

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

COURSE INTRODUCTION:

Fifth grade English Language Art students will utilize higher level thinking skills and strategies necessary to interact with complex literature, topics, and themes. While studying and analyzing relevant and rigorous texts of various genres and content areas, students will be able to authentically explore the world around them. Through writing, students will create and critique persuasive, narrative, and informative pieces that are both succinct and meaningful. In the exploration of English Language Arts, students will utilize technology to express and present their research, thoughts, and demonstrate learning. As competent and participatory citizens, students will utilize speaking skills to persuade and inform as well as use listening strategies to critique and/or gain information.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

UNIT DESCRIPTION:

In this unit, students will build upon prior knowledge and skills pertaining to biographies and the process of conducting research. The students will study the structures, features, and the various forms of a biography as well as how to conduct responsible research. The students will then combine the concept of a biography and responsible research to create a graphic biography. This lesson lends itself well to fifth grade topics such as the American Revolution and the Civil War. For a list of potential famous Americans please see the unit resources section.

Teachers should incorporate Reading Foundational Skills and Language Standards into this unit in meaningful ways that align with learners' needs.

SUGGESTED UNIT TIMELINE:

Approximately 4 weeks

CLASS PERIOD (min.):

1 hour/daily

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

<p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do biographies help us to better understand history? 2. Why is research important? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS					
	CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK	
1. I can analyze and determine the structure of a nonfiction text.	R.1.H.5.b R.1.H.5.i	1.5 1.6 3.5	RI.5.5		3	
2. I can efficiently and quickly locate an answer or solve a problem using information from multiple texts.	R.3.A.5	1.5 1.6 2.4 3.5	RI.5.7		3	
3. I can integrate information from multiple texts on the same topic so	R.1.I.5.a	1.5 1.6 1.9	RI.5.9			

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

as to write or speak knowledgably about a topic.			3.5			3
4. I can collect and recall relevant information so as to paraphrase or summarize information while providing a list of sources.		R.1.H.5.h R.1.H.5.i	1.5 1.6 3.5	W.5.8		3
5. I can write an informative/explanatory text which examines a topic and conveys ideas and information clearly.		W.2.A.5.a W.2.A.5.b	2.1	W.5.2.a W.5.2.b W.5.2.d		4
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Formative</p> <ul style="list-style-type: none"> • Exit Slips • Writing Notes <p>Summative</p> <ul style="list-style-type: none"> • Graphic Novel Scoring Rubric 						
Obj. #	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p>1 During guided reading, students will follow the balanced literacy approach utilizing various forms of biographies such as, traditional biographies, graphic biographies, and picture book biographies.</p> <p>Essential Question: What makes a text a “biography”?</p> <ul style="list-style-type: none"> • Mini lesson topics: <ul style="list-style-type: none"> ○ Text elements of a biography: http://pdesas.org/module/content/resources/13037/view.ashx 					

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

	<ul style="list-style-type: none">○ Chronological order○ POV○ Author's purpose○ The difference between biography, autobiography and memoir <ul style="list-style-type: none">● Build background knowledge with digital resources: http://www.biography.com/people/george-washington-9524786 http://www.biography.com/people/abraham-lincoln-9382540● Read Aloud from Mentor Texts (some suggested biographies and graphic biographies):<ul style="list-style-type: none">○ http://www.barnesandnoble.com/w/george-washington-graphic-biographies-saddleback-educational-publishing/1027577492?ean=9781599052236○ http://www.barnesandnoble.com/w/gettysburg-c-m-butzer/1115137853?ean=9780061561764○ http://www.goodreads.com/book/show/4620477-who-was-abraham-lincoln○ http://www.goodreads.com/book/show/106597.Lincoln?ac=1○ http://www.goodreads.com/book/show/6172880-who-was-george-washington?ac=1● The teacher will activate/build schema using a Socratic Seminar pertaining to nonfiction text structures such as, chronological, sequence, and cause and effect, using two or more short biographical texts. Samples of short texts can be found at ReadWorks.Org● The teacher will then model the process of determining the structure of a text, with a focus on chronological order, using the Identifying Text Structure graphic organizer and the short passages.● The teacher will guide students in the process of identifying text structures using the Identifying Text Structures graphic organizer and short texts.● The teacher will provide ongoing support in the identification of text structures throughout the unit.● The teacher will utilize and exit slip at the end of the lesson to determine student understanding.
	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ul style="list-style-type: none">● The students will positively and actively engage in a Socratic Seminar pertaining to text structure.● The students will actively listen to and observe the teacher model the process of determining text structure● The students will determine the text structure of two or more short texts using the Identifying Text Structures graphic organizer.

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

	<ul style="list-style-type: none"> • The students will Think, Pair, Share their understanding of text structures.
Obj. # 2	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <ul style="list-style-type: none"> • The teacher will activate and build schema pertaining to locating important information from print or digital text via a brainstorming cooperative learning structure. • The teacher will model how to locate pertinent information using a website, encyclopedia, or a nonfiction text and the Research Organizer and/or Biography Book Report Organizer. • The teacher will guide the students in locating pertinent information from a print or digital text using the Research Organizer and/or Biography Book Report Organizer and a variety of nonfiction and informational texts. • The teacher will provide support and instruction during the research process.
Obj. # 2	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ul style="list-style-type: none"> • The student will actively and positively participate in a cooperative learning structure centered on locating information from print or digital text. • The students will actively listen to and observe the teacher model the process of locating important information from digital or print text. <ul style="list-style-type: none"> ○ http://www.readwritethink.org/files/resources/podcasts/Ep15HandoutBG.pdf • The students will practice locating information from print or digital text while utilizing the Research Organizer and/or Biography Book Report Organizer. • Students will Think-Pair-Share their understanding of locating important information in text.
Obj. # 3	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <ul style="list-style-type: none"> • The teacher will explicitly instruct the process of integrating information using two or more short nonfiction texts of the same topic. The teacher will utilize key terms and phrases from the short nonfiction texts, a think aloud, and the Integrating Information graphic organizer to assist in the integration of the information so as to create a piece of writing. • http://www.readwritethink.org/files/resources/interactives/cube_creator/media/planning_bio.pdf • The teacher will assist students during guided practice using short nonfiction texts and the Integrating Information graphic organizer. The teacher will provide support during the research and integration process.

