05 Research Clubs - Reading in the Content Area

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **14 days**
Status: **Published**

UNIT ORIENTATION

The unit description is outlined within each Unit of Study and/or Curricular Calendar.

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

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.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.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

EVIDENCE OF LEARNING

Alternative Assessment

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the <u>If/Then</u> curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

INTERDISCIPLINARY CONNECTIONS

Social Studies: Ethics; Social Justice; Civic Literacy; Social relationships among people; current events

Technology/Multimedia: Research-based writing; medial literacy

Science and Health: Social/Emotional learning

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.