

Grade 5 ELA Unit 4

<p>Standards:</p> <p>Reading</p> <p>Informational Text</p> <p>RI.10</p> <p>Writing</p> <p>W.5.8</p> <p>Speaking and Listening</p> <p>L.5.5</p> <p>Assessments</p> <p>Weekly Tests</p> <p>Unit 5 (Optional)</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Compare and contrast two or more characters, setting or events in a story or drama and contrast using specific details from the text. ● Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text. ● Produce clear and coherent writing, appropriate to task, purpose and audience. 	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Characters interact and affect the outcome of a story. ● Specific details from the text should be used to compare and contrast the characters in a story. ● In order to write opinion pieces on topics or texts, the point of view should be supported with reasons and information. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● How does the interaction of the characters in a story affect the outcome of the story? ● How can we add interest to our speaking and writing with the use of figurative language? ● How can we support a claim with relevant evidence?

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Acquisition	
KNOWLEDGE	SKILLS
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> To use specific details from the text when comparing/contrasting characters, setting or events in a story. To use appropriate details from text to explain actions from a character. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Read a variety of texts with purpose understanding. Produce clear and coherent writing, appropriate to task, purpose and audience. Use evidence to support specific point of view.

Vocabulary	Instruction and Pacing (suggested order to teach)
<p>apt ,phrase, probably ,reaction, reveals, appropriate, logical, compare, contrast, quotes, figurative language, simile, metaphor, genre, allusions, narrator, conclusion, specific,</p>	<p>Compare and contrast Figurative language Coherent writing Read a variety of texts</p>
	<p>Unit Review and/or Benchmark (optional)</p>

Common Misconceptions	Proper Conceptions
<p>Characters in a story share the same opinion of an event or series of events.</p> <p>Using one word for another word students will be able to correctly find the known word.</p> <p>Interpret identifying cause and effect relationships in a text.</p>	<p>Students must be able to identify that characters may interpret an event differently.</p> <p>Students should practice using synonyms, antonyms, and definitions, to assist them in finding the meaning of unknown words or meanings.</p> <p>Students will understand that an effect is result of a specific cause.</p>

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en characters don't necessarily affect the outcome of a story.

Students must be able to recognize interactions between characters and affect they have on the outcome of a story.

Resources

Model Curriculum, Journey's (Lessons 16-20), ThinkCentral, Achieve3000, Imagine Learning, Brain Pop, Learning Farm, Classroom Novel
s: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/5u4.pdf> http://www.everythingsl.net/in-services/graphic_organizers
lingcity.com/ <http://parconline.org> <https://www.pearsonsuccessnet.com/>
epaul.edu/

Differentiation and Accommodations

; organizers
nal examples and opportunities for additional problems for repetition
; opportunities
ig opportunities after remediation (up to teacher and district discretion)
ery not test
pts in different modalities
d homework assignments
charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, Word wall
; organizers
nal examples and opportunities for additional problems for repetition
; opportunities
ig opportunities after remediation (up to teacher and district discretion)
ery not test
pts in different modalities
d homework assignments
nce tasks of varied levels
caffolding questions and tasks

ELL Differentiation and Accommodations (all of the above in addition to the following) :

ments (reduce multiple choice answers, simplify directions, read directions, stories, and questions aloud, provide word bank)
ature/bilingual dictionaries, notes, text books for testing
ormat prior to assessment
ork assignments and study guides based on proficiency of the student

-on manipulatives and realia – connects abstract concepts with concrete experiences and student's own life
is, Photos, Visuals – provide support for harder concepts
edia – film clips, songs and chants, posters, computer games, etc... - related to concept solidify concepts into the students' deep merr
istrations – model step-by-step completion of tasks or model language to use with presentations – scaffolds and enhances learning
d materials – leveled books both fiction and nonfiction that supplement the theme of what is being taught

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res, point directly to objects, or draw pictures.

Physical Response

ound knowledge, teach pre-requisite skills

bulary with:
al dictionaries
: word wall
entences
orts
ocabulary
lary through songs

ng new concepts (grammar, writing genre, reading strategies etc.) use an anchor chart. <http://www.scholastic.com/teachers/top-13/anchor-charts-effective-teacherstudent-tool>

Skills	Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy
Strategies	<p>Fairfield Township Schools recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to promote student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:</p> <ul style="list-style-type: none"> ● Communicating with students ● Using questioning and discussion techniques ● Engaging students in learning ● Using assessment in instruction ● Demonstrating Flexibility and Responsiveness
Subjects	ELA, Science, and Technology

Performance Task (Optional)

Task:
performance task(s) will students demonstrate desired understanding(s)

Historical Figures
interesting people you have learned about this year in your reading. What if you could invite anyone from the past to dinner? Use the fact to plan your own dinner party with historical figures.

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played important roles in history. See format below for directions on women history performance task.

duct an interview focusing on the points of view of a Native American and a Settler regarding the ownership of land.
Discuss the possible difficulties the people traveling the Oregon Trail faced, and plan strategies to overcome these hardships.

ASSESSMENTS

Assessment
Student practice
Conferences
Responses

Summative Assessment
Grade level developed Unit Tests (based upon Students Will Know.
State Unit Benchmark Assessment
Performance Task