

Unit 3

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: biographical writing/ Give Me Liberty

Estimated Amount of Instructional Time: ~6 1/2 weeks (November 10- January 9, 2014)

Stage 1 – (Desired Results)

State Content and Skill Standards:

ELA/Literacy Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.

Target 4. REASONING AND EVIDENCE. Use supporting evidence to justify their own interpretations.

Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 9. CENTRAL IDEAS: Summarize central ideas. Key events, procedures, or topics and subtopics.

Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g. synonyms), word structures (e.g. common Greek or Latin roots, affixes), or use of resources (e.g. dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

Target 11. REASONING & EVIDENCE Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).

Target 12. ANALYSIS WITHIN OR ACROSS TEXTS. Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).

Target 13. TEXT STRUCTURES & FEATURES.: Relate knowledge of text structures to compare or connect information across texts.

ELA/Literacy Claim #2: Students can produce effective writing for a range of purposes and audiences.

Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 2: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing) structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (closure, detailing, characters, plot, setting, events).

Target 5: Use text features: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.

Target 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.

ELA/Literacy Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally.

Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.

ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.

Standards:

ELA5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELA5.RI.3 **Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text** based on specific information in the text.

ELA5.RI.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.

ELA5.RI.5 **Compare and contrast the overall structure (e.g. chronology, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**

ELA5.RI.6 **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

ELA5.RI.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)

ELA5.RI.9 **Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

ELA5.W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

ELA5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA5W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA5W.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.

ELA5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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.

b. Follow agreed upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

ELA5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA5.SL.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.

ELA5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **Explain the function of conjunctions and interjections in general and their function in particular sentences.**

ELA5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a commas to set off words *yes* and *no* (e.g. *Yes, thank you*) to set off a tag question from the rest of the sentence (e.g. *It's true, isn't it?*), and to indicate a direct address (e.g. *Is that you, Steve?*)

d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly.

ELA5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

ELA5.L.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.

a. Use context as a clue to the meaning of a word or phrase

b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word

- c. Consult reference materials, both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELA5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- ELA5L.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).

Enduring Understandings: *(what are the big ideas, what are the specific understandings desired)*

Students will understand that...

- A biography tells the true story of another person's life.
- The key to writing a biography is picking a person who has lead an interesting life.
- Famous people can be easily researched using the internet or texts.
- Biographical research is like detective work- you uncover facts about your subject.
- Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion.
- An author's perspective can affect their account of an event or topic.
- Gathering information from multiple sources leads to improved knowledge about a subject or topic.
- Some sources are more reliable than others.

Essential Questions: *(what questions will foster inquiry, understanding, and transfer of learning)*

- What makes a person's life a good story?
- What can we learn by reading biographies?
- How can I avoid plagiarism in my research paper?
- How can I tell if a source is reliable?
- Why should I only use reliable sources in my research paper?
- What is the difference between fact and opinion and why is that important?
- How can I find information relevant to my biography?
- How can I develop and write a biography?
- How do we synthesize multiple sources and viewpoints in research?
- How can I organize my paper in a logical manner?
- As you begin your research, where would you begin to look for reliable articles and why?
- Where would you avoid looking for sources because they are more likely to be unreliable and why?
- What does it take to make a new nation?
- Was the American Revolution inevitable?

Big Idea(s)

Writers communicate ideas about a person's life through a biography
 How do individuals make big changes by working together?
 How do individuals make change by working together?
 Was the American Revolution inevitable?

