Unit 1: Meeting a Need

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 5

Unit 1: Meeting a Need

Belleville Board of Education

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Unit Overview

Within Unit One, students will explore where ideas come from and how to acquire things that we may need in life. Additionally, students will realize that sometimes we need to rethink an idea in order to make it better. With the invention of technology, we are constantly rethinking ideas with the use of technology to solve problems.

Exit Skills

By the end of unit, 5th grade ELA Students should be able to:

- Ask and answer questions about a text
- Demonstrate understanding of text structure
- Demonstrate knowledge of taught skills and strategies of the unit
- Expand on knowledge of vocabulary
- Use key details to find the main idea
- Describe how the author supports opinions in the text
- Write sentences about the topic/text that has been read.
- Use notes, chart, and discussion ideas to write a paragraph that compares people and inventions
- Write using compound predicates

Enduring Understanding

1. One person alone may not be able to solve a problem. When people cooperate and generously share their knowledge and skills, they can discover new things about themselves and others. Teamwork can lead to new discoveries and solutions to problems.

2. Rethinking about a problem gives us options that might help accomplish our goal. We can try something new to help solve the problem.

3. Experiencing nature helps us to appreciate it and also become knowledgeable of our surroundings.

4. Technology can lead to creative ideas because we can focus on the ways that we have envisioned, or imagined, new ways to create.

5.New technology is everywhere, advancing and changing our lives. Technology can have unexpected effects. It is important to consider the counterpoints, or opposing views, about new inventions.

6. An idea can begin anywhere and can be created by anyone who would like to solve a problem.

Essential Questions

1. How do we get the things we need?

2. What can lead us to rethink an idea?

3. How can experiencing nature change the way you think about it?

4. How does technology lead to creative ideas?

5. What are the positive and negative effects of new technology?

6. Where can an idea begin?

Learning Objectives

- Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Formulate questions and use information from the text to answer them to increase understanding.

- Create inferences from the key details in light of information and knowledge gained from the discussions.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze and explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Evaluate context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Compose written pieces routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Develop the topic, with facts, definitions, concrete details, quotations, or other information and examples from the text.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., *either/or, neither/nor*).
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Identify simple and compound sentences.
- Compose opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Generate and use narrative techniques, such as dialogue, description, and pacing, to develop experiences or events or show the responses of characters to situations.
- Produce and write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive

Outline Point Quote Recall Recognize Repeat Reproduce	Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Diagram Discriminate Illustrate Outline Point out Separate	Support Test	Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SCI.3-5-ETS1	Engineering Design
SCI.5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
SCI.5-LS2	Ecosystems: Interactions, Energy, and Dynamics
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

edconnect.mcgraw-hill.com

ebooks

interactive vocabulary

Differentiation

Content:Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process:The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

Product:The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

McGraw-Hill *Wonders!* series

Ancillary Resources

SmartBoard, student laptops, decodable readers, leveled readers, literacy centers, and writing stations.

Sample Lesson

Unit Name: Meeting a Need

NJSLS: See attached

Interdisciplinary Connection: Science, Social Studies, Writing

Statement of Objective: Analyze text for deeper understanding while citing and writing down explicit evidence.

Anticipatory Set/Do Now: Activate Schema and background knowledge

Learning Activity:

- Whole Group Read Aloud
- Guided questions to lead students back to the text
- Evaluate contextual clues to identify meanings of domain-specific vocabulary
- Encourage students to take notes as they read
- Provide students with frequent opportunities to discuss the text with peers
- Use text evidence stick
- Intervention

Student Assessment/CFU's: A B C Summaries

Materials:

- SmartBoard,
- Wonders digital video
- Text: *Lost in the Museum Wings*

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Cooperative groupings
- Higher order thinking skills
- Close Reading
- Leveled readers

Integration of Technology:

- SmartBoard
- ConnectEd

Standards:

Ref's	Standard ID	Description
0x	LA.3.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
0x	LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
0x	LA.3.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
0x	LA.3.RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.