

# HAZLETON AREA SCHOOL DISTRICT



## DISTRICT UNIT/LESSON PLAN

Teacher Name : Sue Smutny

Subject : English Language Arts

Start Date(s): March 2, 2020

Grade Level (s): 5

Building : Heights-Terrace

## Unit Plan

**Unit Title:** Unit 2:Seeking the Answer

**Essential Questions:** What can you do to get the information you need?

**Standards:** PA Core Standards, PA Academic Standards/Anchors

**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 self-correct word recognition and understanding, rereading as necessary.

**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.

**CC.1.2.5.B**

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

**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.

**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.L**

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

**CC.1.4.5.A**

**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**

**CC.1.4.5.B**

Identify and introduce the topic clearly.

**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.

**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.

**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.

**CC.1.4.5.F**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**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 with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**CC.1.4.5.V**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CC.1.4.5.W**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**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.A**

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

**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.

**CC.1.5.5.C**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**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.

**CC.1.5.5.G**

Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

**Summative Unit Assessment : Weekly Assessment, Unit Assessment, Autobiography, English Assessment**

Summative Assessment Objective	Assessment Method (check one)
<p>Students will-</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</li> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Explain the relationships or interactions between two or more individuals, events, concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and</li> </ul>	<p><input checked="" type="checkbox"/> Rubric   <input type="checkbox"/> Checklist   <input checked="" type="checkbox"/> Unit Test   <input type="checkbox"/> Group</p> <p><input type="checkbox"/> Student Self-Assessment</p> <p><input type="checkbox"/> Other (explain)</p> <p>Weekly Unit Assessment Unit 2 Assessment English Assessment</p>

orally.

- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular nouns.
- Spell grade appropriate words correctly, consulting references as needed.
- Draw evidence from literary or informational texts to support analysis, reflection.
- Use context as a clue to the meaning of a word or phrase.

## DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
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1	<p>Students will-</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	1 2	<ol style="list-style-type: none"> <li>Building background: Listening Comprehension: Interactive Read Aloud: "Jack and the King's Rainbow Fish"</li> <li>Preview Genre: Fairy Tale</li> <li>Preview Strategy: Make Predictions</li> <li>Spelling – <i>PLurals</i></li> <li>Daily Language</li> <li>Daily Journal</li> </ol>	W I S	<ul style="list-style-type: none"> <li>Reading/Writing Workshop Text</li> <li>McGraw-Hill Interactive Video</li> <li>Document camera/projector</li> <li>computer</li> <li>Your Turn Practice Book</li> <li>Spelling Book Practice Pages</li> <li>McGraw Hill Online Teaching Resources</li> <li>Journal</li> <li>Daily Language Packet</li> <li>Grammar Book Practice Pages</li> </ul>	<p>Formative-</p> <ul style="list-style-type: none"> <li>Your Turn Practice Book</li> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Discussion</li> </ul> <p>Summative-</p> <p>Student Self - Assessment-Reflection</p>
2	<p>Students will-</p> <ul style="list-style-type: none"> <li>Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.</li> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>Demonstrate understanding of</li> </ul>	1 2	<ol style="list-style-type: none"> <li>Vocabulary Words in Context</li> <li>Close Reading of Complex Text</li> <li>Vocabulary Strategy: Simile and Metaphor</li> <li>Comprehension Skill: Character, Setting, Plot: Compare and Contrast</li> <li>Genre: Fairy Tale</li> <li>Spelling: Plurals</li> <li>Daily Language</li> <li>Daily Journal</li> </ol>	W I S	<ul style="list-style-type: none"> <li>Reading/Writing Workshop Text</li> <li>Your Turn Practice Book</li> <li>McGraw Hill Online Teaching Resources</li> <li>Document camera/projector</li> <li>Computer</li> <li><i>The Princess and the Pea</i></li> <li>Spelling Practice Book</li> <li>Vocabulary Page</li> <li>Journal</li> </ul>	<p>Formative-</p> <ul style="list-style-type: none"> <li>Your Turn Practice Book</li> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Spelling Practice Book</li> <li>Vocabulary Pages</li> </ul> <p>Summative-</p> <p>Student Self - Assessment-Reflection</p>

