

# Grade 5 - Unit 3 - Nonfiction: Researching with Texts

## Unit Focus

Nonfiction books will first be sorted into general topics including animals, disasters, technology and history. Students will spend time previewing the broad topics to determine an area of interest. From there, students will select the topic they are most interested in. Each teacher’s classroom will become an authentic research community where students will be temporarily working within that classroom with other students who are interested in similar topics. While in their authentic research community, students will build off of their work from fourth grade by narrowing their focus from a broad topic by developing their own text sets (i.e. animals will be narrowed to endangered animals, narrowed to poaching elephants).

After the research phase is complete, students will use their collected notes to develop and clearly articulate a feature article that has a bias about their topic. Students will write with the purpose of presenting information with a bias, organizing their writing with text structures and text features. The immersion into the genre through the research bend of this unit will imitate the writing styles of the books they read.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RL.5.1)</i></li> <li>○ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently. <i>(CCSS.ELA-LITERACY.RL.5.10)</i></li> </ul> </li> <li>• Reading: Informational Text               <ul style="list-style-type: none"> <li>○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RI.5.1)</i></li> <li>○ Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <i>(CCSS.ELA-</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop an inquiry and bias to pose significant questions for investigation</p> <p>T2 Examine information from multiple sources to make inferences and identify similarities, contradictions and relationships</p> <p>T3 Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others, citing sources appropriately</p> <p>T4 Take notes to summarize and synthesize ideas</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Researchers use text structures to learn from an author and navigate texts.</p> <p>U2 Writers plan text features and structures to organize their writing and guide readers through their article.</p> <p>U3 Researchers take notes and gather information from a variety of sources, paraphrasing and generating ideas and questions while they work.</p> <p>U4 Writers support ideas and claims with evidence, detail and reasoning.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How and why do researchers use text structure while they read and while they take notes?</p> <p>Q2 How and why do writers use text structure and text features?</p> <p>Q3 How do researchers synthesize information from multiple sources?</p> <p>Q4 How do writers revise to match their audience, purpose and message?</p>

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>LITERACY.RI.5.2)</i></p> <ul style="list-style-type: none"> <li>○ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <i>(CCSS.ELA-LITERACY.RI.5.3)</i></li> <li>○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>(CCSS.ELA-LITERACY.RI.5.4)</i></li> <li>○ 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. <i>(CCSS.ELA-LITERACY.RI.5.5)</i></li> <li>○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <i>(CCSS.ELA-LITERACY.RI.5.6)</i></li> <li>○ 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. <i>(CCSS.ELA-LITERACY.RI.5.7)</i></li> <li>○ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <i>(CCSS.ELA-LITERACY.RI.5.8)</i></li> <li>○ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <i>(CCSS.ELA-LITERACY.RI.5.9)</i></li> </ul> <ul style="list-style-type: none"> <li>● Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.5.4)</i> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding. <i>(CCSS.ELA-LITERACY.RF.5.4.A)</i></li> <li>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <i>(CCSS.ELA-</i></li> </ul> </li> </ul>	<p><i>Students will know...</i></p> <p>K1 Authors have a purpose and message.</p> <p>K2 Nonfiction text features and structures.</p> <p>K3 Content Vocabulary: perspective, argument, analyze, evaluate, bias, position, evidence, credibility, persuasive, chronology, comparison, cause/effect, bias, loaded language, bibliography, topic sentence, main idea, supporting details, correlative conjunctions, quotation marks, italics, greek/latin roots, context clues</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using text features to learn about a specific topic.</p> <p>S2 Reading closely when appropriate.</p> <p>S3 Summarizing a nonfiction text.</p> <p>S4 Identifying the main idea and supporting details in a text.</p> <p>S5 Using context and resources to determine the meaning of new vocabulary words.</p> <p>S6 Using quotation marks, italics, or underlining to indicate titles of works.</p> <p>S7 Using correlative conjunctions.</p>

## Stage 1: Desired Results - Key Understandings

- *LITERACY.RF.5.4.B)*
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*
- 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. *(CCSS.ELA-LITERACY.SL.5.1)*
  - 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. *(CCSS.ELA-LITERACY.SL.5.1.A)*
  - Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*
- Speaking & Listening
  - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *(CCSS.ELA-LITERACY.SL.5.2)*
  - 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. *(CCSS.ELA-LITERACY.SL.5.4)*
  - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Stage 1: Desired Results - Key Understandings

*(CCSS.ELA-LITERACY.SL.5.5)*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.5.1)*
  - Use correlative conjunctions (e.g., either/or, neither/nor). *(CCSS.ELA-LITERACY.L.5.1.E)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.5.2)*
  - Use underlining, quotation marks, or italics to indicate titles of works. *(CCSS.ELA-LITERACY.L.5.2.D)*
  - Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.5.2.E)*
- Language
  - 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). *(CCSS.ELA-LITERACY.L.5.6)*

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation. *MM.1.1*
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*