Unit 5- Expository Nonfiction

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **MP2-3**
Length: **7 weeks**
Status: **Published**

Big Ideas

- Expository Nonfiction
- Research Skills
- Note Taking
- Audience and Purpose

Essential Questions

- How can I use the internet effectively to find information?
- How can I tell if a website is reliable?
- How do I organize my research prior to writing?
- How do I determine my purpose of writing and what do I hope my audience will take from reading it?

Handwriting and Spelling

Handwriting:

Students are reintroduced to the cursive letters. Modeling is done to show the students how to connect the letters. Students are tasked with writing their spelling words in cursive monthly.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 5. Spelling Packets are given to the students to work on throughout the month. Activities include: write the word three times, alphabetize the words, write words in cursive, create sentences using the words, and word search. One formal 20-word spelling test will be given at the end of this unit.

(One-two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Speaking and Listening:

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

Writing:

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

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

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

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

W.IW.5.2e Provide a conclusion related to the information or explanation presented.

W.WR.5.5 Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and

finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.WP.5.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.5.4d With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.5.4a Consider audience, purpose, and intent before writing.

W.WP.5.4b Plan appropriately to use specialized, topic-specific language appropriate for the audience,

purpose and subject matter.

Language:

L.VL.5.2c 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.WF.5.2h Spell grade appropriate words correctly, consulting references as needed.

L.WF.5.2a Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2b Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.KL.5.1b Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.WF.5.2e. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

Assessments

Writing Piece Rubric

Resources

Being a Writer: Expository Nonfiction Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- Discover Saturn by Georgia Beth
- North America by Tim Harris
- "Machu Picchu" adapted from Ducksters
- Stickmen's Guide to Oceans in Layers by Catherine Chambers