

Grade 5, Unit 3
Integrating Multiple Texts to Support Research

Pacing Guide: This unit is designed to be implemented in the course of **25 days** with **3 buffer days** for a total of **28 days**.

Unit Overview: In this unit, students will use multiple sources on the same topic in order to write and speak about the subject knowledgeably. Students will learn the research process; choose a topic, develop guiding questions, find reliable sources, and take notes. Students will use their information to create a research paper which they will turn into a short report in the form of a newscast.	
Essential Questions and Big Ideas Addressed in this Unit	
Essential Questions: What are the steps in a research project? Why do readers and writers need to read a variety of sources on a particular topic? How do authors convey information clearly and accurately? How do writers integrate the material they have gathered and present it in an unbiased and informative manner? Why do writers need to quote reliable sources clearly and accurately?	Big Ideas (Possible Responses to the Essential Questions): -The research process involves asking questions, finding sources, making notes and putting them together as you form answers to the questions. -Students gain information and a broader understanding of a topic by reading and examining several sources about the topic. -Students write about different aspects of a topic by researching information from a variety of sources. 3. Students produce short research projects around a central idea supported by relevant details and accurately quoted sources in an unbiased manner.
Common Core Reading Standards Highlighted in this Unit	Common Core Language Standards Highlighted in this Unit

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<p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details.</p>	<p>L5.1e USE correlative conjunctions.</p> <p>L5.3a EXPAND, COMBINE, AND REDUCE SENTENCES for meaning, reader/listener interest, and style.</p> <p>L5.4b USE common grade appropriate Greek and Latin affixes and roots as clues to the meaning of the word.</p> <p>L5.4c CONSULT reference materials, both print and digital, to FIND the pronunciation and DETERMINE OR CLARIFY the precise meaning of key words and phrases and to IDENTIFY alternate word choices in all content areas.</p>
<p>Common Core Writing Standards Highlighted in this Unit</p>	<p>Common Core Speaking and Listening Standards Highlighted in this Unit</p>
<p>W5.2 WRITE informative/explanatory text to EXAMINE a topic and CONVEY ideas and information clearly.</p> <p style="padding-left: 20px;">a. 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 style="padding-left: 20px;">b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p style="padding-left: 20px;">c. Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)</p> <p style="padding-left: 20px;">d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p style="padding-left: 20px;">e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W5.7 CONDUCT SHORT RESEARCH PROJECTS that use several sources to build knowledge through INVESTIGATION of different aspects of a topic.</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

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Supporting Standards in this Unit:

RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate the answer to a question quickly, or to solve a problem efficiently.

RI5.3 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.

RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

W5.6 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.

W5.8 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 source.

Learning Experiences

Experience 1:

Students will be able to identify a topic for research, articulate reasons for the topic choice, and create guiding questions for research.

Experience 2: Students will be able to analyze information from multiple sources, determine which information is relevant to the research, and paraphrase important information into notes.

Experience 3: Students will be able to synthesize information from multiple sources and produce a multi-paragraph informational report. Students will be able to expand, combine, and reduce sentences in order to formulate complex sentences using academic language appropriate to the topic.

Experience 4: Students will be able to orally report on a topic, sequencing ideas logically and using formal English. They will speak clearly at an understandable pace.

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Possible Engaging Scenario:

The local news station is in need of your help! Lately, they are losing viewers due to a lack of reports dealing with the issues of climate change, conservation & the environment. Luckily, the class has been selected to help alleviate this issue. They will conduct research on these topics and submit student-made newscasts (based on their investigations) which will increase the number of segments dedicated to these topics and hopefully attract a larger viewing audience.

Your challenge is to take on the role of a “News Reporter,” and create a news story that reports on an environmental problem that you feel is a pressing issue in the world today. You will need to research specific facts about the environmental issue that you choose and report those facts in an unbiased manner. You will also have to submit your research, in the form of a research paper, to your station manager. Your research must include the causes and effects, as well as possible solutions that will help decrease how severe of an issue it is. However, you must report all information in an unbiased or neutral manner and not present your opinion about the information you are reporting. Be sure to quote your sources accurately.

