



## Unit Planner: Unit 3: Informational Text English Language Arts 5

Sunday, August 1, 2020

\*Archdiocesan Essential Curriculum > 2020-2021 > Grade 5 > English Language Arts > English Language Arts 5 (BP) > Week 10 - Week 16

### Unit 3: Informational Text

#### Stage 1: Desired Results

##### General Information

In this unit, students will focus on learning strategies for reading and understanding informational text as they explore different genres of nonfiction text. Students will learn to summarize and paraphrase text and make inferences based on what is explicitly stated in the text. Students will also begin to learn research skills to cite evidence from informational texts to support ideas in their own writing.

##### Essential Question(s)

- How do we show an understanding of key ideas and details in nonfiction texts?
- What text features help guide a reader to look for content?
- What is the importance of understanding vocabulary while reading non-fiction text?

##### Enduring Understandings and Knowledge

###### Students will understand:

###### Reading

- Summarizing is a critical reading skill in which the reader identifies the topic and key ideas to create a concise overview of the text.
- Differentiating between sources is needed when constructing or developing a topic.
- Identifying the main idea of a text is necessary for comprehension.
- Graphics, maps, and other visual elements are important parts of informational text.
- Successful readers discover the meaning of vocabulary words in order to improve comprehension skills.

###### Writing

- Effective writing occurs by means of a process that can be taught and practiced (planning, drafting, revising, editing, and publishing).
- Written work will consist of correct spelling, grammar, syntax, punctuation and capitalization usage.
- Informative writing occurs by analyzing and comparing examples of previously published text to synthesize effective writing techniques.
- Paraphrasing is an effective method of note taking especially when using a variety of sources.
- A variety of formats can be utilized to share findings and conclusions on research topics.
- Information must be written in logical and sequential order in order to present information accurately.
- Effectively and critically examining and citing evidence from a variety of valid sources is necessary for conducting research and writing

##### Skills

###### Students will be able to:

###### Reading

- Determine the main idea of a text (explicit or inferred) and explain how it is supported by details.
- Determine main ideas of text and key supporting details in order to write summaries of the text.
- Explain events and ideas by describing what happened and why based on details in the text.
- Describe the overall structure of a text or parts of a text.
- Interpret information from text features and explain how it contributes to the overall understanding of the text.
- Summarize an informational text using sequential order.
- Determine the relationships between characters, setting, and events (i.e. cause/effect, problem/solution, sequence).
- Determine and explain how a text is organized, noting points where the organization changes.
- Explain how text features support informational text.
- Interpret illustrations and nonfiction text features to support understanding.
- Review the differences between informational and fictional texts.
- Quote accurately from text when explaining what the text says explicitly and when drawing inferences from the text.

###### Writing

- Develop an informational writing piece that

an informational piece.

### **Speaking and Listening**

- Summarized text information can be presented in diverse media formats which include visual, quantitative, and oral formats.
- Information from a variety of sources is important when speaking about a subject.

### **Language**

- How parts of speech are used to develop a strong sentence.
- Sentence structure is important to developing a well developed paragraph.
- Conjunctions are used in varying sentence types.
- Parts of speech are used to combine sentences.
- Reference materials help them understand content.
- Understanding Greek and Latin roots develop a deeper understanding of the English language.

integrates information from multiple sources in order to write knowledgeably about a topic.

- Use the writing process to develop writing (prewriting, drafting, editing, publishing).
- Develop a strong topic with facts, details, quotes, and relevant information.
- Develop a strong conclusion which summarizes the information on a specific topic.
- Use technology to produce and publish writing.
- Use categorized information in a variety of different ways to accomplish different purposes.
- Apply domain-specific vocabulary to clarify information.
- Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.
- Gather information on a topic and synthesize information from within and across sources.
- Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).
- Generate a list of sources.

### **Speaking and Listening**

- Identify the main idea and supporting details in text or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize text using the main idea and key supporting details.
- Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic.

### **Language**

- Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.
- Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.
- Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.
- Analyze writing models for correct use of conjunctions, prepositions, and interjections.
- Review the use of nouns and identify them as common and proper and concrete and abstract.
- Review the use of correct capitalization for proper nouns.
- Review relative pronouns (who, whose, whom, which, that) and their antecedents in a variety of formats.
- Review how to form and use irregular plural and possessive (singular and plural) nouns correctly.

<p>Connections to Catholic Identity / Other Subjects</p> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>Explain and report on the early examples of self-government, such as the Mayflower Compact and the House of Burgesses (Unit 3: Early Settlements)</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>Explain how the Eucharist is the source and summit of our faith. Use a variety of informational texts, including the Catechism of the Catholic Church.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>active listening</li> <li>adages</li> <li>citations</li> <li>compare/contrast</li> <li>main ideas (explicit or inferred) conclusions</li> <li>concluding statements inquiry</li> <li>connotation</li> <li>non-fiction</li> <li>text features</li> <li>copyright</li> <li>data diagrams</li> <li>evaluating sources</li> <li>generalizations</li> <li>cause/effect</li> <li>figurative language</li> <li>similes and metaphors idioms</li> <li>headings</li> <li>paraphrase</li> <li>plagiarism</li> <li>point of view</li> <li>predictions visualizations</li> <li>primary and secondary sources</li> <li>proverbs</li> <li>denotation</li> <li>quotations</li> <li>restate</li> <li>retell</li> <li>summarize</li> <li>synthesize</li> <li>inferences</li> <li>thesis</li> </ul>
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## Standards & Frameworks Addressed

**MD: College & Career Ready: Reading/ELA Frameworks PreK-5**

**MD: Grade 5**

### Reading: Informational Text

#### Key Ideas and Details

**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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.

#### Craft and Structure

**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RI.5.5. 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.

**Assess how point of view or purpose shapes the content and style of a text.**

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

**Read and comprehend complex literary and informational texts independently and proficiently.**

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.

**Writing**

**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. 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.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

**Production and Distribution of Writing**

**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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.)

**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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.

**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W.5.4. 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.

**Research to Build and Present Knowledge**

**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

W.5.4. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

W.5.4. 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.

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

W.5.4. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9b. 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]").

### **Range of Writing**

**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 tasks, purposes, and audiences.**

W.5.4. 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.

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SL.5.1. 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.

SL.5.1a. 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.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### **Presentation of Knowledge and Ideas**

**Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

SL.5.4. 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.

**Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Language**

#### **Conventions of Standard English**

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in

particular sentences.

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Teaching Ideas/Resources

- [Content Area Expert Resources](#)