

Unit 4

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: Informative and Research Writing/ Going West

Estimated Amount of Instructional Time: ~6 weeks (January 12 - February 20, 2015)

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 3. Write/revise brief texts: Write or revise one or more informational /explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence ad elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.

Target 4: Compose full Texts: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.

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 ad 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 1: PLAN/RESEARCH: Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.

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 3: Analyze Information/Sources: Distinguish relevant-irrelevant information (e.g. fact/opinion)

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.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

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.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.

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-1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; Include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).

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

e. Provide a concluding statement or section related to the information or explanation presented.

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.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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.

- b. Form and use the perfect (e.g. *I had walked; I have walked; I will have walked*) verb tenses
- c. Use verb tense to convey various times, sequences, states, and conditions
- d. Recognize and correct inappropriate shifts in verb tense.

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.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. 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...
- Locating, gathering, documenting, and writing information are steps in an informational writing process.
- Writers share knowledge on a topic using factual information.
- Writers communicate information and sustain a reader's interest.
- Writers relay sources of information.

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

- What resources can be utilized to assist me in ascertaining information about a specific topic?
- How do I distinguish essential from nonessential facts?
- How do I connect ideas effectively?
- What tools will help me support my writing and reader understanding?
- Why do people move?
- How did Westward expansion affect all Americans?
- How were the Native Americans affected by key events during this period?
- In what ways was Westward expansion both a positive and a negative experience?

Big Idea(s)

A question (about issues, ideas, or events) posed by the writer of an expository piece serves as the focus of his/her investigation of the topic, guiding the research; it may be framed/posed as a statement or a question in the finished piece of writing.

The controlling idea, based on the results of the research:

Provides structure and focus during the writing process.

Is clearly sustained throughout the final piece.

The controlling idea (topic) is developed and sustained throughout the report by carefully selected facts, details, examples, and explanations.

How are we explorers and pioneers today?

In what ways can change/ progress/ growth be both positive and negative?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • Features and characteristics of informational/ research writing • Write a topic sentence and provide supporting detail • Transitional words are useful to maintain a logical organization. • That information should be integrated from multiple texts in order to speak or write knowledgeably about a subject. • Authors must use reasons and evidence to support points in a text. 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> • Examine an informative topic and gather information from multiple sources • Develop a topic with facts, definitions, and details in a series of paragraphs • Present information to support main ideas using one or more techniques (i.e. explain, summarize, compare/contrast, relay cause/effect, define) • Depict information clearly and logically • Create detailed illustrations, maps, diagrams, &/or charts to convey information • Provide a concluding section related to the information presented • Appropriately document references • Form and use the perfect verb tenses • Use verb tense to convey various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense. • Explain the relationship between two or more groups of individuals, events, ideas, or concepts in a historical text based on specific information in the text. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> • Students will write an informative/ research text.(may be newspaper article, PROBE page, or passion project) • Students work will be analyzed by self, an assessment partner or peer group, and teacher using a specific rubric created by the class • Simulated Western Settler journal 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> • self-assessments • quick write • Informal observations and formative assessment • Journal writing • 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>	

Learning Activities:

Reading:

Literary response using textual evidence
Note-taking cards
Summarize
Book review or report of a non-fiction informational text
graphic organizer or note-catchers
Look at non-fiction text features and structures

Science:

Science notebook
Water cycle diagram
VIPS
Lab notes and reports (focus conventions: writing CQS. Focus ideas: organization)
PROBE page about type of severe weather
Venn-diagram comparing tornadoes and hurricanes
Type of clouds organizer

Social Studies:

Cornell notes
Note-catcher graphic organizer Constitution
Informational Essay Constitution
ABC Book about constitution
Cornell notes Early Republic and Industrial Revolution
Simulated journal Westward expansion
Narrative westward expansion

Grammar

- GLAD Sentence patterning chart
- Genius Ladder sentences
- Focus on complete quality sentences
- Conventions: Verb usage
- Subject verb agreement
- Verb tense
- Linking verbs
- Helping and main verbs
- Contractions
- Irregular verbs

Week 1

Writing

Traits

- Organization
- Mini-lesson: organizational possibilities
<http://www.ereadingworksheets.com/text-structure/patterns-of-organization/>

