



# Rigorous Curriculum Design

## Unit Planning Organizer



Subject:	English-Language Arts		Grade:	5
Unit Number:	6	Unit Name:	And That's the Way it Is (Writing: Opinion)	
Unit Length	Days: 15	Mins / Day:		
Unit Synopsis	Students will use multiple sources to find possible solutions to their issue from Unit 5. They will write and deliver a presentation of their issue with possible solutions.			

	ELA CCSS	NG ELD Standard(s)
Priority	<p>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.</p> <p>W.5.10- 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.</p> <p>SL.5.3- Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p> <p>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.</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</p> <p><del>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</del></p> <p>SL.5.5- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.5.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><del>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</del></p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><del>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</del></p> <p>L.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>ELD.5.I.A.3- Offering and supporting opinions and negotiating with others in communicative exchanges (L.5.6)</p> <p>ELD.5.I.B.6- Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI.5.7, RI.5.9, SL.5.3, L.5.4, L.5.6)</p> <p>ELD.5.I.C.9- Expressing information and ideas in formal oral presentations on academic topics (SL.5.5, L.5.6)</p> <p>ELD.5.I.C.10- Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.5.10, L.5.6)</p> <p>ELD.5.I.C.11- Supporting own opinions and evaluating others' opinions in speaking and writing (W.5.10, L.5.6)</p>

Supporting	<p>RI.5.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF.5.3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF 5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>W.5.4- Produce clear and coherent writing (including multiple-paragraph texts) 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.)</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>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.</p> <p>SL.5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>ELD.5.I.A.2 – collaborate with peers</p> <p>ELD.5.I.A.4 – adjust language to setting</p> <p>ELD.5.I.B.5 – listening</p> <p>ELD.5.I.B.7 – specific language used to present/support an idea</p> <p>ELD.5.I.B.8 – words- effect on audience</p> <p>ELD.5.I.C.11a – supporting reasons with evidence</p> <p>ELD.5.I.C.12a – words for precision</p> <p>ELD.5.II.A.1 – how opinions are organized around ideas</p>
Interdisciplinary Standards:	<p>Determined by topics chosen by either teacher or student.</p>	

**Unwrapped Priority Standards**

Standard 1:	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.
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Skills	Concepts	Bloom's	DOK
Draw	on information from multiple print or digital sources	understanding	1
demonstrate	ability to locate an answer to a question	remembering	2
Solve	a problem efficiently	applying	2

Standard 2:		W.5.10- 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.	
Skills	Concepts	Bloom's	DOK
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.	creating	3, 4

Standard 3:		SL.5.3- Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	
Skills	Concepts	Bloom's	DOK
Summarize	points a speaker or media source makes	creating	2
Explain	how each claim is supported by reasons and evidence	understanding	2
Identify	logical fallacies	understanding	1
Analyze	logical fallacies	analyzing	4

Standard 4:		SL.5.4a- Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence, and provides a concluding statement related to the speaker's position.	
Skills	Concepts	Bloom's	DOK
plan/deliver	opinion speech states opinion logically sequences evidence	applying, evaluating	2, 4
Support	speaker's position	understanding	2
Use	transition words to effectively link opinions/evidence	applying	1
Provide	concluding statement related to the speaker's opinion	evaluating	3

Standard 5:		SL.5.5- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
Skills	Concepts	Bloom's	DOK
Include	multimedia components (graphic, sound) and visual displays in presentations when appropriate	creating	4
Enhance	development of main ideas or themes	understanding	2

Standard 6:		L.5.4b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
Skills	Concepts	Bloom's	DOK
use	common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	applying	1

Standard 7:		L.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
Skills	Concepts	Bloom's	DOK
acquire/use	general academic and domain-specific words	applying	2

### Learning Progressions

Standard 1:		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.			
Previous Grade 4		Current Grade 5		Next Grade 6	
Skills	Concepts	Skills	Concepts	Skills	Concepts

Interpret	Information presented visually, orally, or quantitatively	draw	Information from multiple print or digital sources	integrate	Information presented in different media/formats
Explain	how the information contributes to an understanding of the text	demonstrate	Ability to locate an answer to a question	develop	Coherent understanding of a topic or issue
		solve	Problem efficiently		

<b>Standard 2:</b>	W.5.10- 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.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Write	routinely	write	routinely	Write	routinely