	figurative language, word relationships, and nuances in word meanings.					
3	<p>Students will-</p> <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use regular and irregular plural nouns.</li> </ul>	1 2	<ol style="list-style-type: none"> <li>Hybrid Groups</li> <li>Comprehension Strategy: Making Predictions</li> <li>Spelling: Plurals</li> <li>Grammar: Singular and Plural Nouns</li> <li>Close Reading: <i>The Bird of Truth</i></li> <li>Daily Language</li> <li>Daily Journal</li> <li>Artist in Residence (Wednesday s)</li> </ol>	W I S	<ul style="list-style-type: none"> <li>Literature Textbook</li> <li>Journal</li> <li>Document camera/projector</li> <li>Computer</li> <li>Connect - Ed</li> <li>Imagine</li> <li>Study Island</li> </ul>	<p>Formative-</p> <ul style="list-style-type: none"> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Discussion</li> <li>Exit Slip</li> <li>I-Ready</li> <li>Grammar Workbook</li> </ul> <p>Summative-</p> <p>Student Self - Assessment-</p>
	<p>Students will-</p> <ul style="list-style-type: none"> <li>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1 2 3	<ul style="list-style-type: none"> <li>Hybrid Groups</li> <li>I-Ready</li> <li>Leveled Readers</li> <li>Anthology</li> <li>Reading/Writing Workshop Book</li> <li>Novel</li> <li>Grammar</li> <li>Word Roots</li> <li>Daily Language</li> <li>Daily Journal</li> </ul>	S I	<ul style="list-style-type: none"> <li>Literature Textbook Book</li> <li>Leveled Readers</li> <li>Computers</li> <li>Computer Lab for Study Island (Fridays)</li> </ul>	<p>Formative-</p> <ul style="list-style-type: none"> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Discussion</li> </ul> <p>Summative-</p> <ul style="list-style-type: none"> <li>I-Ready</li> </ul> <p>Student Self - Assessment- Computer Program score feedback</p>
5	<p>Students will-</p> <ul style="list-style-type: none"> <li>Spell grade appropriate words correctly, consulting references as needed.</li> <li>Compare and contrast two or more characters,</li> </ul>	1	<ol style="list-style-type: none"> <li>Spelling Test</li> <li>Unit 2 Week 2 Assessment</li> </ol>	I	<ul style="list-style-type: none"> <li>Spelling List</li> <li>Unit 2 Week 2 Assessment</li> <li>Story and Vocabulary Test for Unit2 Week 2</li> </ul>	<p>Formative-</p> <ul style="list-style-type: none"> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Discussion</li> </ul>

	<p>settings, or events in a story or drama, drawing on specific details in the text.</p> <ul style="list-style-type: none"> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>					<p>Summative-</p> <ul style="list-style-type: none"> <li>Spelling Test</li> <li>Vocabulary and Story Test</li> <li>Unit 2 Week 1 Test</li> <li>Unit 2 Assessment</li> <li>English Assessment</li> </ul> <p>Student Self - Assessment-</p>
6	<p>Students will-</p> <ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>	1 2	<ol style="list-style-type: none"> <li>Writing: Compare and Contrast Fairy Tales</li> <li>Writing: Create your own version of an existing Fairy Tale</li> </ol>	W I S	<ul style="list-style-type: none"> <li>Reading/Writing Workshop Book</li> <li>Writing – Narrative Text (Fairy Tale)</li> <li>Writing – Compare and Contrast piece with Venn Diagram</li> </ul>	<p>Formative- Exit Slip</p> <ul style="list-style-type: none"> <li>PDN responses</li> <li>Thumbs Up-Down</li> <li>Turn/Talk</li> <li>Collins Type 1 Write</li> <li>Discussion</li> </ul> <p>Summative- Writing Piece</p> <p>Student Self - Assessment- Rubric</p>