



# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**  
 Teacher Team: **Ott Wechtler**

Unit: **1 - Challenges**

Grades: **5th**  
 Date: **July 2015**

Stage 1 – Desired Results					
Established Goals	Enduring Understandings/Transfer				
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?  <i>Effective Communication Skills</i>  <i>Transfer of Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.1.5.D            Know and apply grade-level phonics and word analysis skills in decoding words.  <input checked="" type="checkbox"/> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):  <i>Obstacles and challenges can be internal or external.</i>  <i>It is essential to understand and act in a courageous manner.</i>  <i>Effective readers utilize strategies to comprehend, interpret, and analyze both fiction and non-fiction.</i>  <i>Narrative writing engages readers in a story.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a>  <i>Students will read for a variety of purposes, including pleasure and learning.</i>  <i>Students will relate to the courageous choices of characters and individuals, using this as inspiration when faced with their own challenges.</i>  <i>Students will express themselves clearly in narrative writing.</i></p>				
	Essential Questions				
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:  <i>(R) What kinds of challenges do people face and how do they meet them?</i>  <i>(R/W) What makes a good narrative?</i>  <i>(G) How do individual words come together to express meaningful ideas?</i></p>				
	Acquisition				
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Students will know...</th> <th style="text-align: left;">Students will be skilled at... (be able to do)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>6. What facts should students know and be able to use to gain further knowledge?</p> </td> <td style="vertical-align: top;"> <p>9. What discrete skill and processes should students be able to demonstrate?</p> </td> </tr> </tbody> </table>	Students will know...	Students will be skilled at... (be able to do)	<p>6. What facts should students know and be able to use to gain further knowledge?</p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p>
Students will know...	Students will be skilled at... (be able to do)				
<p>6. What facts should students know and be able to use to gain further knowledge?</p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p>				

<p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and</p>	<p><i>As readers, students will identify the following elements and strategies to understand text: character and plot, theme, monitor and clarifying, cause and effect, summarize, fact and opinion, and questioning.</i></p> <p><i>As writers, students will identify the parts of a narrative, including an exposition that introduces characters and setting, a problem, and a resolution. These will be developed using narrative techniques including description and dialogue.</i></p> <p><i>They will know the parts of speech. Students will identify simple, compound, and complex sentence structures.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Tier 2- evidence, text-dependent, analysis, monitor, clarify, anticipate, trepidation, ferocity, audacity, cause, effect, summarize, fact, opinion, questioning, compare, contrast</i>  <i>Tier 3- plot, rising action, falling action, climax, compressions, meteorologist, twister, wildfire, fastball, outfield, windup Grammar- preposition, interjection, adjective, adverb, conjunction, contraction, homophone, dialogue, speaker tag</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>Students will understand what acting courageously means, and that obstacles and challenges can be internal and external.</i>  <i>Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i>  <i>Students will use knowledge of words and sentence to expand, combine, and reduce sentences for meaning, interest and style.</i></p>	<p><i>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</i></p> <p><i>E05.A-K.1.1.2 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.</i></p> <p><i>E05.A-K.1.1.3 Compare and Contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (eg. how characters interact).</i></p> <p><i>E05.A-V.4.1.2 Demonstrate understanding of figurative language (interpret figurative language in context)</i></p> <p><i>E05.A-V.4.1.2 b. Recognize and explain the meaning of common idioms, adages, and proverbs</i></p> <p><i>E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text</i></p> <p><i>E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</i></p> <p><i>E05.B-K.1.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</i></p> <p><i>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (context, affixes/roots, determine meaning of academic and domain-specific words used in the text.</i></p> <p><i>E05.B-V.4.1.2c use relationships between particular words (synonym, antonym, homographs) to better understand each of the words.</i></p> <p><i>E05.B-C.2.1.1 Analyze multiple accounts of the</i></p>
---	--	---

<p>proficiently.</p> <p>CC.1.3.5.A Determine a theme of a text 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.</p> <p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.K Read and comprehend</p>		<p><i>same event or topic, noting important similarities and differences in the point of view they represent.</i></p> <p><i>EO5.D.1.1.1 Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p><i>EO5.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>EO5.D.1.1.8 Ensure subject/verb and pronoun/antecedent agreement.</i></p> <p><i>EO5.D.2.1.1 Expand, combine and reduce sentences for meaning, reader/listener interest and style.</i></p> <p><i>EO5.D.2.1.2 Choose words and phrases to convey ideas precisely.</i></p> <p><i>EO5.D.2.1.4 Choose words and phrases for effect.</i></p> <p><i>EO5.D.1.2.5 Spell grade-appropriate words correctly. Quote accurately from a text. Write narratives to develop real or imagined experiences</i></p> <p><i>EO5.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally to support the writer's purpose.</i></p> <p><i>EO5.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i></p> <p><i>EO5.C.1.3.3 Use a variety of transitional words, phrases and clauses to manage the sequence of events.</i></p> <p><i>EO5.C.1.3.4 Use concrete words and phrase to convey experiences and events precisely.</i></p> <p><i>EO5.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</i></p> <p><i>Grammar- Identify 8 parts of speech, identify sentence structure, expand, combine, and reduce sentences for meaning, interest and style.</i></p>
--	--	---