<b>Standard 3:</b>	SL.5.3- Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Identify	Reasons/evidence used to support a particular point	summarize	Points of a speaker	Delineate	A speaker's argument and claims
		explain	Reasons supporting a claim	Distinguish	Claims that are/ are not supported
		Identify/analyze	Logical fallacies		

<b>Standard 4:</b>	SL.5.4a- Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence, and provides a concluding statement related to the speaker's position.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Plan/deliver	A narrative	Plan/deliver	Opinion speech	Plan/present	Informative/explanatory presentation
Relate	Ideas/observation	States	Opinion	Develop	A topic
Provide	Clear context	sequences	Evidence to support position	uses	Transitions
Include	insight	Uses	Transition words	uses	Precise language
		provide	Concluding statement	Provides	A strong conclusion

<b>Standard 5:</b>	SL.5.5- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Add	Audio recordings/visual displays	Include	Multimedia and visual displays	include	Multimedia and visual displays
Enhance	Main ideas and	enhance	Main ideas and	clarify	information

	themes		themes		
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<b>Standard 6:</b>	L.5.4b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).				
<b>Previous Grade</b>		<b>Current Grade</b>		<b>Next Grade</b>	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Use	Greek and Latin affixes and roots	Use	Greek and Latin affixes and roots	use	Greek and Latin affixes and roots

<b>Standard 7:</b>	L.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				
<b>Previous Grade</b>		<b>Current Grade</b>		<b>Next Grade</b>	
Skills	Concepts	Skills	Concepts	Skills	Concepts
Acquire and use	Academic and domain specific words	Acquire and use	Academic and domain specific words	Acquire and use	Academic and domain specific words and phrases
Including	Words that signal precise actions, emotions, or states of being specific to a particular topic			Gather	Vocabulary knowledge

<b>Big Idea(s)</b>			<b>Corresponding Essential Question(s)</b>		
Good readers draw on information from multiple print or digital sources to locate an answer to a question quickly or solve a problem efficiently.			-What is the purpose of using information from multiple print or digital sources?		
An effective presenter uses media sources and/ or visual displays to enhance the main idea or theme in a presentation.			-What can we use to enhance the main idea or theme of a presentation?		
<b>Unit Vocabulary Words</b>					
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>			<b>Content/Domain Specific Vocabulary (Tier 3)</b>		
Multiple	reflection	routinely	Greek and Latin affixes	logical fallacies	
Draw	media	research	Root words		
Digital	efficiently	revision	Main ideas		
Extended	integrate	multimedia visual	theme		
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>					
Vocabulary webs					
Frayer model					

<b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/> Creativity and Innovation	<input checked="" type="checkbox"/> Initiative and Self-Direction

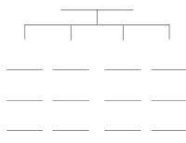
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input type="checkbox"/> Social and Cross-Cultural Skills
<input checked="" type="checkbox"/> Communication and Collaboration	<input checked="" type="checkbox"/> Productivity and Accountability
<input checked="" type="checkbox"/> Flexibility and Adaptability	<input checked="" type="checkbox"/> Leadership and Responsibility

Unit Assessments	
Pre-Assessment	Post-Assessment
#14849	#14851
Scoring Guides and Answer Keys	

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
An organization representing the issue you have researched was so impressed with your letter, that they have asked you to research possible solutions and make a presentation at their next meeting.		Suggested Length of Time Days:  Mins/Day: 75-90
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:  Continue research on opinion paper	-Students will continue research on their previously written opinion paper from Unit 5 to identify at least 2 possible solutions. -They may use additional texts and /or reference materials. The teacher should remind students how to use technology appropriately. -Students will organize their research on a graphic organizer by adding important facts and details.	Days: 4-5  Mins/Day: 75-90
Task 2:  Developing a presentation	-Students will organize their presentation using their previously written letter and newly researched solutions sequencing their ideas logically, using descriptive/appropriate facts and details (SL5.4). -The presentation should include a clearly stated topic, plausible solutions, and media or visuals (media or visuals will be completed in Task 3) to enhance the presentation.	Days: 2-3  Mins/Day: 75-90
Task 3:  Find/create media or visuals to enhance the	1) Teacher will teach students how to use props, technology, etc., for the purpose of engaging their audience.  2) Students will prepare to present their presentation by creating a visual display and/or multimedia display of their possible solutions. If students use multimedia,	Days: 3-4  Mins/Day: 75-90

presentation	the teacher should provide the students with a tutorial.	
Task 4: Prepare/present presentation	-Students will prepare their presentations as if they are presenting to the organization representing the issue they have researched. The actual audience can be left to teacher discretion. (i.e., classroom, different grade/class, school, parents)	Days: 4-6  Mins/Day: 75-90

