



Grade 5

Expository Units

Unit 1: Author's—Make Your Case!

Unit 2: Search and Research

Unit 3: The Art of Persuasion

Unit 4: Under Investigation: Open Forum!

Fifth Grade Expository Units of Inquiry

Essential Learnings

Students construct understanding of grade level appropriate expository texts through the thoughtful analysis of content, organization, purpose, and perspective. Students articulate cohesive interpretations in order to synthesize and critique information as they establish their own positions and perspectives (orally and in writing). They consider the ways in which authors present ideas, concepts, and issues and the impact, or potential impact, of these authorial decisions. Knowledge of text forms, structures, features, and language are used effectively and flexibly to anticipate and support the reading, writing, speaking, and listening work.

Grade 5 Expository Unit 1 of 4: Authors -- Make Your Case

In this unit students apply their understanding of expository text to anticipate and support their reading work, advance their content knowledge, and interpret the author's intent and bias, orally and in writing. Interpretations and responses are convincingly supported as students integrate evidence from the text, prior knowledge and experience, and information from other texts. Students understand the ways in which authors use text structures (i.e., compare-contrast, cause-effect, problem-solution, chronology, description), features, and language to convey ideas and information. Students analyze and critique the author's choice of forms, structures, and features for an intended purpose and audience. They use a variety of strategies to synthesize and convey information (i.e., summarize information, note-taking). Students consider how authorial decisions impact presentation and clarity in order to inform their writing and reading. Students compose and present expository texts using forms, structures, features, and language that appropriately and effectively communicate their purpose to an audience.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings).

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational text and the impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0-2.4)
- Evaluate how well text features and structures support or fail to support the author's intent (RC 2.0, 2.1, 2.4; FW p. 119)

- Analyze information from multiple sources to form and defend a clear position on issues/ideas (RC 2.0, 2.5; FW p. 119)
- Select form, structures, features, and language appropriate to a clearly identified purpose and audience in crafting expository compositions (WS 1.0, 1.1; WA 2.0, 2.3; FW p. 120-121)
- Summarize informational text to demonstrate understanding in a variety of contexts and for a variety of purposes (RC 2.0, 2.3; WS 1.0, 1.2; LS 1.0, 1.4; SA 2.0, 2.2; FW p. 120-123)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW p. 121-123)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW p. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW p. 98, 122-123)
- Use language and conventions appropriate to the text organization (e.g. cause and effect, sequence, compare and contrast) to compose and present information (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW p. 120-123)

Grade 5 Expository Unit 2 of 4: Search and Research

In this unit students engage in the research process to create multi-paragraph documents of at least 500-700 words (~1-2 pages) organized around a coherent thesis statement on a variety of self-selected topics and issues. Students understand that research is more than a simple gathering of information. Research is a process of asking relevant questions about significant issues, and investigating, analyzing, and synthesizing information (to include critical analysis, insightful interpretations and relevant supports) and making decisions about the presentation of their findings. Students determine essential vs. non-essential information within and across texts in order to interpret the author's purpose, perspective, and bias throughout their investigations. They discuss the author's perspective on a given topic or issue and critique the degree to which the author's supporting evidence is effective or relevant. Determining the accuracy and relevance of authors' facts, supported inferences, and opinions will inform students' synthesis and critique of ideas and information from multiple sources and provide a foundation on which they form their own perspective on the issue. Students frame questions around a controlling idea to direct their investigations and revise/edit their manuscripts to improve the meaning and focus of their research writing. They select a focus, organizational structure, and point of view for oral presentations.

Outcomes:

Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings)

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational texts and the impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Understand and clearly articulate the purpose of research resources (WS 1.0, 1.3, 1.4, 1.5; FW pp. 119, 121-123)
- Demonstrate their understanding of the distinction between facts and supported inferences and opinions (RC 2.0, 2.4, 2.5; FW p. 119)
- Critique the relevance and accuracy of ideas, information, issues, and/or events from multiple sources to establish an informed personal perspective (RC 2.5; WA 2.0, 2.3; FW p. 119)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW pp. 121-123)

- Distinguish and use organizational structures that are appropriate for different audiences and purposes (RC 2.0, 2.1, 2.2; WS 1.2, 1.3, 1.4, 1.5, 1.6)
- Use language and conventions appropriate to the text organization (e.g., cause and effect, sequential, compare and contrast) to compose and present information (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)
- Employ appropriate editing and revision strategies to clarify meaning (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)

Grade 5 Expository Unit 3 of 4: The Art of Persuasion

In this unit, students understand the structures and purposes of persuasive texts. Using their growing knowledge of the research process (see Search and Research Unit) students closely analyze persuasive texts to determine the issues, author's intent, position, possible biases, and intended audience. They interpret and use persuasive techniques, features, and language (e.g., emotive language, exaggerations, bias, rhetorical questions, rule of three). Students critique the effectiveness of the author's attempt to influence the reader. They effectively communicate and support their own positions in text-based discussions, in their own persuasive compositions, and in oral presentations. Students interrogate and deconstruct the images, slogans, and ideas presented in a variety of texts (e.g., advertisements, Internet information, textbooks) in order to reveal authors' intent, position, and bias. Students frame questions to direct their investigations and revise/edit their manuscripts to improve the meaning and focus of their persuasive writing. They select a focus, organizational structure, and point of view for oral presentations.

