view influence how events are described?

- *A first person narrative helps us to see exactly how one character thinks and feels in response to a situation, while a third person narrative helps us to understand the thoughts and feelings of more than one character.*

How do authors engage the reader in narratives?

- *Authors engage the reader in narratives by using concrete and sensory language to help readers imagine they are there.*

What will your child be doing at school?

In this unit, students read and analyze literary texts, focusing on how the point of view influences the way events in the text are described and how concrete and descriptive language help a reader to understand a text. Students read several literary texts about the rainforest, including “The Dreaming Tree,” a folk tale from Brazil, *The Great Kapok Tree*, and excerpts of *The Most Beautiful Roof in the World*. In the first half of the unit, they compare the point of view and figurative language used in these texts and in *The Most Beautiful Roof in the World*. In the mid-unit assessment, students read and analyze a new literary text. In the second half of the unit, students analyze the use of concrete and sensory language in an excerpt of *The Most Beautiful Roof in the World* and what it helps the reader understand. They work in pairs to write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest? In the end of unit assessment, they read a new excerpt of *The Most Beautiful Roof in the World* and independently write a literary analysis essay to answer the same question. Throughout the second half of the unit, students also practice reading aloud new excerpts of *The Most Beautiful Roof in the World* in preparation for a reading fluency assessment at the end of the unit.

The Language standards that students will focus on in this unit (L.5.5a, L.5.5b) require them to interpret figurative language, such as similes and metaphors, in the context of the text (L.5.5a) and to recognize and explain the meaning of common idioms (L.5.5b).

The **point of view** is the narrator's position in relation to the story being told. It shows the opinion or feelings of the individuals involved in a situation. Point of view is the way the author allows the reader to “hear” and “see” what is happening.

In **first person point of view**, the narrator is a character in the story; the narrator is telling you his or her story. This makes the reader feel close to the character telling the story and helps the reader see the story through the character's eyes. What the reader knows and understands is limited to what that character knows and understands.

In **third person point of view**, the narrator is not a character in the story; the narrator tells the story like a camera recording the events. The story might be told through the experiences of a particular character or many characters, and it is possible for the reader to know and understand more than any one character could know.

Interpreting Figurative Language

Figurative language is when a writer uses a word or phrase with a specific meaning that may be different from the literal meaning. Writers use figurative language to help the reader understand something new about the topic.

Writers often use figurative language to compare things in an interesting or descriptive way.

Type of Figurative Language	What is it?	Example
simile	a phrase that compares two different things using the words "like" or "as"	like two peas in a pod as big as an elephant
metaphor	a phrase that describes something by comparing it to some other thing	America is a melting pot.
idiom	an expression that cannot be understood from the meanings of its separate words but has a separate meaning of its own	a penny for your thoughts

Concrete and Sensory Language

	Definition and Function
Sensory details	<i>details that describe for the reader how things look, sound, feel, smell, and taste, so that readers can imagine the experience as if they were there</i>
Concrete words and phrases	<i>These provide precise details and specific identifying information to give your mind something solid to imagine when you read a sentence. Concrete words and phrases often precisely describe sensory experiences (how things look, smell, taste, feel, sound).</i>

How can you support your child at home?

- Talk to your child about the texts he or she is reading and the types of figurative language the authors use.
- Talk to your child about what the figurative language the authors use helps him or her to understand about the text.
- Read first and third person narratives and encourage your child to identify the point of view and any figurative language used.
- When reading narratives with your child, invite him or her to identify any concrete and sensory language and to explain what it helps the reader to understand.

Unit 2: Homework

In Lessons 1–4, homework focuses on research reading and vocabulary.

In Lessons 5–13, homework focuses on analyzing the concrete and sensory language in independent reading texts and practicing reading excerpts of *The Most Beautiful Roof in the World* aloud.