<p>literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.5.Q Write with an awareness of style.</p> <ul style="list-style-type: none"><li>• Use sentences of varying length.</li><li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li></ul> <p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate</p>		
--	--	--

<p>with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CC.1.4.5.X 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. CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
---	--	--

Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration</i></p>	<p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): <i>Students will write organized paragraphs in response to readings that include textual evidence and analysis. e.g. Describe Brady's character traits using evidence from the text, What genre was Thunder Rose? Prove your choice using evidence from the text. Compare and Contrast the obstacles faced by Satchel Paige with those faced by Roberto Clemente.</i></p>

<i>Technology Operations</i>	<i>Students will write a creative tall tale in which the problem is solved in a humorous way.</i>
	<i>Reading minute presentations- a prepared section of text read aloud for the class with appropriate fluency, volume, and voice inflection.</i>
	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i>
	List the assessments: <i>Scholastic News Quizzes/Analysis Pages with an emphasis on text structure</i> <i>Reading Minute presentations</i> <i>Reading Street Weekly Test with Open-Ended Responses, Word Analysis questions not included (U1W1, U1W2, U1W4).</i> <i>Spelling Post-Test with additional vocabulary question items (-ed/-ing endings, contractions, homophones, prefixes un-, de-, and dis-).</i> <i>Grammar Assessments (Parts of Speech, Sentences).</i>

<b>Stage 3 – Learning Plan</b>		
<b>NETS for Students</b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b>  Class discussion, questioning, small group guided reading, spot-checks of classwork, exit tickets, partner and table talk, student self-assessment</li> <li>• <b>What are potential rough spots and student misunderstandings?</b>  Reading- Background knowledge deficits related to boating, American history, and baseball.  Writing- Shift from a personal to creative narrative, maintaining consistent point of view with attention to setting.  Grammar- Knowledge of basic parts of speech in order to learn new ones. expanding ideas without using run-on sentences,</li> <li>• <b>How will students get the feedback they need?</b>  Reading- Small group and class discussion</li> </ul>

			<p>Writing- Check-ins and conferencing Grammar- White board quick checks</p>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>*Use of picture books or Pixar shorts to teach identification of theme or cause/effect. *Plot Diagram- identifying elements of plot using simple text/video before using grade-level text. *Teach text structure using a collection of paragraphs on the same topic that use different structure before applying to Scholastic News articles. *Use Day 1 Text-Based Comprehension Mini-Passage to introduce comprehension skill. *Grammar instruction including pre and post-assessments, in class practice and group activities, and homework addressing parts of speech and types of sentences. *Introduce literary devices (simile, metaphor, personification) during Thunder Rose.</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Reading Street book 5.1 and Sleuth: Main Selection- Red Kayak Sleuth- A Dream in Her Heart</p> <p>Main Selection- Thunder Rose Paired- Measuring Tornadoes Sleuth- Thunder, Lightning, and Thor</p> <p>Main Selection- Satchel Paige Paired- Roberto Clemente Sleuth- Major League Dreams</p> <p>Scholastic News, Guided Reading books, SpartanDocs and student Chromebooks</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>CCR Weekly test Informal pre-assessment of parts of speech, sentence/fragment knowledge, DIBELS and SRI beginning of year testing, Reading Street Beginning of Year Placement Test.</p>

	<ul style="list-style-type: none"><li>*Introduce idiom, adages, and proverbs during Satchel Paige.</li><li>* Teach strategy of "RACES" paragraph with explicit modeling before students attempt independently.</li><li>*Spelling word sorts to identify meanings of common affixes.</li></ul>		
--	---	--	--





# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**  
 Teacher Team: **Ott Wechtler**

Unit: **2 - Changes / Adaptations**

Grades: **5th**  
 Date: **July 2015**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?  <i>Effective Communication Skills</i>  <i>Transfer of Learning</i>  <i>Adaptation and flexibility</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a>            CC.1.1.5.D            Know and apply grade-level phonics and word analysis skills in decoding words.            ☑ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> <li>CC.1.1.5.E Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):  <i>People, like animals, can adapt to thrive in difficult situations.</i>  <i>Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i>  <i>Writing can be used to share knowledge.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a>  <i>* Students will read for a variety of purposes, including pleasure and learning.</i>  <i>Just as characters and creatures adapt in order to survive in difficult situations, our students will be resilient in the face of their own challenges.</i>  <i>* Students will clearly convey information in an organized, well-developed manner.</i>  <i>Students will express themselves clearly in informational writing.</i></p>
<b>Essential Questions</b>	
<b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b>	
<p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:  <i>* How can we make changes to succeed in our environment?</i>  <i>* How do you inform an audience on a topic?</i>  <i>* How can precise words express our ideas more clearly?</i></p>	
<b>Acquisition</b>	
<b>Students will know...</b>	<b>Students will be skilled at... (be able to do)</b>
6. What facts should students know and be able to	9. What discrete skill and processes should students

