

# Unit 4/5/6: Research Reports

Content Area: **English Language Arts**  
Course(s): **Language Arts 5**  
Time Period: **January**  
Length: **January-February 7 weeks**  
Status: **Published**

## Unit Summary

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Students will work on writing informational essays. Because they are so well-versed in essay at this point, the area of focus is how to use the research to craft an essay. Students mainly will focus on the reading to writing aspect and how to analyze their research for quotes, statistics, facts, and details to provide their audience with the most accurate information.

## Standards

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LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.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.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.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.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.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.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.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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]”).
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

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Students will learn to:

- create an informational/explanatory writing piece.
- cite information using a bibliography (MLA).
- understand how to carry out general research independently.
- use a variety of sources to research their topic.
- write an introduction, hook, background knowledge, and thesis.
- use transition words.
- write a conclusion that restates the thesis and offers a final thought.
- organize writing into paragraphs.
- include text features and domain-specific vocabulary.

## Essential Questions

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- How can informational writers explain a complex idea to a novice?
- How does asking questions help to organize research goals?
- Why should informational writers reflect on their notes?
- Why should informational writers organize their notes?
- How does the organization of informational writing on the page help to explain a topic effectively?

## Enduring Understandings

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Students will understand that:

- writing an essay is different from writing a narrative.
- writing an informational essay requires research, taking notes, organizing your notes, and then reflecting on your notes.

## Application

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Students will be able to independently use their learning to:

- write an informational essay.
- research a topic.
- site sources.

## Skills

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The students will be skilled at:

- creating a informational/explanatory writing piece.
- citing information in a bibliography (MLA).
- understanding how to carry out general research independently.
- using a variety of sources to research their topic.
- writing an introduction, hook, background knowledge, and thesis.
- using transition words.
- writing a conclusion that restates the thesis and offers a final thought.
- organizing their writing into paragraphs.
- including text features and domain-specific vocabulary.