Research reading: Your child 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 child will bring home from school; however, they may be topic-related books chosen by the child at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your child 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 journals. Prompts for independent reading can be found in the homework materials provided.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students describe the point of view in two literary texts.	1. Research reading and answering prompt.	1. Teacher will check independent reading journals strategically.	
2	Students analyze the figurative language used in quotes from literary texts.	1. Vocabulary 2. For ELLs: Language Dive II Part 1 Practice 3. Research reading and answering prompt	1. Lesson 5 2. Lesson 3 3. Teacher will check independent reading journals strategically.	
3	Students compare the figurative language used in two literary texts.	1. Vocabulary 2. Research reading and answering prompt	1. Lesson 5 2. Teacher will check independent reading journals strategically.	
4	Students work independently to read and analyze the point of view and figurative language in a new literary text for the mid-unit assessment.	1. Vocabulary 2. Research reading and answering prompt	1. Lesson 5 2. Teacher will check independent reading journals strategically.	
5	Students closely read a new excerpt of <i>The Most Beautiful Roof in the World</i> .	1. Research reading and answering prompt 2. For ELLs: Language Dive III Practice	1. Teacher will check independent reading journals strategically. 2. Lesson 6	
6	Students analyze the excerpt of <i>The Most Beautiful Roof in the World</i> read closely in the previous lesson for concrete and sensory language.	1. Gathering concrete and sensory language from independent reading texts 2. Research reading and answering prompt	1. Lesson 8 2. Teacher will check independent reading journals strategically.	
7	Students analyze a model literary analysis and choose a focus statement for their own literary analysis.	1. Gathering concrete and sensory language from independent reading texts 2. Research reading and answering prompt	1. Lesson 8 2. Teacher will check independent reading journals strategically.	

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

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
8	Students analyze the introduction of the model literary analysis essay and work with a partner to write the introduction to their own literary analysis essay.	1. Choose an excerpt of <i>The Most Beautiful Roof in the World</i> to read aloud. 2. Research reading and answering prompt	1. Lessons 12 and 13 2. Teacher will check independent reading journals strategically.	
9	Students analyze the first body paragraph of the model literary analysis essay and then work with a partner to write the first body paragraph of their own literary analysis essay.	1. Choose an excerpt of <i>The Most Beautiful Roof in the World</i> to read aloud. 2. Research reading and answering prompt	1. Lessons 12 and 13 2. Teacher will check independent reading journals strategically.	
10	Students analyze the second body paragraph of the model literary analysis essay and then work with a partner to write the second body paragraph of their own literary analysis essay.	1. Choose an excerpt of <i>The Most Beautiful Roof in the World</i> to read aloud. 2. Research reading and answering prompt	1. Lessons 12 and 13 2. Teacher will check independent reading journals strategically.	
11	Students analyze the conclusion of the model literary analysis essay and then work with a partner to write the conclusion of their own literary analysis essay.	1. Choose an excerpt of <i>The Most Beautiful Roof in the World</i> to read aloud. 2. Research reading and answering prompt	1. Lessons 12 and 13 2. Teacher will check independent reading journals strategically.	
12+13	Students complete the End of Unit 2 Assessment, in which they read a new excerpt of <i>The Most Beautiful Roof in the World</i> and write a literary analysis essay.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Independent Reading Prompts

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—an asterisk (*), for example.

Record:

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

Example:

Date: 04/08/2015

Book Title and Author: *The Most Beautiful Roof in the World* by Kathryn Lasky

Pages Read: 22-27

Prompt: What questions do you have about the rainforest canopy after reading?

Response: What other animals and plants live in the rainforest canopy?

1. **Record two or three facts in your own words about the rainforest or rainforest animals that you found out in your research reading today.**
2. **What questions do you have about the rainforest or rainforest animals after reading?**
3. **What would you like to research further after reading? Why?**
4. **Summarize your research reading today in no more than four sentences.**
5. **How would you describe the setting of the particular part of the text you read?**
 - A. Hint: What did you picture in your mind as you were reading it? Why?
 - B. Hint: What did it say in the text to make you think that?

- 6. What do you think is going to happen next? Why?**
 - A. Hint: What has the author written so far to make you think that?
- 7. Summarize the pages you just read in no more than four sentences.**
- 8. What is the main idea of the part of the text you just read?**
 - A. Hint: The main idea is the point the author wants you to understand.
- 9. Think about the title of your text. Why do you think the author chose this title?**
 - A. Hint: Explain how the title fits the book.
 - B. Hint: Start out: “The title of my book is. . . . The author chose this title because. . . .”
- 10. What are two new words you learned in this text? Tell about the words.**
- 11. Choose a picture, chart, graph, or diagram from your text. Explain how the information you learned from the image helped you understand the text.**
 - A. Hint: First, think about the main idea of what you just read. Then, think about how the picture, chart, graph, or diagram supports the main idea.

Vocabulary

Directions:

In the classroom, you have been recording words from your research in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of the rainforest and recording words in your independent reading journal.

You have also been learning how to interpret figurative language.