<p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.G 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.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations,</p>	<p>use to gain further knowledge?  <i>* Students will continue to monitor comprehension by using questioning, making predictions, and setting a purpose.</i>  <i>* Students will identify the parts of an informational essay, including a thesis statement, body paragraphs, and a conclusion paragraph.</i>  <i>* Students will recognize and use the present perfect, past perfect, and future perfect tenses.</i>  <i>* Students will learn the meaning of common, grade-appropriate prefixes and suffixes.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Tier 3- suffix, prefix, thesis, introduction, conclusion, transition,</i>  <i>Tier 2- draw conclusion, generalize, generalization, predict, purpose, discovered, application, modify, acclimate, compare, contrast</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>Students will understand how people and animals overcome challenges.</i>  <i>Students should know what it means to make a generalization or draw a conclusion and be able to apply these skills to their reading.</i>  <i>Students will use knowledge of subjects and verbs to clearly convey ideas.</i>  <i>Knowledge of prefixes and suffixes can help readers understand new vocabulary.</i></p>	<p>be able to demonstrate?  <i>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</i>  <i>E05.A-K.1.1.2 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.</i>  <i>E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</i>  <i>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G5 reading and content, choosing flexibly from a range of strategies (context, affixes/roots, determine meaning of academic and domain-specific words used in the text.</i>  <i>E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use relationships between particular words (synonym, antonym, homographs) to better understand each of the words.</i>  <i>E05.D.1.2.5 Spell grade-appropriate words correctly.</i>  <i>E05.D.1.1.2 Form and use the perfect verb tense (e.g. I had walked; I have walked; I will have walked.)</i>  <i>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</i>  <i>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.</i>  <i>E05.D.1.1.8 Ensure subject/verb and pronoun/antecedent agreement.</i>  <i>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</i>  <i>E05.D.2.1.4 Choose words and phrases for effect.</i>  <i>E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information</i></p>
--	--	---

<p>or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.E Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p> <p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.K Write with an awareness of style.</p> <ul style="list-style-type: none"><li>• Use sentences of varying length.</li><li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</li></ul> <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>		<p><i>clearly.</i></p> <p><i>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</i></p> <p><i>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g.; in contrast, especially).</i></p> <p><i>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E05.C.1.2.5 Establish and maintain a formal style.</i></p> <p><i>E05.1.2.6 Provide a concluding section related to the information or explanation presented.</i></p>
---	--	---

<p>information in notes and finished work, and provide a list of sources.</p> <p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
--	--	--

Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency</i></p>	<p><i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): <i>Students will write organized paragraphs in response to readings with increased independence, which include textual evidence and analysis. e.g. Why can we conclude that Wesley will be happier this school year? Use evidence from the text to show how he has changed. Make a generalization about how Jinx feels about herself. Use details from the story to support your ideas. OR Jinx and Victoria respond to their challenges in different ways. Compare and contrast the characters. OR Both Wesley and Jinx experience challenges fitting in. Compare and contrast how they respond. Did the attitude of Austin's citizens change from the beginning of the passage to the end? Use evidence from the text to support your answer.</i></p> <p><i>Reading Minute and Roaming Reporter presentations- students share a selection of an independent reading book or a news article aloud for the class with appropriate fluency, volume and voice inflection. Audience is expected to listen</i></p>

	<p><i>actively in order to summarize or identify elements of the reading.</i></p> <p><i>Students will plan, draft, revise, and edit an informational essay that describes the challenges facing fifth graders.</i></p> <p><i>By integrating information from social studies readings, website, and additional texts, students will present information on how Native American groups adapted to their various geographic regions.</i></p>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>Scholastic News Quizzes/Analysis Pages with students independently identifying and comparing text structures.</i></p> <p><i>Reading Minute and Roaming Reporter presentations</i></p> <p><i>Reading Street Weekly Test with Open-Ended Responses, Word Analysis questions not included (U4W1, U4W2, U6W1).</i></p> <p><i>Spelling Post-Test with additional vocabulary question items (Suffixes -er,-ar,-or (U2W5) Suff-ous,-sion,-ion,-ation(U6W1)</i></p> <p><i>Negative Prefixes (U4,W5) Prefixes over-, under-, sub-, super-, out- (U4,W2)</i></p> <p><i>Grammar Assessments (Subject/Verb Agreement, Verb Tenses, Choosing Precise words/phrases</i></p>

Stage 3 – Learning Plan		
<a href="#">NETS for Students</a>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i></p> <p><i>Research and Information Fluency</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Class discussion, questioning, small group guided reading, spot-checks of classwork, exit tickets, partner and table talk, student self-assessment</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Reading- Higher level comprehension skills, such as generalization and conclusions, present challenges to many readers. Writing- It can be challenging for some students to expand on their ideas with our expectation of five paragraph essays. As students learn the organizational format, attention should be given to varying transitions and sentence fluency so that an individual voice can be maintained in the writing. Grammar- The perfect tenses are confusing to many fifth graders. Understanding the past perfect, present</li> </ul>