<p>What Students will know: (what knowledge will they acquire)</p> <ul style="list-style-type: none"> • The characteristics of a biography • Biographies use personal experiences, anecdotes, and/or examples to emphasize points and relate those points to the reader. • The research process can be applied to any topic to write an effective paper. • Biographies synthesize ideas and perspectives from print, media, and other various sources. • Assessing their own papers using the biography rubric is necessary when writing. • Evaluating sources to determine if they are reliable or unreliable involves looking at the author of the source, the date the source was updated, the purpose of the source, and whether the source uses facts or opinions. 	<p>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</p> <ul style="list-style-type: none"> • Develop research and writing skills. • Use language that indicates time and sequence. • Compose short research projects. • Use facts, definitions, and details to help develop a topic within a piece of writing. • Create a bibliography. • Graphic organizers • Weekly selection tests • Weekly essays • Classroom discussions • Tasks related to specific skill
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <ul style="list-style-type: none"> • Students will write a biography about a Revolutionary War historical figure. • Students work will be analyzed by self, an assessment partner or peer group, and teacher using a specific rubric created by the class • Debate: Were American colonists justified in their actions in the Boston Tea Party? 	<p>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</p> <ul style="list-style-type: none"> • self-assessments • quick write • Informal observations and formative assessment • Journal writing • Informal observations and formative assessment • Exit tickets • Graphic organizers • Weekly selection tests • Weekly essays • Classroom discussions • Tasks related to specific skill
<p>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</p>	
<p>Learning Activities: Reading: Literary response using textual evidence Note-taking cards Summary writing Book review or report of a biography text graphic organizer or note-catchers Read biography looking for characteristics of genre</p>	

Science:

Science notebook

Flipbook biomes

VIPS

Lab notes and reports

Notes biomes

Create a presentation about assigned biome (may be: PowerPoint, diorama, book, poster, etc.)

Social Studies:

Cornell notes

note-catcher

biography about Revolutionary War Figure

Revolutionary war character journals

lap books

Grammar

- GLAD Sentence patterning chart
- Genius Ladder sentences
- Continue to focus on CQS and punctuation
- Conventions: Nouns
- Common and Proper nouns
- Plural nouns
- Possessive nouns
- Appositives

Week 1

Writing

Trait

- Ideas
- Class or group discussion about individuals

Process

- Prewriting
- Introduce the genre of biography by reading mentor texts and discussing elements
- Video Discovery *Biography: story of a person's life*
- Brainpop video : *Biography* <http://www.brainpop.com/english/writing/biography/>
- http://images.epals.com/gc/ccic/Lesson_Elements%20of%20Biographies.pdf
- Writer's conference and peer groups
- Brainstorm individuals to research

Product

- Journal writing

Reading

Unit 3 lesson 1 *If You Lived at the Time of American Revolution*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Cause and effect
- Organize key information using graphic organizer (timeline, t-chart, cause and effect web)

Social Studies Inquiry *Women of the Revolution* page 296-297

- Text features and key elements of biographical writing

Week 2

Writing

Trait

Ideas, organization, and conventions

- Mini-lesson: note taking skills, paraphrasing and summarizing
<http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html>
- Mini-lesson plagiarism and citing sources
Brainpop video citing sources <http://www.brainpop.com/english/writing/citingsources/>
Discovery video *Research Methods and Citing Sources*
<http://www.scholastic.com/teachers/top-teaching/2010/11/reliable-sources-and-citations>

Process

- Chose a historical Revolutionary war figure to research
- Use graphic organizer to gather information
- Writer's conference and peer groups

Product

- Journal writing
- Prewriting notes on graphic organizer or note cards

Reading Unit 3 lesson 2 *The Midnight Ride of Paul Revere*

- answer questions with evidence
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Compare two texts: poem and historical text
- Venn diagram (compare and contrast)

Week 3

Writing

Trait

- Ideas and organization
- Mini-lessons: beginnings, middles, endings

Process

- Draft writing: clarity and organization (Does the piece have a beginning, middle, and end)
- Writer's conferences and peer groups

Product

- Journal writing
- Draft of biography

Reading comparison of Boston Massacre from multiple perspectives or (*Shh We're Writing the Constitution* move other weeks up and read this story during week 5)

Essential question: Was the Boston Massacre really a massacre?