## Authentic Performance Task 1

Name:	Continue research on opinion paper	Suggested Length	Days: 4-5 Mins/Day: 75-90
Standards Addressed	Priority Standards		
	CCSS ELA	NG ELD Standards	
	RI.5.7 RI.5.9	ELD.5.I.B.6a – Reading/viewing closely ELD.5.I.C.10a – Writing ELD.5.I.C.11a – Supporting opinions & reasons/textual evidence	
	Supporting Standards		
	CCSS ELA	NG ELD Standards	
RI.5.10 W.5.8	ELD.5.I.C.12a – words for precision ELD.5.II.A.1 – how opinions are organized around ideas ELD.5.I.A.2 – collaborate with peers		
Teaching and Learning Progression	-Students will further research their previously written opinion paper from Unit 5 identifying at least 2 possible solutions. -They may use additional texts and /or reference materials. The teacher should remind students how to use technology appropriately. -Students will organize their research on a graphic organizer by adding important facts and details.	Bloom's Evaluating	DOK 4
	Suggestion for graphic organizer: -Cornell notes -Thinking Map: Tree Map	Scoring Rubric	
	Thinking Maps® Tree Map® 	4-Notes from three or more sources, and two or more solutions provided. 3- Notes from three sources, and two solutions provided. 2- Notes from at least two sources, and a at least one solution provided. 1-Minimal or no notes, and limited or no solution provided.	
Instructional Strategies			
All Students	SWD	ELs	Enrichment
Note taking graphic organizer	Help with resources Sentence frames in an	Vocab review Assistance with resources	Research use of technology in speech

Technology discussion	organizer Small group Pair/share	Sentences frames in organizer Small group Pair/share	
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**Authentic Performance Task 2**

<b>Name:</b>	Developing a presentation		<b>Suggested Length</b>	Days: 2-3 Mins/Day: 75-90
<b>Standards Addressed</b>	<b>Priority Standards</b>			
	CCSS ELA		NG ELD Standards	
	SL.5.4a		ELD.5.I.A.3 – persuade others in conversations ELD.5.I.C.9 – presenting ELD.5.I.C.IIa – supporting opinions	
	<b>Supporting Standards</b>			
	CCSS ELA		NG ELD Standards	
W.5.8		ELD.5.I.B.7 – specific language used to present/support an idea ELD.5.I.B.8 – words – effect on audience ELD.5.I.A.4 – adjust language to setting		
<b>Teaching and Learning Progression</b>	<p>-Students will organize their presentation using their previously written letter and newly researched solutions “sequencing their ideas logically, using descriptive/appropriate facts and details (SL5.4)”.</p> <p>-The presentation should include a clearly stated topic, plausible solutions, and media or visuals (media or visuals will be completed in Task 3) to enhance the presentation.</p> <p>Graphic organizers can be found in the Resource Folder:                      -Hints for Presenting Evidence                      -A Good Speech Needs                      -Persuasive Speech                      -Informal Outline                      -Blocking Out Your Speech</p> <p>-Step Up To Writing (pages 319-348 of spiral binder)</p>		<b>Bloom’s</b>	<b>DOK</b>
			Apply	2
			<b>Scoring Rubric</b>	
		4- Fully completed opinion/speech graphic organizer evidencing two or more probable solutions. 3- Fully completed opinion/speech graphic organizer evidencing two or more promising solutions. 2- Partially completed opinion/speech graphic organizer with limited solution/s given. 1- Minimally completed or blank opinion/speech graphic organizer with limited or no solution/s given.		
<b>Instructional Strategies</b>				
All Students	SWD	ELs	Enrichment	



Speech models Speech graphic organizers	Small group Further speech models Assistance with organizer	Vocab review Small group Additional speech models Organizer assistance	Share format/ideas as a leader and a model
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**Authentic Performance Task 3**

