Weld County School District RE-1 *Unit/Weekly Planning Template*

**Grade and Content Area: 5th ELA**

**Unit Title: Stories Worth Telling**

**Length of Unit: 4-6 weeks**

**Unit Description:**

 **In this 4-6 week unit, students will demonstrate their understanding of a text through the use of comprehension strategies, discussions and writing. We will begin the unit by discussing rules and expectations for academic conversations. Students will identify appropriate behavior and compare forms of communication (when to be formal/informal). Then, students will read various short texts and use different comprehension strategies (with a greater focus on summarizing) to understand the text. They will then take this information and have a discussion about the text, following the rules. Finally, they will write about their learning while quoting accurately from the text.**

**Prior Knowledge and Experiences:**

* **Basic understanding of appropriate behaviors in a discussion**
* **Basic understanding of comprehension strategies**
* **Awareness of Step Up to Writing reds, yellows and greens**
* **Practice in developing a summary or summary sentence**

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| **Weeks At A Glance** |  |  |
| Week | Standards, GLE’s, EO’s, | Focus |
| 1 | S1-GLE.2-EO.a-d | **Academic Conversations**-Develop rules for discussions in various settings (whole class, teacher-student, small group, partners)-Use question starters to encourage classmates to explain thoroughly or deepen their thinking-Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions, responding to comments)-Practice having a discussion and summarizing the main ideas expressed in the discussion  |
| 2 | S2-GLE.1-EO.aS2-GLE.1-EO.c.vS2-GLE.1-EO.b.i S2-GLE.2-EO.b.iv | **Visualizing**-Read a grade level appropriate text and use visualizing to develop a deeper understanding of the text-Use knowledge from the text to participate in a collaborative discussion, following rules and demonstrating appropriate behaviors-Take the knowledge gained through reading and discussing the text and respond to grade level appropriate questions in writing |
| 3 | S2-GLE.1-EO.aS2-GLE.1-EO.c.vS2-GLE.1-EO.b.i S2-GLE.2-EO.b.iv | **Predicting** -Read a grade level appropriate text and use predicting to develop a deeper understanding of the text-Use knowledge from the text to participate in a collaborative discussion, following rules and demonstrating appropriate behaviors-Take the knowledge gained through reading and discussing the text and respond to grade level appropriate questions in writing |
| 4 | S2-GLE.1-EO.aS2-GLE.1-EO.c.vS2-GLE.1-EO.b.i S2-GLE.2-EO.b.iv  | **Making Connections**-Read a grade level appropriate text and make connections to develop a deeper understanding of the text-Use knowledge from the text to participate in a collaborative discussion, following rules and demonstrating appropriate behaviors-Take the knowledge gained through reading and discussing the text and respond to grade level appropriate questions in writing |
| 5 | (S2-GLE.1-EO.aS2-GLE.1-EO.c.vS2-GLE.1-EO.b.i S2-GLE.2-EO.b.iv)S2-GLE.2-EO.a.ii | **Summarizing**-Identify difference between retell and summary (skeleton vs. fully clothed person)-Look over examples of questions and answers used to guide summaries (also practice answering the questions)-Analyze summaries developed through the use of the guiding questions-Choose appropriate topics sentences or detail sentences for a whole-class summary |
| 6 | S2-GLE.2-EO.a.ii | **Summarizing**-Discuss how the summary frame will be used-Together, practice using the summary frame (with sentence starters which will be pulled away later)-Practice using the summary frame |

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| **Inquiry Questions (Essential Questions):** |  |
| 1 | What can readers do to improve their understanding of a text? |
| 2 | What role do academic conversations play in our learning? |
| 3 | How can we determine which form of communication is appropriate? |

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| Performance Assessment:*The capstone/summative assessment for this unit.* |  |
| **Claims:** (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) |  |
| **Stimulus Material:**(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) |  |
| **Product/Evidence:**(Expected product from students) |  |
| **Differentiation:**(Multiple modes for student expression) |  |

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| **Unit Considerations (Notes to teachers):** |
| -Collect examples of summary guiding questions and answers, as well as completed summaries. (CITW Handbook)-Decide which text you will use for guided practice and which you will use for independent practice |

