Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Informational Writing
Instructional unit: “Communicating about Our World through Informational Writing”
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The task: Students analyze the life of an important historical figure using several sources of information. The teacher will access the following website for students to view as a class:
http://www.earlyamerica.com/paul_revere.htm

This website provides a brief introduction of the events that led up to Revere’s ride. The teacher then reads orally “Paul Revere’s Ride.” As the teacher reads, he/she poses the following questions and engages students in appropriate discussions to develop understanding of the historical setting, character traits, and events:
- What is a patriot?
- Do you think Paul Revere was an American patriot? Why or why not?
- Do you think he showed his patriotism throughout his life? If so, in what ways did he show his patriotism?

After the poem has been read, the teacher will engage students in a discussion concerning what elements of the poem made Revere’s actions seem heroic? At this time, the teacher will encourage students to discuss why they think Longfellow did not emphasize the fact that there were other riders in addition to Paul Revere who were alarming the colonists on that night?

Students may also choose to read “Revere Speaks,” which is Revere’s own account of what happened on his historic ride that night.

Before reading additional texts, students complete a KWL chart in order to determine what they know and what they want to know. Working in small groups, they will formulate questions for inquiry about the life of Paul Revere. They will work together to gather resources (made available by the teacher) for reading. Students will then read at least two additional nonfiction accounts of Paul Revere’s life and accomplishments. As they are reading, students will take notes using the graphic organizer available at: www.writedesignonline.com/organizers (teacher may select the graphic organizer that is most appropriate for their students and the instruction that preceded this task.)

As a differentiation, students may complete their notes using the interactive note taking organizer available at: http://interactives.mped.org/view_interactive.aspx?id=722&title= Students will use their notes to write a report about the life of Paul Revere’s life. When writing the report, students adhere to proper grammar conventions, use appropriate vocabulary, and acknowledge sources. They will follow all stages of the writing to produce a well developed report.

The Differentiated task:
- Student can write a story about themselves answering the same questions as above.
- Students can answer questions about Paul Revere as text is read by teacher or audio.
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Modifications/Accommodations:
- Provide a template outlining class format explained by teacher
- Use of peer tutor
- Use of pictures to aid in comprehension of story

Focus Standard:
**ELA5W2** The student demonstrates competence in a variety of genres.
The student produces informational writing (e.g., report, procedures, correspondence) that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Develops a controlling idea that conveys a perspective on a subject.
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
d. Includes appropriate facts and details.
e. Excludes extraneous details and inappropriate information.
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

**ELA5W3** The student uses research and technology to support writing. The student
a. Acknowledges information from sources.
c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.

**ELA5W4** The student consistently uses a writing process to develop, revise, and evaluate writing. The student
a. Plans and drafts independently and resourcefully.
b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
c. Edits to correct errors in spelling, punctuation, etc.

**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
a. Locates facts that answer the reader’s questions.
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
g. Makes perceptive and well-developed connections.
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.
Circumstances of the assignment/Notes to the Teachers:
Students will need access to the Internet for several of the activities associated with this task. Students may obtain additional information by reading trade books such as *Paul Revere: American Patriot*, by J. Crote; *And Then What Happened Paul Revere?* by Jean Fritz; *Paul Revere: Rider for the Revolution*, by B. Ford; and *Paul Revere: Boston Patriot*, by A. Stevenson; *Paul Revere and the World He Lived In*; and *A Picture Book of Paul Revere*. Information may also be obtained by visiting various websites, including American Revolution.org: Paul Revere.

If Internet access is limited or unavailable, the teacher may print copies for students to read.

- A differentiation strategy for students may include the task of locating the sites mentioned in the poem by visiting the Paul Revere House and Virtual Trail. They may be accessed through the websites:
  
  - Midnight Rider: A Paul Revere Virtual Museum
  - Archiving Early America: The Boston Massacre
  - American Revolution.org: Paul Revere
  - Paul Revere's Other Ride
  - Paul Revere's America (interactive map)
  - The William Dawes Who Rode
  - Paul Revere: Messenger of the Revolution
  - The Paul Revere House

A map showing several historic sites is also available at: www.cvesd.k12.ca.us/finney/paulvm/h3_map/Mapping%20Pages/map01.html