

Unit 2 Writing-Lens of History Research Report

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **October 27-December 22, 2014**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Writing in addition to the goals below incorporate Opinion and Argument Writing from Lucy Calkins Unit of Study:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Link opinion and reasons using words, phrases, and clauses
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance from teachers and peers strengthen writing by planning, editing and revising.
- Draw evidence from literary or info texts; Explain how an author uses reasons and evidence to support particular points in a text
- Write routinely over extended time frames
- Recall relevant information from experiences or gather relevant information from print/digital sources; summarize or paraphrase based on note-taking

Overview for Unit 2 The Lens of History: Research Reports

1-Organizing the Journey Ahead

2-Writing Flash-Drafts

3-Note-Taking and Idea making for Revision

4-Writer of History Pay Attention to Geography

5-Writing to Think

6-Writers of History Draw on a Awareness of Time-lines

7- Assembling and Thinking about information

8-Redrafting Our Research reports

9-Celebrating and Reaching Toward New Goals

10-Drawing Inspiriation from Mentor

11-Primary Source Documents

12-Organizing Information for Drafting

13 Finding a Structure to Let Writing Grow Into

14Finding Multiple Points of View

15-Creating Cohesion

16-Using Text Features to Write Well

17-Crafting Introductions and Conclusions

18-Mentor Texts Help Writers Revise

19- Adding Information inside Sentences

Celebrate

Speaking and Listening

- Engage effectively in a range of collaborative discussions
- Report on a topic or text using descriptive details to support main ideas or themes; speak

clearly at an understandable pace

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking: Verb tenses conjunctions, prepositions, conjunctions
- Demonstrate command of conventions: Punctuation, commas and capitalization
- Acquire and use accurately grade appropriate vocabulary

Interdisciplinary Connections

- Cite specific textual evidence when writing or speaking to support conclusions drawn from the reading
- Draw evidence from literary or informational texts to support analysis, reflection and research
- Identify main ideas and supporting details

21st Century Learning Skills

- Students will collaborate to create a presentation using online resources in order to demonstrate learned content

Standards & Indicators

LA.5.L.5.2.A

Use punctuation to separate items in a series.

LA.5.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.

LA.5.W.5.9

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

LA.5.L.5.2.C	Use a comma 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?).
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
LA.5.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.5.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
LA.5.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
LA.5.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
LA.5.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.5.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.5.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.5.L.5.4.C	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.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
LA.5.RI.5.7	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.
LA.5.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.5.SL.5.1.A	Explicitly draw on previously read text or material and other information known

	about the topic to explore ideas under discussion.
WORK.5-8.9.1.8.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
LA.5.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.5.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.5.RI.5.10	By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
LA.5.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.5.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.5.L.5.6	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).
SOC.6.1.8.CS2	The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
LA.5.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.5.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.5.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
LA.5.RF.5.3.A	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.
LA.5.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.5.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.5.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
LA.5.RI.5.3	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.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
LA.5.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.5.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.5.W.5.4	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 above.)
LA.5.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.
LA.5.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.5.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.5.W.5.6	With some guidance and support from adults and peers, 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.
LA.5.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.5.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.5.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
SOC.6.1.8.2	Colonization and Settlement (1585-1763)
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Central Ideas/Enduring Understandings

Effective writers will introduce a topic clearly and create an organizational structure that has ideas that are logically grouped, and has a conclusion. The writing should be developed with facts, definitions, and concrete details about the topic. Transition words should be used to manage the sequence the events.

Essential/Guiding Questions

How does my knowledge on a topic effect my writing?

How can I use resources to find more information about a topic?

How can I use the main idea to write or orally give a summary?

Content - Students will know...

- How to identify the main idea and supporting details within a paragraph
- How to compare and contrast characters, topics, or events within fiction and non-fiction text
- In order to understand informational text materials should be read twice or more (close reading)
- Write an organized, logically constructed piece with that introduces a topic and states an opinion.

Skills - Students will be skilled at...

- Creating graphic organizers
- The characteristics of informational writing pieces
- Summarizing
- Citing text-based evidence
- Identifying main ideas and supporting details

Stage 2: Assessment Evidence

- writing prompts
- Graphic Organizers
- Writing conferences
- Daily Work
- Rubrics
- Various stages of writing process including final pieces

Performance Task(s)

Other Evidence

Stage 3: Learning Plan

Learning Opportunities/Strategies

- ~ Differentiated instruction across all subjects
- ~ Cooperative and partner collaboration
- ~ Mini-lessons
- ~ Inquiry learning
- ~ Technology to enhance learning topics and to research
- ~ Word walls for vocab development
- ~ Create graphic org to demonstrate skill
- ~ Anchor charts to use as resources
- ~ Close reading
- ~ Note-taking
- ~ Exit slips and other closure activities to re-state objective

Modifications and Reinforcements:

- ~ Differentiating instruction
- ~ Small groups will be used to target instruction
- ~ Various learning tools will be employed (hands on manipulatives, games, centers, computer programs/apps, videos)
- ~ Extra time will be provided as needed
- ~ Reinforcement activities and review sessions will occur as needed during R&E time or whenever applicable
- ~ Listen to audio of the text using CD

Resources

- Science and SS textbooks and leveled readers from Pearson
- iPads
- Lucy Calkins writing program
- Web 2.0 tools (Prezi, SKYPE for Educators, Timetoast, etc)
- Student writing samples
- various articles/ nonfiction text based on student topic
- mentor text on a nonfiction topic (example: Westward Expansion)
- **Possible Texts:**
- "Who Settled the West" by Bobbie Kalman
- "They're Off! The Story of the Pony Express" by Cheryl Harness
- "Amazing and Impossible Erie Canal" by Cheryl Harness