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| **Texts for Independent Reading or Class Read Aloud to Support the Content** |  |
| **Informational/Nonfiction** | **Fiction** |
| -Bats of Bracken Cave (National Geographic- Visualizing)-Summer Olympics (Reading A-Z- Making connections)-Is Bottled Water Really Better? (Scope- Summarizing)-Don’t Wake the Mummy (Reading A-Z- Predicting) | -Hiccup by Mercer Mayer (Visualizing)-Garden of Gasazi by Chris Van Allsburg (Making connections)-Just a Dream by Chris Van Allsburg (Making connections)-The Mitten by Jan Brett (Predicting)-D.J. from Sideways Stories from Wayside School (Summarizing) |

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| **Websites and Apps.** |
| * readinga-z.com
* readworks.org
* <http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html>
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| **Materials (Manipulatives)** |
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| **Week One** |  |  |  |  |  |
| Learning Experience #1 – Days  |  |  |  |  |  |
| Standard(s), GLE, and EO Addressed: | DOK | Guiding Question(s)(Factual/Conceptual) | Objective(s)*By the end of the learning we will:* | Activities, Vocabulary, and Effort | Resources (Books, materials, apps., websites, hands-on manipulatives) |
| **Standard 1:***Oral Expression and Listening***GLE.2***Listening strategies are* *techniques that contribute to understanding different situations and* *serving different purposes***Evidence Outcomes***a. Listen to other’s ideas and form their own opinions**b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly (CCSS.SL.5.1)**c. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS:SL.5.1a)**ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS:SL.5.1b)**iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)**iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)**c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)**i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS:SL.5.2)**d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS:SL.5.3)* | *2**2**2**2**2**1**2**2**2**1* | \*How does using the steps for academic conversati-ons help me understand how others think and deepen my understan-ding? | KNOW: -what an academic conversation isUNDERSTAND: -the components of an academic conversation BE ABLE TO DO: -have an effective academic conversation on a specific topic-use evidence from the text to support a claim-develop an opinion based on knowledge gained through reading and discussion | 1. Discuss- What are academic conversations? How are they different from regular conversations?2. Watch model videos and identify behaviors and expectations3. Develop behaviors and expectations poster4. Flesh out steps for active listening- eye contact- listening to what others have to say, not thinking of what you will say next- be able to paraphrase what another person said at any time5. Practice active listening based on a simple, personal question6. Connect conversations to the need for evidence to support idea/opinion7. Read and annotate article together based on a discussion question (use a debatable article which includes information for both sides of the argument)8. Practice having an academic conversation (whole group, then small group) Point out:* listening skills
* opportunities to question each other
* opportunities to use evidence

9. Develop their own opinion on the topic based on the ideas sharedVocabulary:Academic conversationa more formal discussion about a certain topicActive listeningpaying attention to the views and ideas of othersEffort Story/Information:Dalton Sherman-Do You Believe In Me?<http://www.teachertube.com/viewVideo.php?video_id=120604> | \*<http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html> (Academic conversations videos)\*Scholastic Scope debate article |
| Formative Assessment(s):-Participation in academic conversation and reflection on their participation |  |  |  |  |  |
| **Week Two** |  |  |  |  |  |
| Learning Experience #1 – Days  |  |  |  |  |  |
| Standard(s), GLE, and EO Addressed: | DOK | Guiding Question(s)(Factual/Conceptual) | Objective(s)*By the end of the learning we will:* | Activities, Vocabulary, and Effort | Resources (Books, materials, apps., websites, hands-on manipulatives) |
| **Standard 2:***Reading for all purposes***GLE.1***Literary texts are understood and interpreted using a range of strategies***Evidence Outcomes***a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge**b.i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)**c.v. Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme***GLE.2***Ideas found in a variety of informational texts need to be compared and understood***Evidence Outcomes***b.iv. Use informational text features (such as bold type, headings, graphic organizers,* *numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks* | *2**2**2**2* | \*How can visualizing improve our comprehension? | KNOW: - the definition of visualizing UNDERSTAND: - that creating a picture in our head as we read improves our understanding of the text and helps us recall informationBE ABLE TO DO: -visualize information from the text and communicate it to others (through conversation or writing) | 1. 2. 3. 4.5.6.Vocabulary:Effort Story/Information: |  |
| Formative Assessment(s): |  |  |  |  |  |

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| **Week Three** |  |  |  |  |  |
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| Formative Assessment(s): |

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