Outcomes:

Literacy units encompass all domains: reading, writing, listening and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings)

Students are able to:

- Question, interpret, and clearly articulate their understanding of persuasive text and the impact of authorial intent, position, and bias as they respond to texts (orally and in writing) (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119-123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Understand and clearly articulate the purpose of persuasive texts (RC 2.0, 2.3, 2.4)
- Analyze and differentiate the use of media to convey a message for a specific purpose and audience (e.g., information, entertainment, persuasion, interpretation of events, transmission, and influence of culture (RC 2.0-2.5; LS 1.7, 1.8; FW pp. 119, 122-123)
- Critique the strategic use and impact of persuasive structures, features, techniques, and language to make and convey meaning for a variety of purposes, contexts, and audiences (RC 2.0-2.5; LS 1.0, 1.7, 1.8; FW pp. 119, 122-123)
- Evaluate and analyze the relevance of information and degree of bias in text by distinguishing facts, supported inferences, and opinions (RC 2.0, 2.5; FW p. 119)
- Identify, analyze and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities) (RC 2.0, 2.1, 2.2, 2.5; LS 1.0, 1.7; FW p. 119)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)

- Identify logical fallacies used in oral presentations and media messages (RC 2.0-2.2, 2.5; LS 1.7, 1.8; FW pp. 122-123)
- Convey and defend a personal position on a self-selected issue and support with convincing evidence using appropriate persuasive structures, features, techniques, and language orally and in writing (RC 2.0, 2.4; WS 1.0, 1.2; WA 2.0, 2.4; LS 1.0, 1.4, 1.5, 1.6)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Consider audience (e.g., pre-conceptions, bias, prior knowledge) when crafting a persuasive text or presentation (WA 2.0, 2.4; LS 1.0, 1.4, 1.5, 1.6; SA 2.0, 2.2)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)

Grade 5 Expository Unit 4 of 4: Under Investigation: Open Forum!

In this unit students extend and apply their knowledge of the research process to develop and articulate their own stance on a variety of self-selected issues or topics organized around a coherent thesis statement. They again engage in and use the research process, asking relevant questions about significant issues, and investigating, analyzing, and synthesizing information (to include critical analysis, insightful interpretations and relevant supports. They self-select from a variety of presentation forms (e.g., brochure, advertisement, poster report, photo essay, book, power point presentation, research report, persuasive composition, debate). Students demonstrate their ability to use multiple resources and genres (e.g., books, biographies, informational texts, periodicals, Internet, speakers, interviews, multi-media). Students work in partnerships, small groups and/or individually as they read, write, discuss, and report on their own investigations. As part of their inquiry, students have the option to conduct original experiments, surveys, and investigations.

Outcomes:

Literacy units encompass all domains: reading, writing, listening and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository texts" (RC 2.0). (Note: expository units will include narrative readings and narrative units will include expository readings)

Students are able to:

- Question, interpret, and clearly articulate their understanding of informational texts and the impact of authorial intent and bias as they respond to texts (RC 2.0- 2.5; WS 1.2; LS 1.1, 1.2, 1.3; SA 2.2; FW p. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support using textual evidence and prior knowledge (RC 2.0-2.4)
- Use organizational features of a variety of research materials (e.g., citations, end notes, bibliographic references) to locate relevant information (WS 1.3)
- Frame questions to narrow the scope of their inquiry to investigate an important feature of their subject (WS 2.0, 2.3; WA 2.0, 2.3; LS 1.0, 1.4; SA 2.0, 2.2)
- Take notes as a strategy for gathering, organizing and reporting relevant information (FW pp. 121-123)
- Self-select purpose, topic, audience, and form for oral and/or written presentations (WA 2.0-2.4; LS 1.0, 1.4; SA 2.0, 2.2)
- Distinguish and use organizational structures that are appropriate for different audiences and purposes (RC 2.0-2.2; WS 1.0-1.6)
- Employ appropriate editing and revision strategies to clarify meaning and strengthen their positions (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written informational texts for oral presentations (LS 1.0, 1.4-1.5; SA 2.2; FW pp. 98, 122-123)