		<p>perfect, and future perfect requires understanding of the past, present, and future tenses. Many students are shaky with this foundational skill.</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b>  Reading- Small group and class discussion  Writing- Check-ins and conferencing  Grammar- White board quick checks</li> </ul>
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>*Use of picture books or Pixar shorts to teach skills of drawing conclusions and making inferences.  *10 important sentences to verify comprehension and sequencing skills with the expectation of repeated reading to verify concepts.  *Independent identification of text structure in Scholastic News articles.  *Use Day 1 Text-Based Comprehension Mini-Passage to introduce comprehension skill.  * Opportunities for "RACES" responses with increasing independence.  *Use of spelling worksheets and word-sorts to promote generalization of affix meanings and word attack skills.</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Reading Street book 5.2 and Sleuth:  Main Selection- Weslandia  Paired Selections- Poetry Selections  Sleuth- A Green Island?</p> <p>Main Selection- Tripping Over the Lunch Ladies  Paired- Square Dancing  Sleuth- Helping Hands</p> <p>Main Selection- Austin's Amazing Bats  Paired- The Animals in my Life  Sleuth- A Matter of Luck?</p> <p>Scholastic News, Guided Reading books, SpartanDocs and Pearson Successnet using student Chromebooks.</p> <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>CCR Weekly test, informal pre-assessment of grammar skills, spelling pre-tests.</p>



# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**  
Teacher Team: **Ott/Wechtler**

Unit: **3 - Choices**

Grades: **5th**  
Date: **July 2015**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a> CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. CC.1.2.5.H Determine how an author supports particular points in a text</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <a href="#">TRANSFERABLE</a> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>There are risks and benefits to helping others.</i> <i>Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama and poetry.</i> <i>Writing can be used to communicate understanding and analysis of a reading.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a> * <i>Students will read for a variety of purposes, including pleasure and learning.</i> * <i>Students will relate to what makes people do the right thing, when faced with choices., and evaluate these choices.</i> * <i>Students will use close reading to analyze, understand and respond to text of various types that are encountered in everyday life.</i> * <i>Students will express themselves clearly in informational writing.</i></p>
	<b>Essential Questions</b>
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>What makes people do the right thing?</i> <i>How does close reading help you analyze and explain what happens in a text?</i> <i>How can we use conjunctions to connect ideas?</i></p>

<p>through reasons and evidence.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.G 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.</p> <p>CC.1.3.5.G 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).</p> <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension</p> <p>CC.1.4.5.E Write with an awareness of</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?  <i>As readers, students will identify and analyze the following elements to understand text: author's purpose, story structure and event sequence. Students will begin to make inferences and compare/contrast various elements of a piece. When analyzing text, students will identify the parts of a TDA essay, including quoting the text. They will know the correlative conjunctions and apply to writing. Students will identify titles of works by underlining, quotation marks or italics.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Tier 2-clarify, compare, contrast, infer, background knowledge, comprehend, interpret, analyze</i></p> <p><i>Tier 3- correlative conjunction, theme, drama, narrative, story structure, author's purpose canteen, Confederacy, Glory, rebellion, Union, benefactor, procession, steed</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>Students will understand that there are risks and benefits of helping others. Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry. Students will use knowledge of conjunctions to effectively express ideas in writing. Students will use knowledge of quotation marks, italics and underlining to indicate titles of works in written language.</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>E05.A-K.1.1.2 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.</i></p> <p><i>E05.A-K.1.1.3 Compare and Contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (eg. how characters interact).</i></p> <p><i>E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.</i></p> <p><i>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G5 reading and content, choosing flexibly from a range of strategies (context, affixes/roots, determine meaning of academic and domain-specific words used in the text.</i></p> <p><i>E05.B-C.2.1.2 Compare and Contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.</i></p> <p><i>E05.B-C.3.1.3 -Interpret text features (eg. headings, graphics, charts) and/or make connections between text and the content of the text features.</i></p> <p><i>E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent Draw evidence from literary or informational texts to support analysis, reflection, and/or research</i></p> <p><i>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</i></p>	



<p>style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p> <p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		<p><i>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>E05.C.1.2.3 Link ideas within and across categories of information using words , phrases, and clauses (eg; in contrast, especially)</i></p> <p><i>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E05.C.1.2.5 Establish and maintain a formal style.</i></p> <p><i>E05.1.2.6 Provide a concluding section related to the information or explanation presented</i></p> <p><i>E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</i></p> <p><i>E05.D.1.2.5 Spell grade-appropriate words correctly.</i></p> <p><i>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p><i>E05.D.1.1.5 Use correlative conjunctions (eg. either/or and neither/nor)</i></p> <p><i>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</i></p> <p><i>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</i></p> <p><i>E05.D.2.1.4 Choose words and phrases for effect.</i></p> <p><i>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organized structure on which ideas are logically grouped to support the writer's purpose.</i></p> <p><i>E05.E.1.1.2 Develop and analyze using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</i></p> <p><i>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (eg. in contrast, especially)</i></p> <p><i>E05.E.1.1.4 Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.</i></p>
--	--	--

