

MP4 - Research

Content Area: **Language Arts**
Course(s): **Lang. Arts 5**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- How do authors use research in their writings?
- How do illustrations contribute to your understanding of the story?
- How do illustrators present information in a clear and interesting way?
- Why do authors use text features? How do they give you additional information?
- How can you use graphic organizers to present your ideas on books?
- What is the purpose of persuasive texts? How do authors use evidence to support their arguments?
- How do you read and use multiple sources to answer a bigger question?
- How can you read like a writer?
- What characteristics are present in fantasy books? What lessons do fantasy books teach? How do fantasy books use symbolism?
- What are tall tales? How do authors use exaggeration in tall tales? Do characters develop in tall tales?
- What are legends? How does culture tie into legends? What elements are usually present in legends?

Big Ideas

Core Concept:

- Authors use of research
- Illustration
- Text Features
- Graphic Organizers
- Persuasive Texts
- Using multiple sources
- Reading like a Writer
- Fantasy
- Tall Tales
- Legends

Mini-Lesson Umbrellas:

- LA.U3 - Studying Authors and Their Processes
- LA.U12 - Studying Illustrators and Analyzing an Illustrator's Craft
- LA.U19 - Learning Information from Illustrations and Graphics
- LA.U20 - Using Text Features to Gain Information
- WAR.U4 - Using Graphic Organizers to Share Thinking About Books
- LA.U15 - Exploring Persuasive Texts
- LA.U18 - Reading and Evaluating Multiple Sources

- LA.U10 - Reading Like a Writer: Analyzing the Writer's Craft
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- LA.U22 - Understanding Fantasy
- LA.U24 - Studying Tall Tales
- LA.U23 - Studying Legends

Core Reading:

- **Text Set: Problem Solving:** Destiny's Gift, Finding the Music, Aliens Ate My Homework
- **Text Set: Illustration Study-Duncan Tonatiuh:** The Princess and the Warrior, Pancho Rabbit, Danza! Amalia Hernandez and El Ballet Folklórico de Mexico, Funny Bones
- **Text Set: Writer's Craft:** Letters from Rifka
- **Text Set: Author Study-Demi:** The Great Voyages of Zheng He, Life of a Genius, The Emperor's New Clothes
- **Text Set: Tall Tales:** Paul Bunyan, Dona Flor, Swamp Angel, Big Jabe, Thunder Rose
- **Text Set: Legends:** Merlin and the Dragons, The Kitchen Knight, The Story of Jumping Mouse, The Legend of White Buffalo Woman, John Henry
- **Text Set: Fantasy:** Tuck Everlasting

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

Core Writing: Research Paper

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Activity:

Students will evaluate the accuracy of online sources as they gather information for their Revolutionary War research projects. Students will research, organize, draft, revise, and edit using Google Docs.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Activity:

Prior to reading *Number the Stars*, the students will create a KWL about the Holocaust to activate prior knowledge. The teacher will provide the students with additional background information as necessary. While reading, the students will discuss the impact of the Holocaust while reading *Number the Stars*. The students will discuss quotes in the book to determine how the children felt during this time and how the war affected their daily lives/behavior.

Enduring Understandings

Anchor Standards

NJSLSA.R4. 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.

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8 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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

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

RL.5.7 [M] 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 [M] 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 [M] 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 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 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the 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.

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

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.

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

RI.5.7 [M] 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.

RI.5.8 [M] 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 [M] 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 [M] 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 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 Read grade-level text with purpose and understanding.

RF.5.4c 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 [M] 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. [M] Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a [M] 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 [M] Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c [M] Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2d [M] Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e [M] Provide a conclusion related to the information or explanation presented.
- 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.)
- 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.
- 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.

W.5.7 [M] Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8 [M] 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.

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 [M] 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 [M] 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.

Language

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.5.4a 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 [M] 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.5.5a [M] Interpret figurative language, including similes and metaphors, in context.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

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