<http://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=573&grade=grade5>

other resources:

- <http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-boston-massacre-you-be-the-judge/>
- http://www.history.org/history/teaching/enewsletter/volume8/sept09/images/sept09/multiple_perspectives_psactivity.pdf
- http://www.historycolorado.org/sites/default/files/files/Educators/5th/The_Boston_Massacre.pdf
- http://teachers.catskillcsd.org/cms/crocetta/boston_massacre.htm
- Analyze and compare how information is presented, showing relationships among targeted aspects (point of view, genre features, topic).
- Use evidence to support conclusions

Week 4

Writing

Trait

- Word choice
- Mini-lesson word choice: focus on using powerful verbs
- Using -ing words

<http://cyberspaces.net/6traits/mini-wc.html>

<http://www.teacher2teacherhelp.com/uncategorized/word-choice-activities-and-minilessons/>

http://writingfix.com/6_Traits/Word_Choice.htm#verbs
<http://www.lessonsfromthemiddle.com/tag/word-choice-lessons/>

Process

- Revising: word choice
- Use a three-column organizer to show revisions
- Revision sample My thinking Writing sample

Product

- Journal Writing
- Draft of biography

Reading Unit 3 lesson 5 *Give Me Liberty*

- answer questions with evidence
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Identify key details
- Compare point of view from another perspective using <http://mrkash.com/activities/independenceprocon.html>
- Cause and effect organizer

Week 5

Writing

Trait

- conventions (complete sentences, nouns used correctly, punctuation), word choice

Process

- Peer revision
- Use checklist on page 125 *Writing Extraordinary Essays*
- Writer's conferences and editing groups

Product

- Journal Writing
- Biography

Reading Unit 3 Lesson 3 *The Master Spy of Yorktown*

- answer questions with evidence
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Draw conclusions about characters and events using textual evidence
- Time line or cause/effect organizer

Week 6

- Journal writing
- Peer editing
- Final draft
- Publish and illustrate (biography posters, hot seat activity, simulated journals, life lines, bio boxes, PROBE page, movie, PowerPoint)

Reading benchmark week

- ❖ Performance task preparation
- ❖ Sharing of biographical writing

Materials/Resources

Writing

<http://teacher.scholastic.com/writewit/biograph/index.htm> <http://www.scholastic.com/teachers/lesson-plan/introducing-biographies-getting-know-you>
<http://www.factmonster.com/homework/wsbiography.html>
http://www.readwritethink.org/files/resources/interactives/cube_creator/media/planning_bio.pdf
<http://www.timeforkids.com/homework-helper/a-plus-papers/biography>
<http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html>
<http://www.kimskorner4teachertalk.com/readingliterature/genres/biography/biography.htm>
<http://www.brainpop.com/educators/community/lesson-plan/introduction-to-biography/?bp-jr-topic=biography>
http://www.proteacher.org/c/281_biographies_%26_autobiographies.html

Organization and word choice lessons *Trait Crate*

<http://www.pitara.com/magazine/people.asp>

<http://www.pdesas.org/module/content/resources/13037/view.ashx>

Writers Express page 151-155

Tompkins, Teaching Writing: Balancing Process and Product page 192-213

Mentor Texts

<http://www.ducksters.com/biography/>

<http://mrusbaum.com/bio2/>

<http://www.myon.com/books/search.html?type=search&q=biographies&search=biographies>

http://www.readworks.org/search/apachesolr_search

Reading:

<http://teacherweb.com/WQ/HighSchool/BostonTeaParty/index.aspx>

<http://www.negaresa.org/ccgps/History/americanrevolutionunit.pdf>

<http://www.socialstudiesforkids.com/articles/ushistory/bostontea-party.htm>

<http://www.readinga-z.com/books/leveled-books/book/?id=860>

<http://www.readinga-z.com/books/leveled-books/book/?id=861>

<http://www.readinga-z.com/books/leveled-books/book/?id=865>

<http://www.readinga-z.com/books/leveled-books/book/?id=1458>

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