



Grade 5 - Unit 3 - Reading & Writing 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 these broad topics to determine an area of interest. From there, students will select the topic they are most interested in. 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). Teachers will tailor the mini-lesson to include the teaching points from stage 3 but also be more topic-specific based on choices their students have made in their classroom. Teachers will model the research process using materials from the topics students can relate to, but likely not something students in their classroom have chosen.

Students will use their collected notes to develop and clearly articulate a feature article that has a bias/perspective about their topic. Students will write to present 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. Students will end their articles with a call to action, steps the reader(s) can take to help. As a culmination, students will their "expertise" knowledge with their peers during a museum walk share out. They will read a variety of other students' articles and provide them with feedback. Their ability to talk about and write about their chosen topic in detail and with accuracy is the goal.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 5</i> <ul style="list-style-type: none"> ▪ Reading: Informational Text ▪ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.5.1) ▪ Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS.ELA-LITERACY.RI.5.2) ▪ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4) ▪ 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. (CCSS.ELA-LITERACY.RI.5.5) ▪ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS.ELA-LITERACY.RI.5.6) ▪ 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. (CCSS.ELA-LITERACY.RI.5.7) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p> <p>T2 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers identify central ideas in a text by determining key details and noticing patterns in the details.</p> <p>U2 Readers analyze how subject/content presented in two or more formats present different perspectives.</p> <p>U3 Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I determine the central idea of a text?</p> <p>Q2 How can I use multiple texts to deepen my understanding of a topic or theme?</p> <p>Q3 How and why do writers use text structures and text features?</p> <p>Q4 How do I engage my audience throughout my writing?</p>	

Stage 1: Desired Results - Key Understandings

- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (*CCSS.ELA-LITERACY.RI.5.8*)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (*CCSS.ELA-LITERACY.RI.5.9*)
- 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. (*CCSS.ELA-LITERACY.RI.5.10*)
- Know and apply grade-level phonics and word analysis skills in decoding words. (*CCSS.ELA-LITERACY.RF.5.3*)
- 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. (*CCSS.ELA-LITERACY.RF.5.3.A*)
- Read with sufficient accuracy and fluency to support comprehension. (*CCSS.ELA-LITERACY.RF.5.4*)
- Read grade-level text with purpose and understanding. (*CCSS.ELA-LITERACY.RF.5.4.A*)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (*CCSS.ELA-LITERACY.RF.5.4.C*)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*CCSS.ELA-LITERACY.W.5.2*)
- 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. (*CCSS.ELA-LITERACY.W.5.2.A*)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (*CCSS.ELA-LITERACY.W.5.2.B*)
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (*CCSS.ELA-LITERACY.W.5.2.C*)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (*CCSS.ELA-LITERACY.W.5.2.D*)
- Provide a concluding statement or section related to the information or explanation presented. (*CCSS.ELA-LITERACY.W.5.2.E*)
- Writing
- 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.) (*CCSS.ELA-LITERACY.W.5.4*)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*CCSS.ELA-LITERACY.W.5.5*)

- U4** Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors’ purpose.
- U5** Writers choose organizational patterns and techniques to elicit an intended response from the reader.
- U6** Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.
- U7** Clear and focused questions help researchers find desired information.

- Q5** What questions are important to ask? What is worth investigating?
- Q6** How and why do researchers use text structures while they read and take notes?

Acquisition of Knowledge and Skill

Knowledge

- Students will know...*
- K1** Nonfiction text features are elements of a text used to make the text more clear and easier to understand.
 - K2** Nonfiction text structures are the way the text is organized by the author.
 - K3** Bias is when an author focus's their writing on a specific point of view; often not bothering to mention the opposite view.
 - K4** Author's point of view or perspective is how the author feels about the topic (opinions and beliefs).
 - K5** A claim is a statement or point that the author is trying to prove true or convince you to believe.
 - K6** Central idea/main idea is the main focus and big idea of the text supported by examples, details, and explanations.
 - K7** A topic sentence is a complete sentence that expresses the main idea of the paragraph.
 - K8** Text evidence is the reason(s) an author gives to support the way they feel about the topic.

Skill(s)

- Students will be skilled at...*
- S1** Using text features and text structures to learn and take notes about a specific topic.
 - S2** Summarizing a nonfiction text.
 - S3** Identifying the central idea/main idea and supporting details in a text.
 - S4** Using context and resources to determine the meaning of new vocabulary words.
 - S5** Using quotation marks, italics, or underlining to indicate titles of works.
 - S6** Explaining the function of conjunctions in general and their function in particular sentences.
 - S7** Identifying the author's point of view or perspective on a topic.
 - S8** Recognizing morphemes hold their own individual meaning.

Stage 1: Desired Results - Key Understandings

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(CCSS.ELA-LITERACY.W.5.7)*
- 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. *(CCSS.ELA-LITERACY.W.5.8)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.5.1)*
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. *(CCSS.ELA-LITERACY.L.5.1.A)*
- 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)*
- 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. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

K9 A source is a piece of information used to support research; a source can be print or digital. It may be in print or in the form of an image or media.

K10 Vocabulary: correlative conjunctions, italics, quotations.

K11 Morphemes: Base dic, dict = “say, speak, tell”, Base pon, pos, posit = “put, place”, Base sed, sid, sess = “sit, settle”, Base cur, curs, cour, cours = “run, go”, Base rupt = “break”