Note to teachers: While the topics being explored in this unit are often open to debate and/or controversial, this is an unbiased research paper, reporting the facts without opinion. An opinion piece, with research incorporated, will be completed in Unit 7. These same research topics may be revisited during that time, and further developed to reflect the students’ opinions on the information they have gleaned.

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<p>Learning Targets for Task 1 (1-2 days)</p> <p>I can identify a topic for research and provide a rationale for my choice.</p> <p>I can create guiding questions for my research, and organize my note taking system.</p> <p>I can articulate the reasons for my topic choice.</p> <p>I can use context clues and common Greek and Latin affixes and roots to figure out the meaning of words.</p>	
<p>Concepts/Teaching Points for Task 1</p> <ul style="list-style-type: none"> • Researchers narrow a broad subject into a manageable topic in order to effectively research. • Researchers develop guiding questions to guide their research. (Examples could be: What is the problem? What caused the problem? Why is it a problem? How does it relate to...? Who/what does it affect? What possible solutions are does your research suggest?) • In order to organize notes, researchers set up note taking pages that include their guiding questions. 	
<p>Task 1 Detailed</p> <ul style="list-style-type: none"> • Students participate in shared reading (text attached) to familiarize themselves with the various topics regarding climate change. Co-create list of possible topics. • Students choose a topic/environmental problem they wish to research by referencing the class chart on each topic. • Students develop possible questions to research (These question stems could be developed as class on a co-constructed chart. Students will adapt the questions to fit their research topic. Example in teaching strategies) • Students will set up their note taking page, using their questions, according to teacher's examples. 	
<p>Possible Teaching Strategies (see attached sample lesson for more ideas)</p> <p>During shared reading, introduce students to the issues and subtopics around climate change by reading the text <i>Environmental Issues Facing Our Planet</i> (see resources and playlist). Teacher may decide to expand topic list, put students in groups, etc...</p> <p>Students should decide which topic to research, based on their passion and interests.</p> <p>Teacher should choose one topic to research with class as a model and for partner practice.</p> <p>Model narrowing topic and articulating reason for that choice: Pollution is a really large topic, what aspect of this topic am I most interested in researching? E.g., There are many types of pollution. What aspect interests me most? Some possible topics include Great Pacific Garbage Patch, air pollution and the pollution of the water table... "I am going to choose to research the topic of the Great Pacific</p>	<p>Levels of Support</p> <p>Shared Reading</p> <p>Independent</p> <p>Model/Shared Reading</p>

<p>Garbage Patch because...” Students should work with a partner to articulate their choice of topic.</p> <p>Model developing guiding questions and help students create question stems. Discuss the differences between “thick” and “thin” questions, steering students toward “how and why” questions rather than questions that provide limited scope for research. Thick questions help you dig deeper. You may have to read more than one text and synthesize the ideas to answer a good, thick question. Question stems can be developed as class on a co-constructed chart. Students can then modify the stems to fit their research topic.</p> <p>Example: What is the impact of...? Becomes: What is the impact of deforestation on the environment? How does this relate to...? Becomes: How does deforestation relate to climate change?</p> <p>Teachers should decide on a preferred note taking system (suggestions include “Paper Port” on ipads, OneNote, two column notes in Word). Students should put a research question on each page or in each section so that when they find material, they have a system for recording.</p>	<p>Orally with partners</p> <p>Shared Writing</p> <p>Partner practice</p> <p>Independent</p> <p>Model/Shared Writing</p> <p>Independent</p>
<p>Small Group Instruction During this unit, small group instruction could focus on informational text: determining importance, finding main ideas, using features and structure to help you read, recognizing bias, finding answers to “thick” questions.</p>	<p>Guided groups (on instructional level or use a “stretch” text)</p>
<p>Opportunities for Language Development</p>	
<p>Language/Word Study Work Lessons should be based on reading work: Determining meaning using Greek and Latin affixes and roots, context clues, and reference materials when needed.</p>	
<p>Guiding Questions for Formative Assessment (Reteaching may be needed based on results)</p> <ul style="list-style-type: none"> ○ Has the student chosen an appropriate topic for research? ○ Does the student have guiding questions that will guide research? ○ Are note taking pages set up and organized? 	
<p>Resources</p>	

See playlist for text, *Environmental Issues Facing Our Planet* as well as for possible websites for research

Graphic of the research cycle:

<http://www.sandi.net/page/1225>

<http://inhabitat.com/7-biggest-threats-to-the-environment-why-we-still-need-earth-day/earth-lake-michigan/?extend=1>

<http://planetearthherald.com/top-10-environmental-issues/>

<http://epa.gov/climatestudents/impacts/signs/sea-level.html>

Thick vs. Thin Questions: <http://www.youtube.com/watch?v=GpDRj5TgSh8>

<p>Learning Targets for Task 2 (6-8 days)</p> <p>I can analyze information from multiple sources and determine which information is relevant to answer guiding questions.</p> <p>I can paraphrase information and organize it into notes.</p> <p>I can articulate the reasons why researchers use multiple sources of information.</p> <p>I can use context clues and common Greek and Latin affixes and roots to figure out the meaning of words.</p>	
<p>Concepts/Teaching Points for Task 2</p> <ul style="list-style-type: none"> • Researchers use multiple sources to investigate a topic and gather information in order to get a wide perspective about an issue or topic. Multiple sources also help with credibility by cross checking facts. 	
<p>Task 2 Detailed</p> <ul style="list-style-type: none"> • Students locate texts, or use those provided by teachers, to conduct their research. Teacher may wish to discuss credibility of sources here (this is not a 5th grade standard, but is an important concept). • Students read and research topic, taking notes based on guiding questions using multiple sources over multiple days- locating appropriate articles, facts, quotes, definitions, and concrete details • Students determine which information is relevant and important enough to include in their notes. Students paraphrase information, as well as choosing a few key details to quote directly. • Students take notes following the model teacher has presented. • Students use the organizational tool the teacher modeled to take notes. • Students distinguish the information from various sources by using highlighters, different colored ink, spacing in notes, etc... 	
<p>Possible Teaching Strategies (see attached sample lesson for more ideas)</p> <p>-Class discussion on the importance of using multiple sources when investigating a topic. First have students articulate with a partner why they believe it is important to use multiple sources. Gather ideas and elaborate. End with partner talk again, having students practice expanding their thoughts on the subject using academic language.</p> <p>-Model skimming and scanning headings, introductions, etc... to determine if a text should be used to help answer guiding questions.</p> <p>- Model analyzing text to determine if information will</p>	<p>Levels of Support</p> <p>Class discussion</p> <p>Partner talk</p> <p>Model/shared reading</p> <p>Partner talk</p>

<p>help answer guiding questions. Release this work to students so that in partnerships they practice (using the teacher’s topic)</p> <p>-Model gathering, analyzing, paraphrasing and organizing information from multiple sources. Release this work to students to practice in partnerships. It may be helpful to have students distinguish information from various sources by using highlighters, different colored ink, or spacing in notes. This may help with organization.</p> <p>- Model rereading text, determining which information is important enough to quote directly (based on the impact it will have on the reader), and how to quote source accurately, including correct punctuation.</p> <p>-Model distinguishing between facts/opinions, and how to analyze the author’s language in order to recognize bias.</p> <p>Students will spend time each day researching, determining importance, paraphrasing and organizing notes.</p> <p>Teacher circulates, noting which skills students need to continue practicing during subsequent shared reading and writing lessons.</p>	<p>Shared writing</p> <p>Shared reading/writing</p> <p>Independent reading/writing/researching</p>
<p>Small Group Instruction</p> <p>During this unit, small group instruction could focus on informational text: determining importance, distinguishing between central ideas and supporting details, using features and structure to help you read, analyzing language in order to recognize bias, finding answers to “thick” questions.</p>	<p>Guided groups (on instructional level or use a “stretch” text)</p>
<p>Opportunities for Language Development</p>	
<p>Language/Word Study Work</p> <p>Language lessons continue to focus on reading, including determining meaning of unknown words, deconstructing complex sentences to understand meaning, author’s craft around the deliberate use of powerful language. Teachers should analyze the texts being used during shared reading for language demands and challenges. The skill of paraphrasing should continue to be practiced toward mastery.</p>	
<p>Guiding Questions for Formative Assessment (Reteaching may be needed based on results)</p> <ul style="list-style-type: none"> ○ Is the student able to locate information that answers guiding questions? ○ Is the student able to paraphrase the information? ○ Has the student chosen some information to quote directly? 	

