



BLUE VALLEY CURRICULUM & INSTRUCTION
 English Language Arts | Fifth Grade
 Writing




Unit: 3	Informational Reports
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essential skills and content

Overview	<p>An informational text is a non-fiction text that presents information in an accurate and organized way. It is often about a single subject. It may be about any topic such as a sport or hobby. W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.8</p> <p>Time Frame-4 weeks</p>	
Essential Questions	<p>How can I use my research to write an informational report? How can I use the writing to create a published piece of writing?</p>	
Learning Targets		
Content/Skills	<p>Writing:</p> <ul style="list-style-type: none"> • Mentor informational reports • Informational report features • Brainstorming topics • Cause and effect • Narrowing focus • Developing a good research question • Note-taking/citation • How to avoid plagiarism • Organize ideas • Elaboration • Graphic features • Draft and publish • Self-reflection 	Additional Lessons

	<p>Grammar:</p> <ul style="list-style-type: none"> • Kinds of sentences (Lead 21) • Comparative/superlative adjectives (Lead 21) • Subject and object pronouns (Lead 21) • Predicate adjectives (Lead 21) • Proper nouns, abbreviations, titles, addresses, organizations (Lead 21) • Pronoun and antecedent agreement (Lead 21) • Compound sentences (Lead 21) • Adverbs (Lead 21) • Regular/irregular past tense verbs (BLM 7, 4 for lessons on pgs. 18-19, 32-33) • Words in Quotation Marks (BLM 9 for lessons on pgs. 44-45) • Words in Italics (BLM 10 for lessons on pgs. 46-47) 	
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COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Narrative Informative, nonfiction topic Persuasive	
Summative Assessment		
District-Wide Common Assessment		

		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Benchmark Writing	<ul style="list-style-type: none"> • Basketball In Action by Crossingham/Down • Earthquakes by Simon • Daily Life in a Covered Wagon by Erickson

COMPONENT	REQUIRED	SUGGESTED
Content Literacy	<ul style="list-style-type: none"> • Respond to and interpret text • Analyze the genre • Distinguish and evaluate fact and opinion • Identify main idea and supporting details 	
Technology / Media		<ul style="list-style-type: none"> • Computers for word processing
Differentiation / Intervention	<ul style="list-style-type: none"> • Conferencing with students • Mini-lessons as needed 	

 content-specific components		
COMPONENT	REQUIRED	SUGGESTED