

PROHUMAN CURRICULUM - GRADE 5

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 7: FAIRNESS

LESSON 3: WRITING AN INFORMATIVE TEXT ABOUT FAIRNESS

SUMMARY:

The Prohuman Grade 5 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 7, Lesson 3, “Writing an Informative Text about Fairness,” students will write an informative text about a historical figure of interest who demonstrated fairness. This informative text will examine the subject and convey information clearly.

SUGGESTED TIME: 45 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Conduct a short research project on a person of interest who demonstrated fairness and locate three sources on the chosen subject.
- Demonstrate understanding of the word fairness
- Demonstrate understanding of the conventions of an informative text
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

REQUIRED MATERIALS:

- Prohuman Grade 5 Unit 7 Worksheet 3: Writing an Informative Text about Fairness

VOCABULARY:

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓
CCSS.ELA-LITERACY.RI.5.2	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.5.3	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.	✓

CCSS.ELA-LITERACY.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	✓
CCSS.ELA-LITERACY.RI.5.6	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.5.7	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.	✓
CCSS.ELA-LITERACY.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓
CCSS.ELA-LITERACY.RI.5.10	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.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.RF.5.4.A	Read grade-level text with purpose and understanding.	✓
CCSS.ELA-LITERACY.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓

CCSS.ELA-LITERACY.W.5.2.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.	✓
CCSS.ELA-LITERACY.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓
CCSS.ELA-LITERACY.W.5.2.C	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	✓
CCSS.ELA-LITERACY.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓
CCSS.ELA-LITERACY.W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.	✓
CCSS.ELA-LITERACY.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓
CCSS.ELA-LITERACY.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	✓
CCSS.ELA-LITERACY.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.	✓
CCSS.ELA-LITERACY.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓

CCSS.ELA-LITERACY.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
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CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	Understand and explain the expression “I have the courage to stand up for what is wrong or unfair”	✓
Moral Character B3	Provide an example of a friend or role model who “stood up” for what he or she thought was wrong or unfair	✓
Intellectual Character B4	Demonstrate the ability to analyze data, facts, and information	✓
Civic Character A1	Understand the idea of fairness and the consequences of not being fair, as it relates to breaking rules, playing favorites, or taking advantage of others	✓
Civic Character A4	Explain why it is important for everyone to serve and contribute to their family, school, community, nation, globally	✓
Civic Character B1	Describe how a role model exemplifies fairness	✓
Civic Character B6	Describe how a role model volunteers and contributes to the common good	✓

LESSON PROCEDURE

- 1.) Today we will write an informative text about a historical figure you find interesting who demonstrated fairness.
- 2.) Search online to find a person you would like to write about in your informative text.
- 3.) Find three different websites about your person and read them.
- 4.) Then, write your informative text. Write informative text on the board.
- 5.) Your informative texts should do six things:
 - First, introduce a topic clearly, provide a general observation and focus, and group related information logically.
 - Second, develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Third, link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Fourth, use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Fifth, provide a concluding statement or section related to the information or explanation presented.
 - Sixth, provide a list of sources.

NOTE: Collect and keep the worksheet on the following page for the next day's lesson in which students will share their stories with a partner.

GRADE 5 UNIT 7 WORKSHEET 3: WRITING AN INFORMATIVE TEXT ABOUT FAIRNESS

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ACTIVITY:

Write an informative text about a historical figure that you find interesting who demonstrated fairness. Your text should do the following things:

- 1.) Explain when and where the person was born.
- 2.) Explain how the person showed fairness.
- 3.) Explain what their fairness helped them to accomplish.
- 4.) Explain what you learned from them.
- 5.) Include a list of 3 sources at the end.