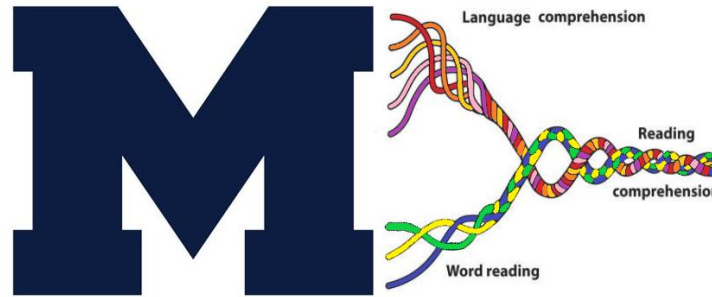




## FIFTH GRADE ELA KNOWLEDGE-BASED UNITS



<b>Theme</b>	<i>Unit #2: How the World Works</i> <i>Living Things; Cells and Organisms</i>	<b>Suggested Duration</b>	<i>6-9 weeks</i>
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### GSE Standards

#### Priority Standards

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI7: 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.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Essential Questions

<p><b>Factual—</b> What are vertebrates/invertebrates? What are the major animal groups?</p>	<p><b>Inferential—</b> What are the essential traits of each animal group? What are similarities among different animal groups, types of cells, and microorganisms?</p>	<p><b>Critical Thinking-</b> Which criteria are most essential to differentiating between similar organisms and microorganisms? Why have scientists made and continue to make changes to the classification over time?</p>
<p><b>Tier I Words Conversational</b></p>	<p><b>Tier II Words Transferable</b></p>	<p><b>Tier III Words Domain-specific</b></p>
<p>sort, look, decide</p>	<p>inherit, acquire, trait, classify, cell</p>	<p>amphibian, reptile, bird, fish, mammal, insect, vertebrate, invertebrate, taxonomy, gymnosperm, angiosperm, algae, microorganism, nucleus, membrane, cytoplasm</p>
<p style="text-align: center;"><b>Science of Reading Strategies</b></p>		
<p><a href="#">Berger Framework for Comprehension: Template</a>  <a href="#">Berger Framework with Instructional Notes</a></p>	<p><b>Fluency Strategy</b> Use the <a href="#">Fluency Grids</a> to practice various groups of vocabulary related to this unit:</p> <ul style="list-style-type: none"> <li>• <i>organism, cell, membrane, nucleus, cytoplasm</i></li> <li>• <i>amphibian, mammal, reptile, vertebrate, invertebrate</i></li> </ul>	<p><b>Phonics Strategy</b> Use the <a href="#">Flexible the Vowel</a> strategy to discuss using multiple known phonics rules when encountering a new word rather than consistently using one rule without monitoring the outcomes. For example: <i>nucleus</i> starts with an Open Syllable <i>nū/clē/ūs</i> rather than a Closed Syllable <i>nūc/lē/ūs</i>.</p>
<p style="text-align: center;"><b>Assessments</b></p>		
<p><b>Formative Assessment(s):</b></p> <p><b>Description:</b> Sorting by traits</p> <ol style="list-style-type: none"> <li>1. Provide individuals, pairs, or small groups with the <a href="#">Classification Image Cards</a> that feature a single animal (1-5, 9, 10, 12, 13, 15, 16, 22, 23).</li> <li>2. Have students sort the provided cards into animal groups based on provided texts and their own notes.</li> <li>3. After sorting, students decide on which two animals are the most different and which two are most similar. Students can either share their observations as a closing reflection or through a Schoology discussion prompt.</li> </ol> <p><b>Standards:</b> ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ELAGSE5RI7: 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>		

**Summative Assessment(s):**

**Description:** How the World Works Planner Summative

**Standards:**

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELAGSE5RI7: 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.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Writing Task and Rubric:**

**Description:**

1. Allow students to choose three animals (representing at least two animal groups) or microorganisms to compare and contrast in an informational essay using any available resources and notes during this unit.
2. Provide students with a [Triple Venn Diagram](#) as a planning tool and an [Information Writing Checklist](#) to guide their work.
3. Score final products using an [Information Writing Rubric](#).

**Standards:**

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELAGSE5RI7: 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.

Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	<a href="#">Berger Framework: Joan Procter, Dragon Doctor</a>	

<p><b>Standards Based Text Activities</b> - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p>Use the <a href="#">iCell simulation</a> from HudsonAlpha to have students interactively explore visualizations and vocabulary related to different cell types.</p>	
<p><b>Performance Task</b> - students should use both written and verbal expression to complete the task.</p>	<p>Use a <a href="#">Jigsaw</a> approach to having students compare multiple texts about a related topic.</p> <ol style="list-style-type: none"> <li>1. Divide class into thirds and provide each third with one of the connected texts about <a href="#">bald eagle</a> to study as an expert group.</li> <li>2. In each expert group, students should gather information from their group’s text about: <ol style="list-style-type: none"> <li>a. Facts about the bald eagle</li> <li>b. Facts about other animals/animal groups</li> <li>c. The author’s overall purpose for writing the text</li> <li>d. How the bald eagle fits into that purpose</li> </ol> </li> <li>3. After expert groups have completed their research, form triads made up of one student from each expert group to share their learning.</li> <li>4. In each triad, students should prepare a <a href="#">Triple Venn Diagram</a> that reflects shared and unique aspects among the three connected texts.</li> </ol>	<p>Remediation: Scaffold struggling readers and students with limited English proficiency by assigning them to the expert group with the lowest Lexile text (American Symbols).</p>

**Recommended High Quality Complex Text By Lexile Band**

<p style="text-align: center;"><b>Living Things</b></p> <p>Joan Procter: Dragon Doctor (District provided with previous transdisciplinary unit)  What is a Living Thing (This book can be found in Media Centers and at <a href="https://getepic.com">https://getepic.com</a>)</p>	<p style="text-align: center;"><b>Cells and Organisms</b></p> <p>The Bacteria Book (District provided with previous transdisciplinary unit)  The Fungus Among Us (District provided with previous transdisciplinary unit)</p>
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