Unit 2 - Informational/Expository/Opinion

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will focus on informational/explanatory writing. Students will use real world experiences in writing to elaborate on specific topics. Students will use text-based materials to create a writing citing textual evidence to support ideas. The writer will include a strong introduction indicating the purpose of writing. Writer organizes ideas, concepts, and information in a logical order. The writer includes relevant facts, definitions, details, quotations, or other information to develop thoughts indicated within writing. Transitions are used within writing to connect ideas within categories of details. A conclusion is included to summarize thoughts and ideas throughout the writing.
Students will focus on opinion or argumentative writing. Students will read text and cite information from the text to support opinion. The writer introduces the piece by stating a strong opinion and supports this opinion with well-organized reasons and evidence. The writer uses words and phrases to clarify the relationship between reasons. The writer includes a concluding statement that supports their opinion and summarizes ideas from the writing. A formal writing style is established and maintained throughout complete writing. The writer demonstrates command of grade appropriate conventions including spelling, punctuation, and capitalization. Students will continue to work to develop and build their vocabulary.

Enduring Understandings

Good writers determine the task of writing and form personal opinions.
Good writers use real facts and researched facts to show evidence that supports your position.

Essential Questions

How do good writers express themselves?
How does a writer support an opinion?
How does a good writer make connections?

Learning Objectives

Interpret writing prompts and determine correct audience, task, and purpose.
Write to explanatory/informative prompts.
Write to opinion pieces.
Use evidence from resources to support opinions or ideas.
Read writing prompts/tasks and decipher task, audience, and purpose.
Build powerful introduction paragraphs including attention grabber, topic, opinion, and details.
Create a strong conclusion that brings writing to an ending.
Create writing pieces citing evidence from text.

Apply knowledge of grammar to enhance writing skills.
Determine and clarify meaning of unknown words to build vocabulary.
Read text- complete writing piece incorporating facts from the story.
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Cursive Handwriting
Reviewing foundational skills for reading and writing cursive handwriting.
Formulating letters and words utilizing cursive handwriting.
Creating accurate stroke sequence, letter size, and connections.

Standards: Content

L.WF	Foundational Skills: Writing Language
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
L.WF.5.2.D	Distinguish between frequently confused words.
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.VL.5.2.C	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.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
L.VI.5.3.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
R	Reading
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.TS.5.4	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.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
W	Writing
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.AW.5.1.D	Provide a conclusion related to the opinion presented.
W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.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 aid in comprehension.
W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
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.
SL	Speaking and Listening
SL.PE.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.PI.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.

Standards: Interdisciplinary

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
Summative	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. Clifter Handwriting Tool (University of Iowa Reading Research Center), Carson Dellosa Education Handwriting: Cursive Workbook Grade 3-5,

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		