

REVISED Fifth Grade – Quarter 2 Unit 1 – A Changing Planet

Overview:

In this 4-4 ½ week unit, students read how the forces of nature shape and reshape our planet. They will have a better understanding of their impact on our planet. Students encounter non-fiction and fiction text with an environmental science focus. Students read stories such as *Earthquake Terror*, *Summer of Fire: Yellowstone 1988* and *Oceans* as they focus on the author's purpose for writing text as well as his/her point of view. Students use a note taking template while identifying the main ideas and supporting details in a piece of text. Students demonstrate a command of the conventions of standard English as they read and write with accuracy and clarity. During Word Study, students will be exposed to high frequency words and the following Nifty Thrifty Fifty words: beautiful, communities, prettier, classify, electricity, community and happiness. The teacher will model comprehension strategies while providing opportunities for guided and independent practice. The block framework provides opportunities for modeling, guided practice, and independent practice necessary for students' mastery of the competencies of this unit.

Big Ideas:

Students will understand...

- Narrators' or speakers' experiences influence how events are described.
- Sensory understanding of your surroundings is an important element in making decisions about scientific writing.
- Writing is a means of bringing awareness and understanding to your audience.
- Presenting material using more than one learning style increases comprehension.
- Analysis of media resources, news articles and editorials can help students distinguish cause and effect, and fact from opinion as well as author's purpose.
- Main ideas, whether stated or inferred, are essential to the understanding of text.
- Multiple sources within the text allow the reader to locate information and answer questions when reading nonfiction.

Essential Questions

- How does a narrator's or speaker's experiences influence how events are described?
- How can learners effectively understand key scientific concepts and terms?
- How does effective communication rely on speaking/listening?
- How can learners develop critical thinking skills and apply these skills when they read?
- How can media help students distinguish fact from opinion?
- How does the ability to identify the main idea and its supporting details help to understand what I read and write?
- How can your reading help you make better decisions and be better informed?

Performance Task

You will read many pieces of text about natural occurrences. While reading, you will use a note taking template to assist in recording facts. After reading all required works, choose one natural occurrence that you feel has the greatest potential to devastate a region. Write a well-developed essay to state your opinion. Use the information from your note taking template to support your opinion with accurate facts. You will share your work orally in a large or small group. Your work will be judged according to the attached rubric.

Other Evidence: (may be graded or not graded) teacher-made tests and quizzes, work samples, reports and projects, teacher observation, homework/class work assignments, notebook/journal, cooperative group project activities, exit slips, cold read comprehension quizzes, self-selected reading conferences, running records, fluency checks, writing workshop conferences, developmental writing scales, 4sight Reading Rubric, PSSA Reading Rubric, Holistic Writing Rubric, Developmental Reading Assessment (DRA)...

Focus Standards:

Vocabulary/Word Study

RL4, RF3a, RF4

Comprehension

RL6, RL7, RI1, RI2, RF4abc

Writing

W1ab, W2abcde, W8, W9ab, W10

Speaking and Listening

SL1abc, SL2

Language

L1abcde, L2abcde, L3ab, L5abc

Complementary Standards (PA Standards not explicitly stated in Common Core)

R5.A.1.1.1, R5.A.1.1.2, R5.A.1.2.1, R5.A.2.2

Student Objectives/Competencies:

Students will be able to...

- Make inferences from material read
- Identify parts of speech
- Identify the difference between informational and fact/opinion media
- Write an opinion essay
- Demonstrate process writing
- Demonstrate effective note-taking skills (using a note-taking format)
- Understand cause and effect relationships

Content:

Students will know...

academic (scientific) vocabulary, affix, alliteration, antonym, article, author's point of view, base/word, bias, big idea, cause/effect relationships, fiction, nonfiction, note-taking, infer, parts of speech, difference between information and fact/opinion, media, explanatory/expository writing, process writing, role playing, writing, opinion essay, characters, character traits, charts, cite, compare/contrast, conclusion, context clues, facts, graphics, heading, main idea/details, personification, prefix, suffix, summary

Required Works:

Individual Copies of Print

Earthquake Terror (Harcourt Collections p. 214)

Summer of Fire: Yellowstone 1988 (Harcourt Collections p. 236)

Mountains of Fire: Earth's Amazing Volcanoes (Harcourt Collections p.248)

Oceans (Harcourt Collections p. 254)

Earthquakes, Volcanoes and Tsunamis (Reading A-Z, Level W)

Scholastic News Magazine

Read Aloud

Complementary Works:

Individual Copies of Print:

Plate Tectonics NF (Reading A-Z, Level Y)

Volcanoes NF (Reading A-Z, Level Z)

Read Aloud:

Exit Slips/Text Dependent Questions for Required or Complementary Works:

- List facts from today's reading.
- How do characters and setting influence your opinion about the text?
- What is the theme of the story? Justify your answer with specific evidence from the story.
- Identify the genre of today's text. Tell how you know.
- What is the author's purpose in writing this text?
- What does the word/phrase _____ in today's reading mean? What helped you determine its meaning?

Links:

Links for Natural Disaster Background:

<http://www.tsunami.noaa.gov/>

<http://environment.nationalgeographic.com/environment/natural-disasters/wildfires/>

<http://earthquake.usgs.gov/regional/neic/>

<http://earthquake.usgs.gov/learn/kids/eqscience.php>

Please locate the following Resources under the Elementary Literacy tab at:

www.eriesd.org/District_Doc/index.php?&direction=0&order=&directory=ElementaryLiteracy

- Developmental Writing Scale
- Comprehension Strategies
- Word Study Document
- Common Understandings

www.corestandards.org/

www.pdesas.org/