Process

- Introduce the genre of nonfiction informational (expository) text
<http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-sharing-31041.html>

- Examine newspaper articles
<http://www.timeforkids.com/news/sea-treasure/161986>
<https://www.dogonews.com/>
<http://kids.nationalgeographic.com/explore.html>
<http://magazines.scholastic.com/>
<http://discoverykids.com/>

- Brainstorm topics
- Read multiple sources about topic as class, including videos
- Individual note taking
- Model class writing of informational text

Product

- Journal writing
- Prewriting notes

Reading Unit 5 lesson 1 *Buffalo Hunt*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Compare and contrast and cause and effect
- Identify evidence used by author to support particular points in text

Social Studies Inquiry *Red Cloud*

Week 2

Writing

Traits

- Idea and Organization
- Mini-lesson: fact and opinion <http://www.brainpop.com/english/writing/factandopinion/>
- <http://www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.html>

Process

- Students will choose a format to use
- Chose a topic to research
- Use graphic organizer to gather information
- Begin rough draft
- Writer's conference and peer groups

Product

- Journal writing
- Notes
- Draft of informational writing

Reading

Unit 5 lesson 3 *Bill Pickett Rodeo Ridin' Cowboy*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Identify evidence used by author to support particular points in text (fact vs. opinion)

Week 3

Writing

Trait

- Word Choice and Voice
- Mini-lesson: word choice adding spicy adjectives
http://writingfix.com/6_Traits/Word_Choice.htm#adjectives
<http://www.smekenseducation.com/word-choice.html>
http://www.scholastic.com/teachers/classroom_solutions/2010/04/unwrapping-the-6-traits-word-choice
<http://www.proteacher.net/discussions/showthread.php?t=386837>

Process

- Draft informational piece

- Writer's conferences and peer groups
- Product

- Journal writing
- Draft of Informational Piece

Reading

Unit 5 lesson *Ghost Towns of the American West*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Cause and effect
- Drawing conclusions

Social Studies Inquiry *John Charles Fremont* (page 560-561) focus on bibliography

Week 4

Writing

Trait

- Word choice and Voice
- Mini-lesson: as needed

Process

- Drafting
- Revising: word choice
- Use a three-column organizer to show revisions

- Revision sample My thinking Writing sample

Product

- Journal Writing
- Draft

Reading

Unit 5 lesson 2 *Journal of Wong Ming Chung* (optional) or teacher's choice

Suggested resources:

<http://www.readwritethink.org/classroom-resources/calendar-activities/gold-discovered-california-1848-20403.html>

- ❖ Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Sequence
- Identify cause and effect related to Westward expansion

Week 5

Writing

Trait

- Conventions
- CQS
- Nouns and verbs used correctly
- Punctuation and quotations
- Word choice

Process

- Peer revision
- Writer's conferences and editing groups

Product

- Journal Writing
- Draft

Reading

McBroom the Rainmaker (optional), Teacher's choice, or novel study

Possible resources: reading a-z point of view pack (westward expansion texts from various pov)

Leveled readers

Novels

Sing Down the Moon Scott O'Dell, *The Sign of the Beaver* Elizabeth George Speare, *Mr. Tucket* Gary Paulsen, etc.

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Answer questions with evidence
- Using evidence to support points

Week 6

Writing

- Journal writing
- Peer editing
- Final draft

Publish and illustrate newspaper article or PROBE page

Benchmark week

- Performance task reading
- Synthesis of unit literature to write about the essential question: In what ways was Westward expansion both a positive and a negative experience?

Materials/Resources

Writers Express page 156-165

Houghton Mifflin English page 398-423

Trait Crate word choice

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

<http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html>

Writing samples <http://bowenpeters.weebly.com/writing.html>

Tompkins, Teaching Writing: Balancing Process and Product page 216-243

Writing lessons specific to Westward Expansion

http://www.heinemann.com/shared/onlineresources/E04717/Grade5/Gr5_SampBendInformationInt.pdf

Mentor Texts

Books on myon.com

Any non-fiction book

ww.readinga_z.com

http://www.readworks.org/search/apachesolr_search/nonfiction%20text?filters=tid%3A42