

Informational Writing: Grade 5

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
<u>Competencies:</u> - Students will demonstrate the ability to compose informative text in order to clearly communicate new knowledge with a specific focus. <u>Content Standards:</u> <u>Text Types and Purposes</u> <u>Production and Distribution of Writing</u> - W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>Production and Distribution of Writing</u> - W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. - 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. - W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <u>Research to Build and Present Knowledge</u> - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. - 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. - W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Range of Writing</u> - 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. <u>Conventions of Standard English</u>	Students will be able to independently use their learning to generalize information from their reading and communicate it effectively.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS Does it matter how information is organized?
	<i>Acquisition</i>	
	Students will know... - that informational text is written for a specific purpose: to inform, describe, or explain. - that research is different from other types of writing. - that the writing process includes prewriting, drafting, revising, editing and publishing. - that choosing appropriate technology resources will enhance the production and publishing of writing. - the function of conjunctions, prepositions, and interjections in general, but also their functions in particular sentences.	Students will be skilled at... - introducing a topic clearly and focusing on the topic by grouping information logically. - developing the topic using facts, definitions, concrete details, quotations or other information and examples related to the topic. - explaining the topic using precise language and domain specific vocabulary. - including formatting, illustrations, multimedia in writing when useful to aiding comprehension. - using words, phrases and clauses to link ideas. - providing a concluding statement related to the information presented. - identifying and using the writing style that best suits the task, purpose and audience.

• L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> • L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		• composing a clear and logical piece of writing that demonstrates an understanding of a specific writing style. • using the writing process to plan, revise and edit informational writing, rewriting when necessary to try a new approach. • identifying and using technology to collaborate, produce, edit, and publish writing. • demonstrating keyboarding skills to type two pages in a single sitting. • using the research process to become more knowledgeable about a topic through investigation of different aspects. • focusing research using literal and inferential questions. • choosing multiple sources to answer the research questions. • analyzing information found in sources to determine if additional information is needed. • recalling and gathering information from print and digital sources about a topic. • summarizing and paraphrasing information when note taking. • creating citations for sources used in research. • determining if textual evidence supports analysis, reflection and/or research. • composing written responses that include textual evidence to support analysis, reflection and/or research. • writing for long or short periods of time depending on the task. • forming and using the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • using verb tense to convey various times, sequences, states, and conditions. recognizing and correcting inappropriate shifts in verb tense. • using correlative conjunctions (e.g., either/or, neither/nor). • using punctuation to separate items in a series.
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		• using commas to separate an introductory element from the rest of the sentence. • using commas to set off the 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 direct address (e.g., Is that you, Steve?). • using underlining, quotation marks, or italics to indicate titles of works. • spelling grade-appropriate words correctly, consulting references as needed. • expanding, combining, and reducing sentences for meaning, reader/listener interest, and style. • comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>make judgements and decisions.</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	