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

<p>Obj. #</p> <p>3</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ul style="list-style-type: none"> • The students will actively listen to and observe the teacher explicitly instruct the process of integrating text. • The students will identify key terms and/or phrases from multiple nonfiction texts of the same topic and the Integrating Information graphic organizer. From the identified terms and/or phrases, the students will create a piece of writing that integrates information from more than source. • The students will utilize this skill during the research and the culminating writing piece.
<p>Obj. #</p> <p>4</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <ul style="list-style-type: none"> • The teacher will utilize a KWL chart to determine students understanding of paraphrasing as well as to create a discussion of the paraphrasing process. • The teacher will model how to paraphrase text utilizing sentences using the PowerPoint Presentation (See Resources) from ReadWriteThink.Org and the paraphrasing graphic organizer. The teacher will model paraphrasing information from print and digital sources • The teacher will immediately model how to cite the sources being used. For examples of citing sources, please click the following link: citing sources. • The teacher will provide on-going support to students in the process of paraphrasing text and citing sources.
<p>Obj. #</p> <p>4</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ul style="list-style-type: none"> • The students will complete the KWL chart and actively and positively participate in a discussion relating to paraphrasing. • The students will actively listen to and observe the teacher paraphrase information and cite the sources. • The students will practice paraphrasing information and citing sources. The students will then Think, Pair, Share their understanding. • At the end of the lesson/unit, the students will complete the rest of their KWL chart.
<p>Obj. #</p> <p>5</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <ul style="list-style-type: none"> • The teacher will activate/build schema pertaining to the process and structures of informative texts using a brainstorming cooperative learning activity. • The teacher will guide a classroom discussion concerning the creation of their culminating project; a graphic biography. The

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

	<p>teacher will provide examples of graphic novels and picture book biographies.</p> <ul style="list-style-type: none">• The teacher and students will discuss the rubric and make adjustments if needed. To view a potential rubric from ReadWriteThink.org, please click on the following link; Comic narrative rubric.• The teacher will provide students with the structure and components of a graphic novel and picture book biographies. For graphic novel terms and structures please click on the following link; Capstone graphic format and terms. For those students who have extreme difficulties or anxiety with drawing, students may locate appropriate pictures from the internet to use in their biography. The students must properly site the source(s) of their picture(s). For examples of citing images please click on the following link; Thornlea Secondary School Library: How to Cite Images in a Works Cited.• Students may draw and write, type and copy and paste pictures to create a graphic biography, or use the Microsoft Office to create a picture book biography. For templates please see the resources section of this unit.• The teacher will utilize an exit slip to determine the students' understanding of the project.
Obj. # 5	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ul style="list-style-type: none">• The students will positively and actively engage in a cooperative learning activity relating to informative text structures.• The students will actively and positively participate in a classroom discussion pertaining to the culminating activity as well as the rubric.• Students will construct their graphic biography or picture book biography and follow the routines and procedures of the writer's workshop.

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

UNIT RESOURCES: (include internet addresses for linking)

National Association of Comics Art Educators-

<http://www.teachingcomics.org/>

Random House: Picture Book Biographies -

http://www.randomhouse.com/catalog/teachers_guides/9780375835995.pdf

ReadWriteThink: Comic Creator-

<http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>

School Library Journal: Graphic Novels for (Really) Young Readers-

<http://www.schoollibraryjournal.com/article/CA6312463.html>

Calgary Science School: Creating Graphic Novels-

<http://calgaryscienceschool.blogspot.com/2011/03/creating-graphic-novels.html>

A Compilation of Graphic Novel Links from the Cooperative Children's Book Center-

<http://www.education.wisc.edu/ccbc/links/links.asp?idLinksCategory=15>

ReadWriteThink: Bio Cube-

<http://www.readwritethink.org/parent-afterschool-resources/games-tools/cube-a-30180.html>

EasyBib:Bibliography Creator-

<http://www.easybib.com/>

Capstone: Graphic Novel Template-

http://www.capstonepub.com/CAP/downloads/STUDENTACTIVITIES/Graphic_Novel_Template.pdf

E Reading Worksheets: Text Structures-

<http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/>

DESE Model Curriculum

GRADE LEVEL/Unit TITLE: 5/The History of History Makers

Course Code: ELA

Microsoft: Creating a Booklet-

<http://www.microsoft.com/education/en-us/teachers/how-to/Pages/create-booklet.aspx>

Thornlea Secondary School Library: How to Cite Images in a Works Cited.

http://thornlea.sharpschool.com/UserFiles/Servers/Server_119514/File/Library%20Citation%20Documents/3%5B1%5D.%20%20Citing%20Images.pdf

Potential People of Interest

The American Revolution

James Armistead/James Lafayette
Colonel Tye / Titus
Colonel Louis Cook
Thomas Jefferson
George Washington

John Hancock
Paul Revere
Patrick Henry
Deborah Sampson
Molly Pitcher/ Mary Ludwig

Harriet Tubman
Sojourner Truth
Robert Smalls
James Lewis
John Brown

Civil War

Ulysses Grant
Stonewall Jackson
Abraham Lincoln
Robert E. Lee
Clara Barton