Resources

See playlist for websites students can use for research. Students can also use Destiny Webpath Express (<http://destiny.sandi.net>) click on your school, click on “catalog” and then on the left- “webpath express” and then type in search term. Students should look for things that would be relevant, and readable for their grade level.

Here is the link to EEI curriculum units- connections to Social Studies and Science-
<http://www.californiaeei.org/Curriculum/default.htm>

Learning Targets for Task 3 (8-10 days)

I can synthesize information from several sources and produce a multi-paragraph informational report.

I can formulate complex sentences using academic language appropriate to the topic.

I can expand, combine, and reduce sentences as needed to revise my writing for clarity.

Concepts/Teaching Points for Task 3

- An informational report has a specific structure which includes a purposeful introduction, body paragraphs with evidence and supporting details, and a conclusion that does not repeat the introduction, but synthesizes the key information from the text.
- Before beginning to write, researchers synthesize notes from all sources and formulate their own thoughts in response to the guiding questions.
- In order to help with organization, it is important to plan or outline before beginning to write an informational report.
- A thesis statement
- It is important to revise revising writing for content and craft.

Task 3 Detailed

- Using the notes from task two, students will synthesize information into a research paper.

- Students will organize notes into topic specific paragraphs.
- Students will accurately paraphrase or use quotations from their notes.
- Students will construct an introductory paragraph that includes the thesis of the research paper.
- Students will write supporting paragraphs with complex sentences that include details and examples to support the central idea.
- The report will be an expository report, without students interjecting their own bias into the paper.
- Students will write a concluding paragraph that succinctly closes their research paper.
- Students will include a bibliography of their sources.

Possible Teaching Strategies (see attached sample lesson for more ideas)	Levels of Support
<p>-During shared reading, deconstruct well-written, grade level informational pieces, identifying the features that make the pieces good. The focus now switches to writing, so pieces should be reread with an emphasis on author’s craft and structure. These pieces serve as mentor texts for teaching the craft of report writing. Especially highlight the development of well -constructed sentences, as students will be revising to expand, combine, and reduce sentences as needed in their own writing. Also highlight the use of academic vocabulary that is specific to the topic as well as “formal” academic language used for report writing. Students should practice this as part of the language/word study work during this task.</p>	<p>Shared Reading</p> <p>Shared writing</p>
<p>-Co-construct a revision checklist with students that is specific to this type of writing. Then teach students how to use this checklist as they revise their work. It should include the parts of a well written essay, as well as conventions/grammar checks. (In the resource section, there is also an attachment entitled <i>Structure of an Informational Essay</i>, which is a resource to guide students as they write their essay).</p>	<p>Shared writing</p> <p>Partner work</p>
<p>-Model rereading notes and synthesizing into sentences that begin to answer the guiding questions. Before releasing this work to independence, students should work in partnerships to practice taking teacher notes and synthesizing them into paragraphs. They should also practice adding direct quotes with proper punctuation. Students should then do this same work with their own notes.</p>	<p>Shared writing</p> <p>Partner work</p> <p>Independent writing</p>
<p>Note: Common Core Standards call for grade five students to type their papers on the computer.</p> <p>-Model rereading all notes, synthesizing notes to begin development of a thesis statement (see sample lesson). The thesis should include the subject of their research plus what they want people to learn from their research. Students should then repeat this procedure in order to craft their own thesis statement. It may be revised later, but it will be a starting point for writing.</p>	<p>Shared writing</p> <p>Independent writing</p>
<p>-Model creating an outline to guide the writing. Stress the importance</p>	