		<p>E05.E.1.1.5 Establish and maintain a formal style.  E05.E.1.1.6 Provide a concluding section related to the analysis presented.</p>
--	--	--

**Stage 2 – Evidence**

**NETS for Students** | **PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**

**NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.**

*Creative and Innovation  
Communication and Collaboration*

*Examples include but are not limited to:  
Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)*

List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):  
*Students will write organized paragraphs in response to readings that include textual evidence and analysis.  
e.g. What inference can you make about the Grand Union flag?*

*Students will write an organized essay, with teacher modeling, in response to readings that include textual evidence and analysis. Compare/contrast the sacrifices of Phan Ku and Hsiang-ling.*

*Reading minute presentations- a prepared section of text read aloud for the class with appropriate fluency, volume, and voice inflection.*

**OTHER SUMMATIVE ASSESSMENTS—can include factual recall**

*Examples include but are not limited to final projects, research papers, quizzes and tests.*

List the assessments:  
*Scholastic News Quizzes/Analysis Pages with an emphasis on text structure  
Reading Minute and Roaming Reporter presentations  
Reading Street Weekly Test with Open-Ended Responses, Word Analysis questions not included (U2W2, U2W3, U2W5).  
Spelling Post-Test with additional vocabulary question items ( Suffixes -able,-ible (U4W4), Related Words (U6,W4), Related Words (U5,W2), Easily Confused Words (U6,W5)  
Grammar Assessments- Correlative Conjunctions (either/or, neither,nor), Titles of Works-italics, underlining, quotation marks*

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Class discussion, questioning, small group guided reading, spot-checks, exit tickets, partner/table talk, student self-assessment</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Reading- Background deficits related to the Civil War, Chinese culture and American Revolution. Higher level analysis of narrative poetry that is largely figurative language. Writing- It can be difficult for students to shift from writing essays, that use creativity and voice, to reading essays. Grammar- The use of correlative conjunctions can be confusing to some students because they are not commonly used today.</li> <li>• <b>How will students get the feedback they need?</b> Reading- Small group and class discussion Writing- Check-ins and conferencing Grammar- White board quick checks</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>*Use of picture books or Pixar shorts to teach inferences and comparing/contrasting story elements.</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i> Reading Street Student book 5.1 and Sleuth:  Main Selection-Hold the Flag High</p>

	<p>* Use Day 1 Text-based Comprehension Mini-passages to introduce comprehension skill.</p> <p>*10 Important sentences to check level of comprehension and sequence of events.</p> <p>*Independent identification of text structure</p> <p>*Use of "Daily _____" to have a spiral review of literary devices, idioms, adages and proverbs.</p> <p>*Use Day 1 Text-Based Comprehension Mini-Passage to introduce comprehension skill.</p> <p>* Expand strategy of "RACES" paragraph to TDA essay, with explicit modeling before students attempt independently.</p>	<p>Day 1 Comprehension Passage- The Flag Unfurled Sleuth- The Price of Freedom</p> <p>Main Selection- The Ch'i lin Purse Paired Selection- The Story of Phan Ku- A Chinese origin myth Sleuth- Peanut Butter Sandwiches</p> <p>Mini Selection- The Midnight Ride of Paul Revere (narrative poem) Paired Selection- The Heroic Paul Revere ( a drama adapted from the poem) Sleuth- On Loyalty to Country</p> <p>Scholastic News, Guided Reading books, SpartanDocs and Pearson Successnet using student Chromebooks</p>	
--	--	---	--



# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**  
Teacher Team: **Ott Wechtler**

Unit: **4 - Adventures**

Grades: **5th**  
Date: **July 2015**

Stage 1 – Desired Results					
Established Goals	Enduring Understandings/Transfer				
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.G 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.</p> <p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>Adventures can happen everyday and can lead to discoveries.</i> <i>Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i> <i>Through effective writing, you can convince others to agree with your opinion.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ul style="list-style-type: none"> <li>* <i>Students will maintain a sense of adventure necessary for innovation.</i></li> <li>* <i>Students will read for a variety of purposes, selecting strategies to successfully understand the text.</i></li> <li>* <i>Students will express themselves clearly through persuasive, argumentative, or opinion writing.</i></li> </ul>				
	<b>Essential Questions</b>				
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>Why do people seek adventures?</i> <i>How can you convince others to agree with you?</i> <i>How can the use of commas clarify ideas?</i></p>				
	<b>Acquisition</b>				
	<table border="1"> <thead> <tr> <th>Students will know...</th> <th>Students will be skilled at... (be able to do)</th> </tr> </thead> <tbody> <tr> <td>6. What facts should students know and be able to use to gain further knowledge?</td> <td>9. What discrete skill and processes should students be able to demonstrate?</td> </tr> </tbody> </table>	Students will know...	Students will be skilled at... (be able to do)	6. What facts should students know and be able to use to gain further knowledge?	9. What discrete skill and processes should students be able to demonstrate?
Students will know...	Students will be skilled at... (be able to do)				
6. What facts should students know and be able to use to gain further knowledge?	9. What discrete skill and processes should students be able to demonstrate?				