Name:	Find/create media or visuals to enhance the presentation	Suggested Length	Days: 3-4 Mins/Day: 75-90
Standards Addressed	Priority Standards		
	CCSS ELA	NG ELD Standards	
	SL.5.5	ELD.5.I.C.9 - presenting	
	Supporting Standards		
	CCSS ELA	NG ELD Standards	
	ELD.5.I.C.11a – supporting reasons with evidence		
Teaching and Learning Progression	1) Teacher will teach students how to use props, technology, etc., for the purpose of engaging their audience.	Bloom's understand	DOK 2
	2) Students will prepare their presentations by creating a visual display and/or multimedia display of their possible solutions. If students use multimedia, the teacher should provide the students with a tutorial.		
	Suggested multimedia resources: -Powtoons.com -PowerPoint -Animoto -iMovie	Scoring Rubric  To be assessed during presentation; see rubric for task 4.	
Instructional Strategies			
All Students	SWD	ELs	Enrichment
Examples of speech props Demonstrate technology Brainstorming	Small group discuss prop examples Pair/share	Review directions Realia/examples Small group discussion Pair/share	Multimedia presentation

**Authentic Performance Task 4**

Name:	Prepare/ Present presentation	Suggested Length	Days: 4-6 Mins/Day: 75-90
Standards	Priority Standards		

Addressed	CCSS ELA		NG ELD Standards		
	SL.5.4 SL.5.3		ELD.5.I.A.3 – offering opinions ELD.5.I.C.9- presenting ELD.5.I.C.11a – supporting reasons with evidence		
	Supporting Standards				
	CCSS ELA		NG ELD Standards		
	SL.5.5 SL.5.3		ELD.5.I.B.5- Listening ELD.5.I.B.7 – language choices ELD.5.I.B.8- words – effect on audience		
Teaching and Learning Progression	<p>-Students will prepare their presentations as if they are presenting to the organization representing the issue they have researched. The actual audience can be left to teacher discretion. (i.e., classroom, different grade/class, school, parents)</p> <p>-Prior to giving their presentations, it is suggested that students practice them in small groups, pairs, or whole class.</p> <p>-During presentations, audience members may use the rubric provided to engage the listener and to provide feedback to the presenter.</p> <p>Graphic organizers can be found in the Resource Folder: -Speech Notecards -What Kind of Listener</p>			Bloom's	DOK
				understand	3
				Scoring Rubric	
				4- The topic was clearly stated with above grade level speech techniques and meaningful knowledge of subject matter; presentation included meaningful visual/multimedia elements, and had 2 or more probable solutions.	
				3- The topic was clearly stated with grade level speech techniques and appropriate knowledge of subject matter; presentation included relevant visual/multimedia elements, and had 2 promising solutions.	
2- The topic was not clearly stated; presentation included some visual/multimedia elements, and had limited solutions.					
1- The topic was not clear; presentation included minimal or no visual/multimedia elements, and had limited or no solutions.					
Instructional Strategies					
All Students		SWD	ELs	Enrichment	
Graphic organizer Pair share		Models Sentence frames	Vocab review Models	Share their speech as a model	

Discussion Small groups	Small group Pair/share	Sentence frames Small group Pair/share	Assist fellow students
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### Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
<p>Situation- An organization representing the issue you have researched was so impressed with your letter from Unit 5, they have asked you to present at their next meeting.</p> <p>Challenge- Students are to research and identify at least 2 possible solutions to the issue.</p> <p>Role- Students are concerned citizens interested in an issue.</p> <p>Audience- An organization representing the issue researched.</p> <p>Product- A presentation describing the issue and at least 2 possible solutions using a visual display and/or multimedia display/prop to enhance the presentation.</p>			
Instructional Strategies			
All Students	SWD	ELs	Enrichment
<ul style="list-style-type: none"> <li>-Students may work in pairs, small group</li> <li>-graphic organizers/outlines for speeches</li> <li>-teacher models speeches</li> </ul>	<ul style="list-style-type: none"> <li>-Students may work in pairs, small group</li> </ul>	<ul style="list-style-type: none"> <li>-Students may work in pairs, small group</li> </ul>	<ul style="list-style-type: none"> <li>-students will use multiple sources</li> </ul>

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
Successes		Challenges
Student Perspective		
Teacher Perspective		