iLit Family Letter

Grade 5, Unit 2

Dear Parent or Caregiver:

In Unit 2 of the iLit program, your child is engaged in many learning activities that support mastery of the English Language Development Standards (ELD Standards) and the Common Core State Standards for English Language Arts (CCSS for ELA). The ELD Standards and the CCSS for ELA are aligned. Accordingly, aligned ELD Standards and CCSS for ELA for this unit of instruction are cited together in parentheses within this letter. ELD Standards are cited first, and CCSS for ELA second.*

During Unit 2, students read the novel *Alamo Wars* by award-winning author Ray Villareal (PI.5.6; RL.5.10). This novel tells the story of the conflicts that arise when teachers and students try to produce a play about the Battle of the Alamo. Some students are excited about their roles, but others are offended by theirs. Some parents contribute to the play but have many unreasonable expectations. As students read this story, they learn about sensitivity issues and different points of view. In reflecting on their points of view and life values, students explore this question: *What does it mean to take a stand?*

Students also read many short fiction and nonfiction texts (PI.5.6; RL.5.10, RI.5.10) in Unit 2. As they read and discuss the unit literature, they cite textual evidence that supports analysis of the texts (PI.5.6; RL.5.1, RI.5.1); use context clues to determine the meaning of unknown and multiple-meaning words (PI.5.6; L.5.4); acquire and use grade-appropriate vocabulary (PI.5.12; L.5.6); and demonstrate an understanding of figurative language, word relationships, and nuances in word meaning (PI.5.8; L.5.5).

In addition, students evaluate language choices (PI.5.7; L.5.1), choose words to support their opinions (PI.5.11; W.5.1, L.5.1), and identify text structure (PII.5.1 RI.5.5). Students also write a narrative essay (PI.5.10; W.5.3) and tell a story to an audience (PI.5.9; SL.5.4). In addition, they engage in collaborative discussions on a variety of topics, including the ideas they encounter in the unit literature (PI.5.1, PI.5.5; SL.5.1).

To support your child's learning during this unit, here are some suggestions for at-home activities:

- To help your child expand his or her thinking about the unit theme, discuss how the characters in the story take a stand. Talk about how your child would express his or her point of view.
- Compile a list of the words your child has learned in the last week or two. Encourage your child to use a dictionary to look about definitions of the words or a thesaurus to look for synonyms and related words and then to share what he or she learned with you.
- During this unit, your child will be writing a narrative essay. Ask about your child's essay, including who the characters are, what the setting is, and what the problem or conflict is at the heart of the story. Inquire about why your child selected this particular story to write about

Thank you for your support of your child's learning.

Sincerely,

*To read the cited English Language Development Standards, please refer to the ELD Standards document for your child's grade, which you can access using this link: https://www.wida.us/standards/eld.aspx

To read the cited Common Core State Standards for ELA, please refer to the document "Common Core State Standards, English Language Arts and Literary/History/Social Studies, Science, and Technical Subjects." You can use the following link to access the document: http://www.corestandards.org/ELA-Literacy/

iLit inspireLiteracy

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