<p>proficiently.</p> <p>CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p>CC.1.3.5.G 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).</p> <p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.5G Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>CC.1.4.5.K Write with an awareness of</p>	<p><i>Students will learn the meaning of common, grade-appropriate Greek and Latin roots. Captions, graphics, timelines, and other graphic sources contribute to a reader's understanding of the text.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 3- robotic, sediment, sonar, gravity propulsion, weightlessness, endeavor, economic, independence, Tier 2- inference, graphic source, caption, diagram, timeline, specific, interpret</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Many texts include graphics that enhance your understanding of the information. Understanding an author's purpose can lead to deeper understanding of the text. Knowledge of Greek and Latin roots can help students understand the meaning of new vocabulary. Authors write for a specific purpose, and awareness of that purpose can improve your understanding of the text.</i></p>	<p><i>E05.A-K.1.1.2 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.</i></p> <p><i>E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.</i></p> <p><i>E05.B-C3.1.3 Interpret text features (headings, graphics, charts) and/or make connections between text and the content of the text features.</i></p> <p><i>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G5 reading and content, choosing flexibly from a range of strategies (context, affixes/roots), determine meaning of academic and domain-specific words used in the text.</i></p> <p><i>E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</i></p> <p><i>E05.D.1.2.5 Spell grade-appropriate words correctly.</i></p> <p><i>E05.D.1.2.1 Use punctuation to separate items in a series.</i></p> <p><i>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</i></p> <p><i>E05.D.1.2.3 Use a comma to set off the words yes and no. (e.g. Yes, thank you.), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?), and to indicate direct address (e.g. Is that you, Steve?)</i></p> <p><i>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</i></p> <p><i>E05.D.2.1.3 Choose punctuation for effect.</i></p> <p><i>E05.D.2.1.4 Choose words and phrases for effect.</i></p> <p><i>E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a Use context. b</i></p>
---	--	--

<p>style.</p> <ul style="list-style-type: none"><li>• Use sentences of varying length.</li><li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</li></ul> <p>CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <ul style="list-style-type: none"><li>• <a href="#">Math PA Core State Standards</a></li><li>• <a href="#">PA Content Standards</a></li></ul>		<p><i>Use common, grade-appropriate Greek and Latin roots.</i></p> <p><i>E05.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</i></p> <p><i>E05.C.1.1.1. Introduce a topic or text for the intended audience, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</i></p> <p><i>E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.</i></p> <p><i>E05.C.1.1.3 Link opinion and reasons using words, phrases and clauses (e.g. consequently, specifically).</i></p> <p><i>E05.C.1.1.4 Establish and maintain a formal style.</i></p> <p><i>E05.C.1.1.5 Provide a concluding section related to the opinion presented.</i></p> <p><i>Readers will continue to use strategies such as monitoring, clarifying, and questioning to improve their understanding of the text.</i></p> <p><i>Students will place commas correctly.</i></p>
---	--	---

<b>Stage 2 – Evidence</b>	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): <i>Text-Dependent Analysis paragraphs and essays:</i> <i>Titanic- U5W2-Using the details on page 210-215, decide which artifact best highlights the tragedy of the wreck. Write an argumentative paragraph that states the reasons for your opinion.</i> <i>Astronaut U5W3- (Sleuth) How does the author's use of a dream add to the meaning of the narrative?</i> <i>Ghost Town-U5W5-( Main/paired selections) Using details from both stories, write a journal entry for John as he describes how Goldfield became a ghost town. OR Do you think John made the right decision to stay in Goldfield? Using concrete details from the nonfiction account, write a short persuasive essay that states your opinion about John.</i></p> <p><i>Opinion Writing Essay- In an effort to promote safety, some towns are trying to outlaw sledding. Should sledding be banned, or is the adventure worth the risks? Students will plan, draft, revise and edit an opinion paragraph.</i></p> <p><i>Poetry Presentations- Students will select and recite a poem for the class using appropriate expression, volume, voice inflection, and gestures to express the author's intended meaning. Through active listening, classmates will identify literary devices and other aspects of the writer's craft.</i></p>
	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Scholastic News Quizzes/Analysis Pages</i> <i>Poetry presentations</i> <i>Reading Street Weekly Test with Open-Ended Responses, Word Analysis questions not included (U5W2, U5W3, U5W5).</i> <i>Spelling Post-Test with additional vocabulary question items (Greek Roots U5W3, Greek Roots U5W5, Latin Roots U5W4, Latin Roots U6W3.</i> <i>Grammar Assessments (Comma Rules)</i></p>



Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Critical Thinking</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Class discussion, questioning, small group guided reading, spot-checks of classwork, exit tickets, partner and table talk, student self-assessment</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Reading- Background knowledge deficits and the challenges inherent in higher level textual analysis. Writing- Maintaining an appropriate tone and awareness of audience while writing passionately about an opinion. Grammar- Comma placement involves numerous rules and a review of all previously taught skills. Students need significant opportunities to practice.</li> <li>• <b>How will students get the feedback they need?</b>  Reading- Small group and class discussion Writing- Check-ins and conferencing Grammar- Class activities involving quick checks, correcting of homework and classwork</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>*Independent identification of text structure and analysis of text features through Scholastic News. *Use Day 1 Text-Based</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Reading Street student book 5.2 and Sleuth: Main Selection- Unsinkable Titanic Paired-</p>

	<p>Comprehension Mini-Passage to introduce comprehension skill.</p> <p>*10 important sentences to verify comprehension and sequencing skills with the expectation of repeated reading to verify concepts.</p> <p>* Opportunities for "RACES" responses, in both paragraph and essay format, with independence.</p> <p>*Use of spelling worksheets and word-sorts to promote acquisition and generalization of Latin and Greek word parts.</p> <p>*Development of interactive notebook to reference instructed grammar skills.</p>	<p>Sleuth- Technology and Treasure</p> <p>Main Selection- Talk with an Astronaut</p> <p>Sleuth- Charlotte's Space Travel</p> <p>Main Selection- Ghost Towns Paired-</p> <p>Sleuth- The Ghost Town</p> <p>Scholastic News, Guided Reading books, SpartanDocs and Pearson Successnet using student Chromebooks</p>	
--	---	--	--



# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**  
Teacher Team: **Ott/Wechtler**

Unit: **5 - Risks**

Grades: **5th**  
Date: **July 2015**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Global Awareness</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.3.5.A Determine a theme of a text 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.</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>CC.1.2.5.H Determine how an author</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) in the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>There are risks in standing up for your beliefs.</i> <i>Effective readers utilize strategies to comprehend, interpret, and analyze fiction and non-fiction.</i> <i>Narrative writing engages readers in a story and is enhanced with character development through dialogue.</i> <i>Informed writers produce effective arguments.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ul style="list-style-type: none"> <li>* <i>Students will read for a variety of purposes, including pleasure, learning and evaluating literature.</i></li> <li>* <i>Students will relate to risks others take in order to stand up for their beliefs.</i></li> <li>* <i>Students will use their understanding of dialogue and its use for character development to evaluate all aspects of a narrative.</i></li> <li>* <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>* <i>Students will appropriately debate/discuss issues/topics with evidence-based details.</i></li> </ul>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>What risks are worth taking as we stand up for our beliefs?</i> <i>How can we expand upon classic tales to compose creative narratives?</i> <i>How does punctuation make dialogue more clear?</i> <i>How do we distinguish between titles used as common and proper nouns?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.5.G 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.</p> <p>CC.1.3.5.G 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).</p> <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension</p>	<p>6. What facts should students know and be able to use to gain further knowledge?  <i>As readers, students will analyze and evaluate text :Drawing conclusions, comparing and contrasting characters, literary devices, making inferences, character analysis, analyze theme.</i>  <i>From inquiry into pollution and the environment, students will use effective writing skills to promote our understanding of the importance of protecting the environment and communicate ideas to others</i>  <i>As writers, students will identify the parts of a narrative that develop ideas, characterization and voice.</i>  <i>Students will allow voice to emerge when appropriate.</i>  <i>Through reading and responding to a variety of reading materials, conclusions can be made about the impact of human decisions on the environment.</i>  <i>As writers, students will identify evidence from a variety of sources to inform.</i>  <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Tier 3</i>  <i>Nelson Mandela, allusion, apartheid, bilge pump, stern, bow, hull, skiff, basin, idiom, metaphor, personification, hyperbole, simile, direct and indirect characterization, imagery, symbolism, suspense, cliffhanger, voice, foreshadowing, theme, author's purpose</i>    <i>Tier 2</i>  <i>bias, headline, compare, contrast, summarize</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>E05.A-K.1.1.2 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.</i>  <i>E05.A-K.1.1.3 Compare and Contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (eg. how characters interact).</i>  <i>E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.</i>  <i>E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G5 reading and content, choosing flexibly from a range of strategies (context, affixes/roots, determine meaning of academic and domain-specific words used in the text.</i>  <i>E05.B-C.2.1.2 Compare and Contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.</i>  <i>E05.B-C.3.1.3 -Interpret text features (eg. headings, graphics, charts) and/or make connections between text and the content of the text features.</i>  <i>E05.B-C.2.1.2 ``Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent Draw evidence from literary or informational texts to support analysis, reflection, and/or research</i>  <i>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</i></p>