Choose a word or phrase from your research reading or from a text you've read in class and add the word or phrase to your vocabulary log. Try to choose a different word or phrase to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

- the definition, or meaning, of the word
- the vocabulary strategy you used to figure out the meaning of the word
- a sketch or diagram that helps you to better understand the meaning of the word
- (for figurative language) the meaning of the phrase and what it helps you to understand about the text

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

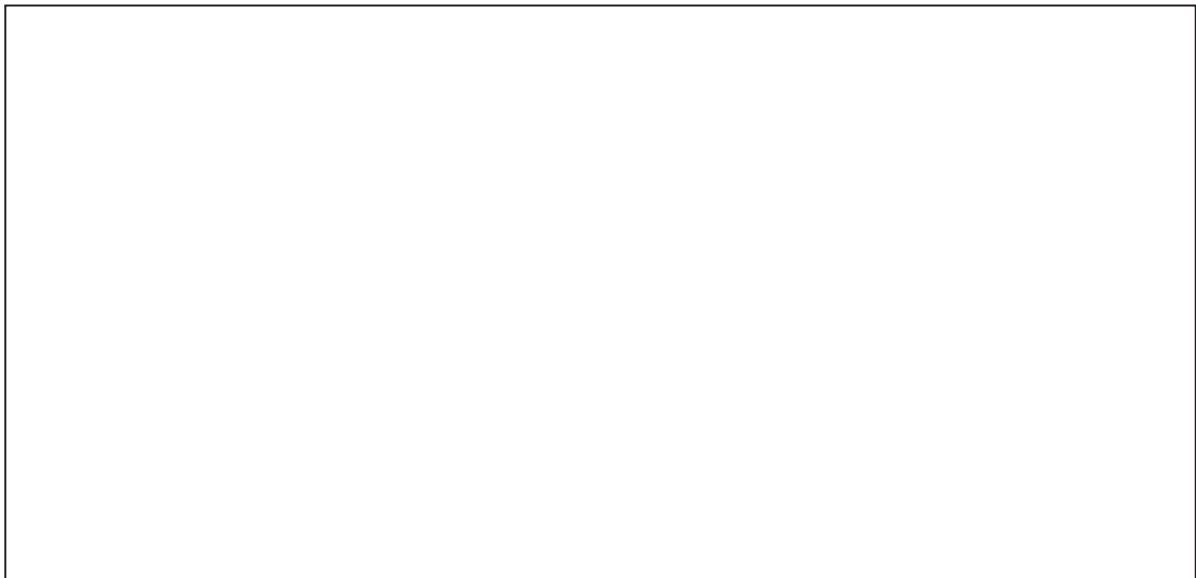
- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Homework: Language Dive II Part 1 Practice**Name:** _____ **Date:** _____

1. The mystery quote below is scrambled. Write it in the correct sequence:

strung together by vines and lianas	that swing or glide or climb,	into a web for commut- ing life.	For those creatures	that lace the tops of the trees together	there are the "emerald highways"
---	--	---	------------------------	--	---

2. Sketch the meaning of the mystery quote above.



3. Circle the metaphor in the mystery quote above. What is the author comparing?
The author is comparing _____.

Biodiversity in the Rainforest

4. Draw a box around the two words used to talk about animals.
5. Underline the words and phrases that are used to talk about connecting things together.
6. Write the mystery quote above as two sentences instead of one:

7. Complete the sentence with your own ideas.

For those creatures that _____,
there are _____.

Homework: Language Dive III Practice

Name: _____ **Date:** _____

1. The sentence below is scrambled. Write it in the correct sequence:

and listens to the soft burr of noise from inside,	and three on the other	on one side of a stem	the place it cannot see.	A chame- leon clamps two toes
---	---------------------------	--------------------------	-----------------------------	-------------------------------------

2. Sketch the meaning of the sentence above.

3. The author used ellipsis in the sentence above. (She left out words that readers can figure out themselves.) In the brackets, write in the words she left out:

A chameleon clamps two toes on one side of a stem and three
[] on the other [] and listens to the soft

Biodiversity in the Rainforest

burr of noise from inside [_____], [_____] the place it cannot see.

4. Use ellipsis. Rewrite the sentence below, leaving out the words in brackets, which readers can figure out.

The insect sees an empty web, [which is] the home of the sling-shot spider, but [the insect] gets caught [in the web].

5. Circle four words that the writer can leave out of the sentence below. Remember, the sentence has to still be clear.

An ocelet eats a rabbit and caught five more rabbits, which is unusual.

Concrete and Sensory Language I**Name:** _____ **Date:** _____

Context	Quote	What does this help us understand?	Source

Concrete and Sensory Language II

Name: _____ **Date:** _____

Context	Quote	What does this help us understand?	Source

Reading Fluency: Excerpts of *The Most Beautiful Roof in the World*

Page	Excerpt beginning at	Excerpt ending at