

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

### Unit 2: Tackling Complexity: Moving up levels of Nonfiction

#### Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p><b>Overarching PA Core or National Standards:</b></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. E05.B-K.1.1.1</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. E05.B-K.1.1.3</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity.</p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p> <p>[Choose the appropriate content-specific transfer goals]</p>	
	<b>Meaning-Making</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 support details in order to summarize text</li> <li>- Readers analyze author's craft</li> <li>- Readers infer within text</li> <li>- Readers compare and contrast multiple texts</li> <li>- Readers synthesize ideas and feelings clearly with relevant details that support the topic/opinion</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>How do readers analyze author's craft?</p>

<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.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>		<p>How do readers infer within text?</p> <p>How do readers compare and contrast multiple texts?</p> <p>How do readers synthesize ideas and feelings clearly?</p>
<b>Knowledge and Skills Acquisition</b>		
<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</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>- Identify craft techniques the author uses</li> <li>- Identify the how and the why the author used specific text features</li> <li>- Support idea with text evidence and elaboration</li> <li>- Write about the major relationships between things or ideas in the text</li> <li>- Come up with his/her own ideas about relationships/ interactions between events, ideas, key concepts</li> <li>- Read two texts that were in some ways similar, write about how the information in one text is somewhat different (and somewhat the same) as the information in other text</li> <li>- Compare and contrast the texts (or parts of texts) in terms of perspective, craft, and/or structure</li> <li>- When the texts contradicted each other, students can identify, "Which author is on which side of the disagreement?" and figure out why the two authors might each say something different.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> <li>• Identify main idea and relevant details</li> <li>• Identify text structures and text features</li> </ul>

through reasons and evidence.

CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

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.

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.

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

## VOCABULARY:

What 10-15 terms are critical to students' understanding of the entire unit?

- Sequential/chronological
- Description
- Compare/contrast
- Problem/solution
- Cause/effect
- Text structure
- Main idea
- Supporting detail
- Inference
- Author's craft
- Elaboration
- Perspective
- Summary

- Compare and/or contrast nonfiction text
- Author's bias

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

## Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>PERFORMANCE TASK(S):</b> How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p> <p>Calkins UoS Unit 2: Quiz (Formally known as Preassessment)</p> <ul style="list-style-type: none"> <li>- After Session 9: Quiz #1 (Summarizing)</li> <li>- After Bonus Session: Quiz #2 (Author’s Craft and Goals)</li> <li>- After Session 15: Quiz # 3 (Synthesizing Across Topics)</li> <li>- After Session 17: Quiz #4 (Compare and Contrast)</li> </ul> <p>Calkins UoS Unit 2: Post Test (Summative)</p>	<p>Differentiation Considerations:</p> <p>Sentence Stems, models, chunking of questions</p>
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>OTHER EVIDENCE:</b> What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <p>Optional Subject Presentations</p>	<p>Differentiation Considerations:</p> <p>Topic choice, mode of presenting</p>