<p>CC.1.4.5.E Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p> <p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on gradelevel topics and texts, building on others’ ideas and expressing their own clearly</p> <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>	<p>8. What basic concepts should students know and be able to recall and apply?  <i>Students will understand there are risks in standing up for their beliefs.  Effective readers utilize strategies to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.  Students will understand the use of evidence and its impact on an argument.</i></p>	<p><i>E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (eg; in contrast, especially)</i></p> <p><i>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E05.C.1.2.5 Establish and maintain a formal style.</i></p> <p><i>E05.C1.2.6 Provide a concluding section related to the information or explanation presented</i></p> <p><i>E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</i></p> <p><i>E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i></p> <p><i>E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i></p> <p><i>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</i></p> <p><i>E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</i></p> <p><i>E05.D.1.2.5 Spell grade-appropriate words correctly.</i></p> <p><i>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p><i>E05.D.1.1.5 Use correlative conjunctions (eg. either/or and neither/nor)</i></p> <p><i>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.</i></p> <p><i>E05.D.2.1.2 Choose words and phrases to convey</i></p>
--	--	---

		<p><i>ideas precisely.</i></p> <p><i>E05.D.2.1.4 Choose words and phrases for effect.</i></p> <p><i>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organized structure on which ideas are logically grouped to support the writer's purpose.</i></p> <p><i>E05.E.1.1.2 Develop and analyze using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</i></p> <p><i>E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (eg. in contrast, especially)</i></p> <p><i>E05.E.1.1.4 Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.</i></p> <p><i>E05.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E05.E.1.1.6 Provide a concluding section related to the analysis presented.</i></p> <p><i>E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text</i></p> <p><i>E05.A-K.1.1.2 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.</i></p>
--	--	--

Stage 2 – Evidence	
<u>NETS for Students</u>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live</b>	<p><i>Examples include but are not limited to:</i></p> <p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s)</p>

<p><b>productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking</i></p>	<p>(reference Stage 1, Item #4): <i>Students will write organized paragraphs in response to readings that include textual evidence and analysis. e.g. 1. Compare and contrast Noah and Abbey’s personalities. Discuss how their differences make them a good team. 2. A potential theme for the story is written as a quote on p. 139. “The smart humans owe it to every other living creature not to let the dumb humans wreck the whole planet.” Explain why this may serve as a good theme by writing an essay using evidence from the text.3. Using evidence from a variety of source, inform the class about someone who takes risks while standing up for beliefs.</i></p> <p><i>Narratives that expand upon classic tales.</i></p> <p><i>Reading Minute/Roaming Reporter presentations- a prepared section of text read aloud for the class with appropriate fluency, volume, and voice inflection.</i></p>
<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p>	
<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Scholastic News Quizzes/Analysis Pages Reading Minute/Roaming Reporter presentations Chapter Quizzes on novel comprehension (Flush by Carl Hiassen)- including open-ended questions Weekly Mentor Sentence Assessments</i></p>	

<p><b>Stage 3 – Learning Plan</b></p>		
<p><b><u>NETS for Students</u></b></p>	<p><b>Learning Activities</b></p>	<p><b>Progress Monitoring/Formative Assessment</b></p>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Class discussion, questioning, small group "accountable talk", spot-checks of chapter comprehension activities, exit tickets, google forms, google classroom discussion questions, partner talk, student self assessments</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Reading- Students' limited knowledge of apartheid and watercraft terminology. Writing- Students may struggle with taking a</li> </ul>

		<p>"skeleton" of a nursery rhyme and turning it into a well developed narrative that meshes both the original ideas of the traditional nursery rhyme and their new expanded ideas.</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b> Small group/class discussions, conferencing on writing, teacher observation during daily mentor sentence lessons</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> <li>*Whole class, paired, independent and small group reading of novel, Flush</li> <li>*Student-led discussions featuring accountable talk with students analyzing story/characters, based on text details.</li> <li>*Close Readings of experts of novel, Flush</li> <li>*Use of "Daily _____" for spiral review of literary devices, idioms, adages and proverbs.</li> <li>* TDA essays</li> <li>* Multi-Media Presentation - Someone who takes risks while standing up for beliefs</li> <li>*Chapter Questions done independently/pairs- point of view activity(ch.1),direct vs.</li> </ul>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Flush by Carl Hiassen (novel)</p> <ul style="list-style-type: none"> <li>*Anticipation Guide</li> <li>*Chapter comprehension and skill questions</li> <li>* photographs of watercraft and associated terms</li> <li>* Chapter assessments</li> <li>* TDA essay questions</li> <li>* Character Report Cards- analyzing character traits - impulsive vs. courageous</li> <li>*Essay of Risk Takers</li> </ul> <p>SpartanDocs/Forms/Google Classroom using student Chromebooks</p> <p>Magazines for research Mentor Sentences</p> <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Anticipation Guide for Flush, whiteboard responses, entrance/exit tickets</p>



	<p>indirect characterization activity(ch.2),Figurative language activity (ch.3), Imagery Activity(ch.5) , Suspense Activity (ch.7), Symbolism Activity (ch.8),Foreshadowing Act. (ch.10,16), Allusion Activity (ch.12)Cause and Effect Activity (chapter 17),Theme Activity (ch 21), *Character Analysis using "Character Report Card" *Chapter Titles Activity- students create an appropriate, yet creative title for each chapter of the novel *Reading Response Journal Questions *Weekly Mentor Sentence units and Assessments *Titles used as common vs proper nouns- Activity</p>		
--	--	--	--