<p>of planning before writing. The goal is NOT a five paragraph essay, rather a multi-paragraph essay that encompasses the main points that were touched on in the introduction.</p> <p>-Model the construction of a purposeful introduction, including a background or history of the topic plus the thesis statement. Students should practice this with the teacher, and then write their own introduction.</p> <p>-Model construction of body paragraphs with evidence and supporting details, and a conclusion that does not repeat the introduction, but synthesizes the key information from the text. Remind students that this is an expository report of information, therefore, there should be little or no opinion expressed throughout the paper. Students’ written research should accurately reflect the bias of the authors, not their interpretation of that bias.</p> <p>-Revision lessons should be based on trends noticed as the teacher confers with writers. Revision should focus on content and organization. Students should work with partners to: make sure writing is clear and makes sense; make sure evidence comes from their notes and fits with their thesis statement; make sure direct quotes and facts are appropriate to the thesis. There should be a strong focus on complexity of sentences and formality of tone. Editing for grammar and conventions as needed. Students should learn to use spelling and grammar tools on the computer.</p> <p>-Model creation of bibliography. A computer program such as <i>Citation Maker</i> may be used if desired.</p> <p>Teachers should give the end of unit assessment after Task 3.</p>	<p>Shared and then Independent writing</p> <p>Shared and then independent.</p> <p>Shared and then independent.</p> <p>Partner work, large and small groups as appropriate for revision mini lessons</p> <p>Shared</p>
<p>Small Group Instruction During this unit, small group instruction could focus on informational text: determining importance, distinguishing between central ideas and supporting details, using features and structure to help you read, analyzing language in order to recognize bias, finding answers to “thick” questions.</p>	<p>Guided groups (on instructional level or use a “stretch” text)</p>
<p>Opportunities for Language Development</p>	
<p>Language/Word Study Work Language lessons should be based on writing/revising, including the use of correlative conjunctions, transition words, expansion, reduction, and combination of sentences, identifying alternate word choices to enhance writing</p>	
<p>Guiding Questions for Formative Assessment (Reteaching may be needed based on results)</p> <ul style="list-style-type: none"> ○ Did the student craft an introductory paragraph that includes a thesis statement? ○ Did the student synthesize notes from multiple sources as they craft body paragraphs? 	

- Can the student use a variety of sentence structures that incorporate topic specific vocabulary?

Resources

- **Research Paper Rubric**
- **Student writing guide: Structure of an Informational Essay**

How to revise a paper:

<http://www.readingrockets.org/strategies/revision/>

How to write a bibliography:

www.floralpark.k12.ny.us/floralpark/library/bib5.html

http://library-l.venerini.schoolfusion.us/modules/locker/files/get_group_file.phtml?fid=21206184&gid=993583

Correlating Conjunctions

<http://grammar.ccc.comment.edu/grammar/conjunctions.htm>.

www.chompchomp.com/terms/correlativeconjunctions.html

<p>Learning Targets for Task 4 (3-4 days)</p> <p>I can orally report on a topic, sequencing ideas logically and speaking clearly at an understandable pace.</p> <p>I can design a presentation that appeals to my audience, including visual displays to enhance the main idea.</p> <p>I can use formal English when orally presenting an informational report.</p>	
<p>Concepts/Teaching Points for Task 4</p> <ul style="list-style-type: none"> • A newscast is a succinct report of information including who, what, when, where, why, how • A script uses vivid verbs, precise words, and packed sentences, without extraneous details • The use of visuals can enhance a report of information • It is important to practice speaking slowly and clearly when presenting newscast. 	
<p>Task 4 Detailed</p> <p>You will be writing and recording a newscast that addresses the environmental issue you researched. This could be done independently, or in groups with others who researched the same topic. Reread your research report and summarize the main points of your topic (you could use your notes for this as well). Include information from all your researched sources. When reporting on your topic, make sure to address: who, what, where, when, and why.</p>	
<p>Possible Teaching Strategies</p> <p>-Common Core Speaking and Listening Standards call for summarizing information presented in diverse media formats. In Shared Reading, begin this task by analyzing examples of newscasts. Have students chart what they notice about language, style, formality, succinct language choice, oral presentation skills, etc... (examples of newscasts can be found in resource section, or if your school uses “Channel One” this would be another resource).</p> <p>-Model taking research paper and determining key information to use in newscast. Information should include the basics (who, what, when...). Students then take on this work using their own reports. Students with similar topics should work together. Teacher should help students expand language to ensure enough formality to mimic a newscast.</p> <p>-Model revising script to include more vivid verbs as well as more precise and interesting words that might capture the audience’s attention. Students work in partners to revise scripts.</p> <p>-Model creating cue cards to help students remember their lines. Students then create cue cards.</p> <p>-Model various possibilities for recording newscasts.</p>	<p>Levels of Support</p> <p>Shared reading</p> <p>Shared writing and then independent/group writing</p> <p>Shared writing and then partners/groups</p> <p>Shared/groups</p> <p>Small group work</p>

