

# Unit 2: Reaching a Compromise

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Course(s):  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

# **English Language Arts: Grade 5**

## **Unit 2: Reaching a Compromise**

**Belleville Board of Education**

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## **Unit Overview**

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Within Unit Two, students will explore the saying, "Necessity is the mother of invention." This unit discusses why people solve problems, and more importantly, how they go about solving them. The students will read a variety of genres and reflect on the lessons that connect back to the big idea.

## **Exit Skills**

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By the end of this 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**

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1. Good problem solvers think about the whole picture. They come up with a plan that makes the most sense

and they are eager to learn from their mistakes.

2. Getting the information we need comes from the resources around us. Presently, the easiest way to obtain the information you need is to consult multiple sources on the internet as well as professionals.
3. We investigate questions about nature by conducting research and using scientific tools. We are careful to write notes and recheck our work.
4. Plans are very helpful when we want to accomplish a task. A plan keeps us organized and focused.
5. There are many different reasons people are motivated to accomplish a goal.
6. Putting a plan into action takes perseverance to make sure all of the parts to the whole are working together towards the main goal.

## **Essential Questions**

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1. What do good problem solvers do?
2. What can you do to get the information you need?
3. How do we investigate questions about nature?
4. When has a plan helped you accomplish a task?
5. What motivates you to accomplish a goal?
6. What does it take to put a plan into action?

## **Learning Objectives**

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- Compare the major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize

the text.

- 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.
- Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- 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	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

## 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**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

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

Key subjects include:

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

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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**

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edconnect.mcgraw-hill.com

ebooks

interactive vocabulary



## **Differentiation**

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**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**

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- 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**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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- 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 work presented 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**

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

- 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**

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McGraw-Hill *Wonders!* series

## **Ancillary Resources**

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

## **Sample Lesson**

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Unit Name: Reaching a Compromise

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.

