

# 02 Tackling Complexity

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **23 days**  
Status: **Published**

## UNIT ORIENTATION

---

This unit teaches students to embrace the complexities of their high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they'll learn strategies to tackle these new challenges, such as expecting to encounter multiple main ideas, some taught implicitly. Instruction emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. Students will pursue independent inquiry projects, drawing on all their skills to tackle complex texts. Students analyze differences in perspective across texts, particularly differences that tie into the author's craft or structure decisions. Fifth-graders will make their own connections and spark their own ideas as they think deeply about a text, so they can contribute their own thinking to conversations on their topics.

## Enduring Understandings

---

- Readers use what they know about expository text structures to identify key ideas and details.
- Readers use what they know about narrative nonfiction text structures to identify key ideas and details.
- Readers use what they know about hybrid nonfiction text structures to identify key ideas and details
- Readers synthesize ideas and information across multiple texts and media and become teachers of others.
- Readers use strategies to figure out unfamiliar vocabulary.

## Essential Questions

---

- How do readers synthesize information read from a variety of sources on the same subject?

How can I use all that I know about nonfiction reading and research to learn about a personal inquiry topic?

## CONTENT AREA STANDARDS

---

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. 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.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background

knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

## **EVIDENCE OF LEARNING**

---

### **Alternative Assessments**

---

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Summative Assessments**

---

End of Unit Tests

Running Records

NJSLA

Open Ended Responses

Written responses

### **Formative Assessments**

---

- Checklists
- Conferences
- Class Discussions
- Exit Slips

- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework
- Student Participation
- Teacher Observations
- Text Dependent Questions

## **Benchmark Assessments**

---

- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Teachers College Units of Study

Leveled books including texts of diverse subjects

Interactive notebooks

Mentor texts

Readers notebooks

Chromebooks

IXL

Readworks

EPIC

Mentor Text: Fly Away Home

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

### Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

### English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

### At Risk of Failure:

- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

---

Technology/Multimedia - Audio/Visual media analysis -

small groups view video clips as resources for comparing/contrasting and deepened understanding of text topics

Using the mentor text *When Lunch Fights Back: Wickedly Clever Animal Defenses* by: Rebecca Johnson and other information passages describing animal traits, students will make connections to earth's ecosystems and animal interactions.

Science: 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Using various informational texts such as: primary resources and links to speeches, students will learn how to read and view complex non-fiction, while learning to abstract the main ideas and supporting (key) details.

Social Studies: 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies