

Unit 3 Reading: Argument and Advocacy- Researching Debatable Issues

Content Area: **Language Arts**
 Course(s):
 Time Period: **Generic Time Period**
 Length: **Marking Period 3**
 Status: **Published**

Unit 3 Reader's Workshop: Argument and Advocacy-Researching Debatable Issues

| Bend/Session | Teaching Point | Mini-Lesson | Independent Reading Time/Share | Read Aloud |
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| | Start with Pre-Assessment-See page 2 Unit 3: Utilize online resources www.heinemann.com | | | |
| Bend 1: Investigating Issues Session 1: Argument Intensive | Good readers know that a good argument has reasons to support it and evidence to back up claims. | Connections:Use a popular T.V. show to make your point that suggesting reading nonfiction is part of active citizenry. inform students that today they will enter a new, more challenging phase of reading nonfiction. Teaching and Active Engagement: Involve the class in studying a text that | -Leveled Text, independent reading books, post-its, reading log/notebooks -Teacher Conferring (individual, small group) Share: Have students meet with argumentative texts. | Read articles about the issue of chocolate milk in schools to get a grasp of the sides of the issue. One of these should be Kim Severson's "New York Times" article |

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| | | <p>contains an unsubstantiated claim (use packaging from a food product). Display anchor chart "Some Questions Readers can ask to Analyze Arguments. Listen in on partnerships; encourage them to raise the level of their work. Have a class discussion about what they have noticed, students share observations.</p> <p>Link: Send students off to analyze items and argumentative texts, using the questions from the anchor chart to help them.</p> | <p>Compliment them on starting to notice when texts are one-sided or lay out different perspectives on an issue. Have partners identify one text that seems pretty one-sided and another that lays out multiple perspectives.</p> | |
| <p>Bend 1: Investigating Issues</p> <p>Session 2: Organizing an Ethical Research Like to Investigate an Issue</p> | <p>Good readers read about both sides of an argument early in research</p> | <p>Connections: Ask students to sit in the meeting area with their research groups. Let them know that today they will begin researching one issue in-depth as a group to prepare for a debate. Give each group a basket of resources. Discuss what students know about researching, then reference the "Launching a Research Project" anchor chart.</p> <p>Teaching: Demonstrate first by announcing your opinion and then looking only for evidence to support that opinion, ask kids to assess. Then,</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Give students time to process what they have read so far. Tell them that tomorrow they'll be flash-debating their issue and they'll need to understand two side of the issue well.</p> | <p>Read articles about the issue of chocolate milk in schools to get a grasp of the sides of the issue. One of these should be Kim Severson's "New York Times" article</p> |

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| | | <p>demonstrate with a second opinion that highlights principled research (use chocolate milk articles). Summarize as a series of replicated steps.</p> <p>Active Engagement: Students will use their baskets to research to practice.</p> <p>Link: Send children off to read, reminding them to use the strategies they already know for reading nonfiction, as well as the lens of ethical research habits.</p> | | |
| | A Day for Assessment- pg. 25 | | | |
| <p>Bend 1: Investigating Issues</p> <p>Session 3: Letting Nonfiction Reading on an Issue Spur Flash- Debates</p> | <p>Good readers let their research spur quick flash- debates</p> | <p>Connections: Refer back to the TV show you mentioned at the beginning of the unit as a way to explain how learning about an issue or argument can lead readers/viewers to flash-debate</p> <p>Teaching and Active Engagement: Post a chart (pg. 29 manual) with some notes taken about the class topic. Model with the class topic. Get students involved in quick flash-debates about the class</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Have students explain how flash-debates will go. Be sure to let students know when it is time for the other</p> | <p>Read articles about the issue of chocolate milk in schools to get a grasp of the sides of the issue. One of these should be Kim Severson's "New York Times" article</p> |

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| | | <p>topic.</p> <p>Link: Send students off to read, take notes, and prepare for flash-debates at the end of reading workshop that will be help within their own groups.</p> | <p>partners to debate. (Display "How to Research an issue Deeply" chart)</p> | |
| <p>Bend 1: Investigating Issues</p> <p>Session 4: Mining Texts for Relevant Information</p> | <p>Good readers read deeply about an issue, including background information, to become experts on that issue.</p> | <p>Connections: Convene readers and ask them to share the new questions that they jotted after reflecting upon the flash-draft debate. Suggest they need to read on with questions in mind, explain that researchers read a huge variety of texts with their research topics in mind, finding seemingly tangential topics to be pertinent.</p> <p>Teaching and Active Engagement: Demonstrate by reading "Vitamins and Minerals" from KidsHealth.org, working on answering questions raised earlier and thinking about how the information can apply to the argument. Read aloud another expert, have students think about the evidence in the text might apply to the argument. Debrief, stating steps students will follow</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Research groups discuss the reading they have done today and how they have applied that reading to their arguments.</p> | <p>Read longer texts about background context regarding nutrition, vitamins, minerals, sugar, etc.</p> |

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| | | <p>Link: Send readers off to research and read through the lens of their argument, thinking about how to apply new information to their arguments.</p> | | |
| <p>Bend 1: Investigating Issues</p> <p>Session 5: Strengthening Club Work</p> | <p>Good readers engage in conversations that discuss new ideas and questions</p> | <p>Connections: Explain that you have been observing club work, and that it is important to spend time considering what makes for strong club conversations. Emphasize that to keep conversation interesting, students should be discussing new points.</p> <p>Teaching: Using online clip resource of another club talk, have students watch, thinking about What makes this conversation deep and rich. Display "Conversation moves that can help conversation to grow richer and deeper.</p> <p>Active Engagement: Rewind the conversation from yesterday and replay it, this time using some of the tricks to make sure their conversation grows and that they do not stay on the same road.</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students share and have group conversation based on preparations from today's reading.</p> | <p>Read longer texts about background context regarding nutrition, vitamins, minerals, sugar, etc.</p> |

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| | | <p>Link: Send students off to read and research and prepare for a conversation in the share which will be stronger than they have had before.</p> | | |
| <p>Bend 1: Investigating Issues</p> <p>Session 6: Readers Think and Wonder as they Read</p> | <p>Good readers continually shift from taking in information to reflecting on new ideas.</p> | <p>Connections: Tell students about a time in which someone you know read nonfiction and thought in response to it in a way that you admired. Remind readers of how they learned to shift from note-taking to reflection earlier in the year.</p> <p>Teaching: Display a section of the article by Kim Severson (in the "New York Times"). Read aloud, have students think about how they can push their thinking as you read. Model reading then shifting to think and wonder.</p> <p>Active Engagement: Involve readers in thinking in response to another section of text, help them by pushing them to use some common thought prompts that can support writing to think.</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students converse with research groups about their issues, drawing on thinking from today.</p> | <p>Read longer texts about background context regarding nutrition, vitamins, minerals, sugar, etc.</p> |

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| | | <p>Link: Remind readers that it always pays off to think and wonder in response as you read, put up a chart of prompts that can help students do this work ("Thinking and Wondering in Response to Reading"), then send them off to read</p> | | |
| <p>Bend 1: Investigating issues</p> <p>Session 7: Summarizing to hold onto What is Most Essential</p> | <p>Good readers summarize by using their own words to express the most important parts of an argument</p> | <p>Connections: Remind students of the importance of summarizing and let readers know that today will be a kind of boot camp to summarize arguments. Establish the reason for today's lesson: readers need the chance to practice complicated thinking work.</p> <p>Teaching and Active Engagement: Read aloud "Should Schools Offer Chocolate Milk?" remind readers that they already know about determining importance, then read a text the text, asking students to listen for what is most important. Teach through guided practice, students reread the text with a partner to find the central claim/argument, coach students to level their work. Students then must identify the big points the author is making, prompt students to raise the level of what individuals do. Students write in</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students use sticky notes to self assess summaries, students share work that would benefit the rest of the class.</p> | <p>Read longer texts about background context regarding nutrition, vitamins, minerals, sugar, etc.</p> |

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| | | <p>the air a version of the summary of the article, add to "How to Research an Issue Deeply" chart.</p> <p>Link: Remind students that every time they read a text, they should push themselves to understand it fully. Charge them with writing one summary of a text in preparation for their debate.</p> | | |
| <p>Bend 1: Investigating Issues</p> <p>Session 8: "Arguing to Learn"</p> | <p>Good readers argue to learn, not just learn to argue</p> | <p>Connections: Let students know that today is their debate. Explain that students will need to prep themselves for the debate they will have within groups.</p> <p>Teaching: Explain that the first step in achieving the goal for the lesson is to prepare carefully, and thoroughly think through reasons. Demonstrate using one of the positions of chocolate milk in schools, pull up a chart with the steps if needed.</p> <p>Active Engagement: As a class, students</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferencing (individual, small group)</p> <p>Share: Add to "How to Research Deeply" anchor chart, debrief and reinforce the teaching point and strategies discussed today.</p> | <p>Read longer texts about background context regarding nutrition, vitamins, minerals, sugar, etc.</p> |

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| | | <p>will go through the steps involved together for the position that chocolate milk should not be served. Have a quick turn and talk about how to rewrite it so that it is effective, display some, have students check to ensure that none are overlapping.</p> <p>Link: Students begin studying their reasons with the members of their research group.</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 9: Moving Beyond Considering One Debatable Questions</p> | <p>Good readers push themselves to find different questions and ideas to discuss around an issue</p> | <p>Connections: Refer back to the TV news show mentioned at the start of the unit, explain that there is usually more than one question to debate around an issue.</p> <p>Teaching and Active Engagement: Invite four students to role play a conversation that demonstrates how to generate new questions and ideas about an issue. Debrief and display "How can we push ourselves to find different questions and ideas around an issue?" Have students share what they said, adding ideas to the chart</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Groups will choose a question or idea to pursue and make a reading plan. Listen in and coach, ask several groups to share the new questions and ideas they will pursue and their reading plans</p> | <p>Continue reading both short and lengthier texts about issue of chocolate milk in schools.</p> |

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| | | <p>Link: Rally readers to begin a new cycle of work, researching the same topic but reading more texts and generating their own questions.</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 10: Raising the Level of Annotating Texts</p> | <p>Good readers mark up a text in a deliberate and purposeful way.</p> | <p>Connections: Let readers know that as they prepare for today's conversation, there is a better way to mark up their texts to help them bring those texts into conversations, explain that they should help to remember the author's big ideas.</p> <p>Teaching: Display an article annotated differently by two different students- one carelessly and the other with thought and purpose. Ask students to discuss which would lead to a better conversation and why. Confirm the second, and explain that student annotation has to be purposeful and helpful to the reader.</p> <p>Active Engagement: Read aloud an excerpt from Kim Seversons "New York</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Gather readers in their research groups to begin their more complex conversations, remind students to make sure their conversations are evidence based. Use this time as an assessment window, and coach students talk.</p> | <p>Continue reading both short and lengthier texts about issue of chocolate milk in schools.</p> |

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| | | <p>Times" article, ask students to annotate their copy as they listen. Have them check with a partner that their annotations are helpful. Encourage students to try out different ways of annotating until they find one that works well for them.</p> <p>Link: Students will prepare for more complex conversations by being purposeful and deliberate about how they mark up articles and take notes.</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 11: Reaching to Tackle More Difficult Text</p> | <p>Good readers draw on strategies when reading more difficult text.</p> | <p>Connections: Ask students to talk about how they recognize a difficult text. Name a few things you hear, let them now the first step in tackling a difficult text is to recognize that it is difficult.</p> <p>Teaching and Active Engagement: Remind students of strategies they have already learned for dealing with difficult texts in previous units, then offer additional tips (anchor chart: "When encountering slightly too difficult text, reader can" Have students involved in tackling a more difficult text, model doing so. Explain that it is a step by step process, and work through the steps (</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Confering (individual, small group)</p> <p>Share: Explain the benefit of talking about and reading difficult texts with others, then give them time to try this out for themselves.</p> | <p>Continue reading both short and lengthier texts about issue of chocolate milk in schools.</p> |

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| | | <p>use text "Schools ban Chocolate Milk, Kids Just Step Drinking Milk Altogether". Debrief, showing which steps you have followed while reading. Read first paragraph, topic sentences, and last paragraph, pause and think about what the text is about so far. Involve students in summarizing the text, connecting new information to the summary as you read. Student preview their own difficult text.</p> <p>Link: Remind students that as they read, they should draw on strategies to help when text becomes difficult.</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 12: Who said What?: Studying Perspective</p> | <p>Good readers figure out an author's perspective to help figure out how their ideas fit into the issue.</p> | <p>Connections: Show students an example of how different newspaper have covered the same event in slightly different ways (link provided in digital resources).</p> <p>Teaching and Active Engagement: Explain that to become an expert, a reader must go back and reread a source with new eyes to see more. Introduce the reading through the lens of perspective. Name steps you will take to study perspective and chart, show the</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Explain that one way to sort and rank text is to consider it's trustworthiness, provide an example of a text that may not be trustworthy.</p> | <p>Read aloud (and watch videos of) texts that specifically help students to analyze perspective, craft moves, and evaluate arguments (these do not all have to be on the topic of chocolate milk). Suggested links and resources on pg. xvi of the manual</p> |

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| | | <p>first part of a text for students to preview, thinking about the source. Model considering how the source might affect perspective(Use "Devoted to Dairy..."and "The Hard Facts about Flavored Milk" available in unit resources). Have students consider point of view while you read the text aloud, decide if the language is positive or negative. Repeat with a second snippet of text.</p> <p>Link: Students will follow their reading plan with their research group.</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 13: Considering Craft</p> | <p>Good readers think about how author's choices have shaped the contents of a text and why.</p> | <p>Connections: Announce that they will soon have a day of shared learning to communicate what they have learned about their issue. Offer a few options of how this might go. Ask them about choices they have made in writing, explaining that they will now analyze craft.</p> <p>Teaching:Watch video "It's a Plastic World",let students know that it can help to start this work by looking at visual texts first, ask students to analyze purposeful choices of the video's</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Tell students that part of their research group conversation time will be spent deciding how they will want to share learning in two days, remind them of options.</p> | <p>Read aloud (and watch videos of) texts that specifically help students to analyze perspective, craft moves, and evaluate arguments (these do not all have to be on the topic of chocolate milk). Suggested links and resources on pg. xvi of the manual</p> |

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| | | <p>creator. Display chart "Writers of Informational Texts Aim Toward Goals such as"</p> <p>Active Engagement: Show the clip again, this time using the chart to raise questions about why a certain choice was made.</p> <p>Link: Use template " This author used _____(fill in technique) to ___(fill in purpose)"</p> | | |
| <p>Bend 2: Raising the Level of Research</p> <p>Session 14: Evaluating Arguments</p> | <p>Good readers evaluate arguments and decide whether or not it is convincing.</p> | <p>Connections: Let readers know that another way to talk about texts at different levels is to know how to evaluate an argument, reminding them of previous learning.</p> <p>Teaching and Active Engagement: Explain what it means to read skeptically, and why it is important not to always do so. Show two different people's work on the same argument (online resource). Involve students in considering whose argument is stronger and why, while you listen in and coach.</p> | <p>-Leveled Text, independent reading books, post-its, reading log/notebooks</p> <p>-Teacher Conferring (individual, small group)</p> <p>Share: Students will have time for final prep and practice, explain the work of evaluating arguments related to work of analyzing parts of text in relation to the whole.</p> | <p>Read aloud (and watch videos of) texts that specifically help students to analyze perspective, craft moves, and evaluate arguments (these do not all have to be on the topic of chocolate milk). Suggested links and resources on pg. xvi of the manual</p> |

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| | | <p>Highlight what you heard students saying about the stronger argument. Charge students with identifying the points person B is making. Point out that Person B acknowledge another side. Debrief by pointing out that reading with a skeptical lens and asking questions can help to evaluate arguments.</p> <p>Link: Ask students to think of a text to reread to evaluate. Send them off to read and reread their texts at different levels, reminding them that they will share their learning two days from now.</p> | | |
| | A Day of Shared Learning | | | |
| | <p>End with a Post-Assessment-See page 2 Unit 1: Utilize online resources</p> <p>www.heinemann.com</p> | | | |

LA.5.L.5.2.A

Use punctuation to separate items in a series.

LA.5.W.5.8

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.

TECH.8.1.5.F.1

Apply digital tools to collect, organize, and analyze data that support a scientific finding.

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| LA.5.RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| LA.5.L.5.2.B | Use a comma to separate an introductory element from the rest of the sentence. |
| LA.5.RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| LA.5.W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| TECH.8.1.5.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| LA.5.L.5.2.D | Use underlining, quotation marks, or italics to indicate titles of works. |
| LA.5.W.5.9.B | Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| LA.5.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. |
| SCI.5.5-ESS1-1.7 | Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| TECH.8.1.5.A | Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.2.5.B | Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |
| LA.5.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of |

their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

SCI.5.5-ESS3-1

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

TECH.8.1.5.D.2

Analyze the resource citations in online materials for proper use.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

SCI.5.5-LS1-1.7

Engaging in argument from evidence in 3–5 builds on K– 2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

LA.5.RI.5.7

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.

LA.5.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LA.5.SL.5.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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| LA.5.RI.5.9 | Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA.5.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| TECH.8.1.5.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| LA.5.SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| SCI.5.5-PS2-1.2.1 | Cause and effect relationships are routinely identified and used to explain change. |
| LA.5.RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| LA.5.RF.5.3.A | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| LA.5.SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| LA.5.RI.5.1 | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.5.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.5.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| LA.5.SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| LA.5.RF.5.4.A | Read grade-level text with purpose and understanding. |
| LA.5.RF.5.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| LA.5.W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.5.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.5.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. |
| LA.5.RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| TECH.8.1.5.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |
| SCI.5.5-LS1-1.7.1 | Support an argument with evidence, data, or a model. |
| TECH.8.1.5.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.5.E.1 | Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |
| TECH.8.1.5.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| SCI.5.5-PS1-4.3 | Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. |
| TECH.8.1.5.D.1 | Understand the need for and use of copyrights. |

Unit 3 Assessment

- Pre-assessment
- F and P testing
- MAP scores
- Notebook checks
- Reading Logs
- Post-it notes
- Write about Reading
- Student learning progression rubric
- Reading goals sheets
- Self- monitored reading data graphs
- Post-assessment

Modifications

-If..Then Curriculum

-Modified rubrics

-Oral and written directions

-leveled reading groups

-Intervention groups

-Graphic organizers

-Anchor charts/ note pages

-Leveled text

-Extended time/ length of assessment

Resources

Content Area Leveled Libraries

Fiction Leveled Libraries

Non Fiction Leveled Libraries

Unit of Study articles and Grade 5 Read Alouds and video links:

- Kim Severson's "New York Times" article

- "Flavored Milk" by Drink-Milk.com

- "The Hard Facts about Flavored Milk" Jamie Oliver

- "My Problems with Jamie Oliver's War on Flavored Milk" from Lunchtray.com

- "Meet Norman" from BottledWaterMatters.com

- "Bottled Water is not the Same as Tap" from BottledWaterMatters.com

- "It's a Plastic World"

Various articles/texts set based on student choice/interest