Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Comprehension- Note Taking Skills to Support Opinions and Panel Discussion
Instructional unit: “It’s A Matter of Opinion”
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The task: Students will read several nonfiction texts relating to social, economic, or political issues. (The reading materials will need to be selected from materials collected by the teacher or approved by the teacher.) Students will read the material, take notes, cite sources, and participate in a panel discussion in order to present the information to their classmates.

The lesson will be introduced by asking students to view the news and read several newspaper articles for a three day period. The class will then be divided into cooperative work groups. Each group will engage in a discussion to determine a current issue to be examined. As each group reaches a consensus, the members will confer with the teacher for approval of the topic and to explore sources of factual information that will be used. (The teacher will gather materials at this point.)

As the teacher and media specialist are gathering reading materials, classroom instruction and activities will focus on note taking skills and crediting sources of information. The teacher will explain plagiarism and how to avoid it when one is writing and speaking. Basic citation information will be presented to students (writing the author’s name, source of information, and date of publication).

Students will then be shown how paraphrasing accurately will help them to avoid plagiarism. The teacher will model the process by sharing a nonfiction paragraph with students. (The paragraph will be written on the board or chart paper.) After reading the paragraph, students will be directed to extract only the most important information found in each sentence. In order to do this, they will draw a line through any words in the sentence that do not affect its factual content. (For example, articles and prepositions are easily deleted; adjectives or adverbs need to be considered.)

If additional practice is needed, an interactive lesson is available through readwritethink.org at the following site: http://www.readwritethink.org/materials/factfrenzy/opening.html

The teacher will provide each group of students with the reading material appropriate for the chosen topic. Next, students are given index cards to be used for note taking. They are instructed to write the reference information on the front side of the card for each of the sources they will use to complete their writing. On the back side of the card, students will write their notes. (They may need several index cards for some of the sources, depending on the length of the text and/or the amount of information presented.)

After completing the notes, the students will construct sentences from their note cards. They will then arrange their thoughts in a manner that will allow them to present the information to their classmates in a logical and convincing manner. They will also need to discuss how they will acknowledge the sources of their information. Each group of students will present the information in a panel format. The presentation should indicate the students’ perspective and factual support. At the conclusion of their presentation, students will accept questions from their classmates.
Differentiated Instruction:
- Students will identify factual information within a text based on their independent reading level or having the text read aloud.
- Students will listen to a short passage and identify by writing or stating the factual information.
- Students will listen to or read a story and practice verbally given a brief summary (3-5 main ideas) from a passage with teacher guidance and verbal prompts.

Modifications/Accommodations:
- Provide the type of information on paper for note-taking activity. (For example, the title of the book and author, the setting and time, what and who the book addressed, and details to support the premise.

Focus Standard:
**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:
- Locates facts that answer the reader’s questions.
- Relates new information to prior knowledge and experience and makes connections to related topics or information.

**ELA5W3** The student uses research and technology to support writing. The student
- Acknowledges information from sources.

**ELA5LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
- Initiates new topics in addition to responding to adult-initiated topics.
- Asks relevant questions.
- Responds to questions with appropriate information.
- Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
- Displays appropriate turn-taking behaviors.
- Offers own opinion forcefully without domineering.
- Responds appropriately to comments and questions.
- Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- Gives reasons in support of opinions expressed.
- Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

**ELA5LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
- Demonstrates an awareness of the presence of the media in the daily lives of most people.
When delivering or responding to presentations, the student:
a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
c. Engages the audience with appropriate verbal cues and eye contact.
d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

Circumstances of the assignment/Notes to the Teachers:
Information regarding plagiarism for teacher information is available at:
http://www.indiana.edu/~wts/pamphlets.shtml
Prior to teaching this lesson, the teacher will need to locate and write a nonfiction paragraph on the board or chart paper.
As a differentiation of this task, the students would produce a writing expressing their opinion, including factual support.