iLit Family Letter

Grade 5, Unit 4

Dear Parent or Caregiver:

In Unit 4 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 4 students read the novel *Frindle*, winner of multiple awards, by Andrew Clements (PI.5.6; RL.5.10). This novel tells the story of fifth grader Nick Allen and his English teacher Mrs. Granger. One day, Nick decides to ask Mrs. Granger about the origin of some words. The teacher explains where the words come from and gives Nick an assignment. Nick has to write an essay and, in doing so, makes up a new word for pen: "frindle." Everybody in class welcomes the idea. When all the students start using the word, Mrs. Granger tries to stop them but she can't. As students read this interesting story, they explore this question: *How do we handle what's ahead?*

Students also read many short fiction and nonfiction texts (PI.5.6; RL.5.10, RI.5.10) in Unit 4. 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); compare themes and texts (RL.5.9); 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 nouns and noun phrases (PII.5.4), adverbs (PII.5.5), 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 an opinion essay (PI.5.10; W.5.2) 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 some of the things he or she learned today. Talk about how that knowledge can have an impact on your child's life.
- 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 an opinion piece. Ask what the topic of your child's opinion piece is and what his or her opinion is on the issue. Also ask your child to state the reasons that support that opinion. Offer one or two counterarguments and encourage your child to consider how to respond to them in writing.

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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