

# Grade Level/Subject 5<sup>th</sup> Grade Reading

## Unit 3: Argument and Advocacy: Researching Debatable Issues

### Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
	<b><i>Transfer</i></b>	
<p><b>Overarching PA Core or National Standards:</b></p> <p style="background-color: yellow;">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.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</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,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.</p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond</p>	
	<b><i>Meaning-Making</i></b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Readers identify main idea and supporting details in order to summarize text</li> <li>- Readers analyze parts of a story in relation to the whole</li> <li>- Readers analyze perspective</li> <li>- Readers synthesize text</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>How do readers identify main idea and supporting details in order to summarize text?</p>

<p>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> <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>		<p>How do readers analyze parts of a story in relation to the whole?</p> <p>How do readers analyze perspective?</p> <p>How do readers synthesize text?</p>
<b>Knowledge and Skills Acquisition</b>		
<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><i>Students will know how to....</i></p> <ul style="list-style-type: none"> <li>- Write about more than one main idea and include carefully selected details that support each main idea</li> <li>- Write a brief summary that keep his/her own opinions separate from the ideas in the text.</li> <li>- Write about how one-part fits with the whole structure and with the main idea(s).</li> <li>- Use academic language to explain how one part is important to the whole text (e.g., it illustrates an idea/claim, it shows the implication of an idea).</li> <li>- Explain which details went with which points if the text was an argument</li> <li>- Name the point of view and discuss how the author’s point of view probably affected the slant in which the information was presented or the choice of information</li> <li>- Note when the texts showed different points of view.</li> <li>- Write reasons why the narrator probably thought/felt as s/he did (when possible)</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>What discrete skills and processes should students be able to use?</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>	<p><b>VOCABULARY:</b></p> <p>What 10-15 terms are critical to students' understanding of the entire unit?</p> <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Main idea/detail</li> <li>• Summary</li> <li>• Argument</li> <li>• Opinion</li> <li>• Perspective</li> <li>• Point-of-view</li> <li>• Subtopic/topic</li> <li>• Claim</li> </ul>	
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Calkins UoS Unit 3: Quiz (Formally known as Preassessment)</p> <ul style="list-style-type: none"> <li>- After Session 4: Quiz #2 (Analyzing Parts of a Story in Relation to the Whole)</li> <li>- After Session 7: Quiz #1 (Main Idea(s) and Supporting Details/Summary)</li> <li>- After Session 12: Quiz # 3 (Analyzing Perspective)</li> <li>- After Session 18: Quiz #4 (Synthesis)</li> </ul> <p>Calkins UoS Unit 3: Post Test (Summative)</p> <p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p>	<p>Differentiation Considerations: Sentence Frames (Scaffold Response)</p> <p>Graphic Organizers</p>

<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>OTHER EVIDENCE:</b> Small Group Instruction  Writing about your Thinking  Teacher Conferences    What other evidence will you collect to determine whether Stage 1 goals were achieved?</p>	<p><b>Differentiation Considerations:</b>   Leveled Text Sets  Choice</p>
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