

English Language Arts – *Draft* Grade 5 English curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Unit 4: Questioning History

Duration: 8-10 weeks

Essential Questions:

- How do we craft questions that deepen our understanding of a specific topic?
- How do we know a source is credible?
- How do we organize our information to create a cohesive writing piece?
- How do patterns of cause/effect manifest themselves in the chronology of history?

Enduring Understandings:

- All research begins with a question.
- Not all sources are relevant, reliable and able to be verified.
- A cohesive writing piece has a logical progression of ideas from beginning to end and utilizes an effective introduction and conclusion for the audience and purpose.
- Events are actions and reactions that create change, which parallels how stories are told and written.

Summative Assessment:

Students will use a question to guide research around a key event relating to the American Revolution. The project must demonstrate an understanding of where and how to find answers to their guiding question. Students will be provided possible topics, and select from the menu of choices below:

- Technology: Powerpoint, Glog, video
- Visual: poster, diorama, (with written explanation explanation)
- Writing: short story, analytic essay, graphic novel (with understanding that students will have to learn about the structure and elements of the graphic novel if they choose this option).

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<p>KNOWLEDGE <i>Students will understand...</i></p> <ul style="list-style-type: none"> • How to develop questions that involve thoughtful inquiry • Information must be verified through multiple sources to be considered credible. • How to organize information into notes • How to use the notes to structure a non-fiction writing piece. • How non-fiction writing is organized with a specific structure such as cause/effect, problem/solution, or logical-sequential (chronological order). • All events in history do not happen independently or in isolation, but as a result of actions/reactions. 		<p>SKILLS <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Develop a question to guide a research project • Verify sources for reliability • Read a source and pull out information relevant to their guiding question. • Students will put information into their own words • Students will use their notes to determine the best organizational structure for their purpose. • Connect a key event in the founding of our country to a cause and/or an outcome. 	
Vocabulary	Standards	Instructional Activities	Formative Assessments
<p>Issue</p> <p>Outcome</p> <p>Cause</p> <p>Effect</p> <p>Catalyst</p> <p>Research</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Bias</p> <p>Credibility</p>	<p>Reading</p> <p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject areas.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important</p>	<p><u>Routine Writing</u> Note-taking Journal entries Question generating</p> <p><u>Analytical Writing</u> Crafting questions-guided inquiry Essay writing regarding point of view and key events Script writing Open-response question related to cause/effect of an issue in the American Revolution Debate: Loyalist/Patriots, or pro-war/civil disobedience Relate idea of revolution to current events in Arab Spring</p> <p><u>Narrative (1-2)</u> Personal reflection on genre and topic Quick point-of-view piece about something that happened in a book like: <i>Redcoats and Petticoats</i>, <i>Tolliver's Secret</i>, <i>Katie's Trunk</i></p> <p>Prompt: how do we facilitate effective change in our lives?</p>	<ul style="list-style-type: none"> • Open Response questions <ul style="list-style-type: none"> ○ Key Events in the Revolution • Conference notes from meeting with students regarding their research • Note-taking turn in • Letters to teachers (from the Lucy Calkins Writing program)

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<p>Loyalist/Patriot Revolution</p>	<p>similarities and differences in the point of view they represent.</p> <p>RI 5.7 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.</p> <p>RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Writing</p> <p>W 5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W 5.2c Link ideas within and across</p>	<p>Other</p>	
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	<p>categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 5.2e Provide a concluding statement or section related to the information or explanation provided.</p> <p>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.)</p> <p>W 5.6 With some guidance and support from adults, use technology, including the Internet to produce, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in</p>		
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	<p>notes and finished work, and provide a list of sources.</p> <p>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]”).</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening:</u></p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none">a. Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussionb. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific		
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questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL5.3 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.

SL5.4 Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language:

L5.2d Use underlining, quotation marks, or italics to indicate titles of works.

L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.

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<p>Reading Selections (short) <i>Katie’s Trunk</i> <i>Redcoats and Petticoats</i> <i>Focus on U.S. History: The Era of Revolution and Nation Forming</i></p> <ul style="list-style-type: none"> • <i>Voices of Dissent, Voices of Consent</i> • <i>Loyalist or Patriot?</i> • <i>One Event, Two Pairs of Eyes</i> <p><i>Liberty!</i> (select pages) <i>Causes of the American Revolution: Focus on Boston</i> <i>Primary Sources: American Revolution</i> <i>Voices from America’s Past: Colonial Life</i> <i>People Who Changed America: Fight for Freedom</i> <i>British Loyalists in the Revolutionary Era</i> <i>Patriotic Tales of the American Revolution</i></p>	<p>Reading Selections (extended) <i>Magic Tree House Research Guide: American Revolution</i></p>	<p>Other Resources: (links, media, technology) Lucy Calkins Units of Study: <i>The Lens of History</i></p> <p>National Geographic Picture Pack Liberty Kids</p>
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