

## Fifth Grade Advanced Differentiation in Literacy

- ❖ Expeditionary Learning Module 1A: *Becoming a Close Reader and Writing to Learn: Stories of Human Rights*

➤ = Learning Targets for Advanced Learners & (State Standard)

Text:

- *Texts from the core (i.e. Universal Declaration of Human Rights, A Short History of the UDHR, etc.)*
- *Human Rights Throughout Time*
- *Free Higher Education is a Human Right*
- *Should public colleges be free?*
- *Lenny's Red Letter Day*
- *In the Time of the Drums*

Unit 4 Lessons:

1. Testing Our Assumptions
  - I can state my assumptions and gather evidence to prove or disprove the essential question.
2. Evidence Of Trends and Patterns Over Time
  - I can differentiate between trends and patterns and find evidence of both in texts.
  - I can annotate as I read to collect evidence related to my assumption.
  - I can choose my role as a writer and write persuasively from a perspective different from my own.
3. Sharing Findings and Re-Examining Assumptions
  - I can categorize evidence related to the essential question.
  - I can adjust style and language writing for different audiences.
4. Ethical Perspectives on Human Rights
  - I can infer the ethical considerations to perspectives on human rights.
5. Wrapping Up Deductive Reasoning
  - I can create a big idea (generalization) to answer the essential questions.
  - I can prove with evidence and judge criteria my big idea.
6. Power and Change
  - I can analyze the relationship between power and change.
  - I can ask key word questions about power and change.
  - I can find evidence of our and change in the text.
7. Annotating Power, Change, and Human Rights
  - I can annotate a text to find evidence of the themes of power, change, and human rights.
8. Connecting Evidence to Keyword Questions
  - I can relate my annotations to our keyword questions.
  - I can independently practice that close reading and annotation process.
  - I can relate characteristics of my audience to my decisions about the structure, tone, and content of my persuasive essay.
9. Change, Power and Human Rights Issues in Fiction
  - I can discuss and analyze how a work of fiction can influence power, change, and human rights issues.
  - I can choose specific language create an effective tone as I craft my essay.
10. Discussion Groups
  - I can improve my ideas with evidence by participating in Discussion Groups.
  - I can create a big idea about the relationship between power, change, and human rights.
  - I can edit my persuasive essay with a peer judge tone, content, structure, and audience effect.