

MP3 - Explanatory

Content Area: **Language Arts**
Course(s): **Lang. Arts 5**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- How do authors use common characteristics in their writings?
- What are the characteristics of expository nonfiction books?
- How does the author define words within a sentence?
- How do authors use connectives?
- What is Historical Fiction? What elements in Historical Fiction help to create the scene and story?
- How can you find the author's message in a book? What do these messages mean to the readers?
- How do authors choose to organize nonfiction text?
- What is the true purpose of the theme of a book? What are the differences between fiction and nonfiction themes?
- How do you find and use credible online resources?

Big Ideas

Core Concept:

- Authors and their Works
- Expository
- Context clues
- Connectives
- Historical Fiction
- Author's Message
- Nonfiction Organization
- The purpose of theme
- Online Sources

Mini-Lesson Umbrellas:

- LA.U3 - Studying Authors and Their Processes
- LA.U14 - Studying Expository Nonfiction
- SAS.U5 - Summarizing
- SAS.U2 - Using Context and Word Parts to Understand Vocabulary
- SAS.U3 - Understanding Connectives
- LA.U25 - Studying Historical Fiction
- LA.U8 - Thinking About the Author's Message
- LA.U17 - Noticing How Nonfiction Authors Choose to Organize Information
- LA.U9 - Thinking About Themes

- SAS.U7 - Reading in Digital Environments

Core Reading:

- **Text Set: Caring for Our World:** Can We Save the Tiger?, One Well, Alejandro's Gift, Rachel Carson and Her Book that Changed the World
- **Text Set: Understanding How Things Work:** Ticktock Banneker's Clock, Mr. Ferris and His Wheel, Balloons Over Broadway, Titanic: Disaster at Sea, Skateboards
- **Text Set: Writer's Craft:** Firebird, Black Dog, Encounter
- **Text Set: Historical Fiction:** White Water, Baseball Saved Us, The Bracelet, Coming On Home Soon, The Butterfly
- **Text Set: Exploring Rights and Citizenship:** Rosa, Ida B. Wells, Marching with Aunt Susan, Separate is Never Equal, The Day Gogo Went to Vote
- **Text Set: Author Study-Andrea Davis Pinkney:** Duke Ellington, Boycott Blues, Martin and Mahalia, Sit-In

(Some readings from previous marking periods will be revisited.)

Core Writing: Explanatory Writing Process Piece

Technology Integration

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Activity:

Students will use the internet to help the locate information relative to completing their book report assignment. Students will need to use reliable sources to research information on their books. They will follow step by step instructions on how to create a presentation about their books.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and

individual rights) in establishing a federal government that allows for growth and change over time.

Activity:

Students will have a class discussion on Civil Rights. They will reference the class novels in the “Exploring Rights and Citizenship” Unit (“Rosa”, “Ida B. Wells”, “Marching with Aunt Susan”, “Separate is Never Equal”, “The Day Gogo Went to Vote”). The class will then discuss these issues, bringing up current events in their discussion.

Diversity Integration

Objective: Students will learn about famous protests in the Civil Rights Movement.

Procedure:

1. Each day of the week Language Arts teachers will read one of Andrea Davis Pinkney read alouds.
2. Class will begin each day with an introduction to the text and will be asked what they recall about the previous days’ story.
3. We will then read the book, pausing for explanations of events and questions.
4. After each book we will have conversations about the events we read about.
5. We will end the week with a writing prompt asking the students about a time they had to stand up for something they believed in. This will help them connect their real life experiences to the texts.

Career Education Integration

9.2.5 CAP1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

Connection:

While discussing explanatory writing, the question “*How are ideas and information organized to effectively support a topic?*” will be discussed. Teachers can select nonfiction articles and texts about the workplace to help students investigate all different types of careers.

Enduring Understandings

Anchor Standards

NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature

RL.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.

RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Informational Text

RI.5.1 [M] Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

RI.5.3 [M] 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.

RI.5.4 [M] Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade.

RI.5.5 [M] 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.

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).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Foundational Skills

RF.5.3a [M] Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

RF.5.4a [M] Read grade-level text with purpose and understanding.

RF.5.4c [M] Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

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 Explicitly draw on previously read text or material 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

SL.5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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

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.

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.

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

Writing

- W.5.1b Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a 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.
- 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 paragraphs and sections 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 conclusion related to the information or explanation presented.
- W.5.4 [M] 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.)
- W.5.5 [M] 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 [M] 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.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- 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]”).
- W.5.10 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.

Language

- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.2a [M] Use punctuation to separate items in a series.*
- L.5.2d [M] Use underlining, quotation marks, or italics to indicate titles of works.
- L.5.2e [M] Spell grade-appropriate words correctly, consulting references as needed.
- L.5.4a [M] Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a

word (e.g., photograph, photosynthesis).

L.5.4c 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.

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).

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 5
- Interactive Read Along Grade 5
- Reading Mini-Lessons Grade 5
- Word Study Grade 5