**5th Grade – Unit 2**

**Informative/Explanatory Writing**

***Bubblology***

**TEACHER INFORMATION**

**Ideas to Share with Students:**

In this unit we have read a variety of informational articles and stories about a wide range of topics. We have also been conducting short research and learning how to build knowledge through investigation of different aspects of a topic. Now you will read an article titled ***Bubblology*** and it is your turn to use everything you have learned about informational reading and writing to write an **informative essay** explaining what is the same and what is different between big and small bubbles.

Remember that when authors write informative or explanatory reports they aim to teach readers about a topic. You, too, have been learning to write in such a way that you can teach others about the science behind bubbles. It is important to ask, “What is the best way to organize my writing from beginning to end to help my readers learn about my topic?”

**Review Directions in the Student Packet:**

1. Today you will read a passage about bubbles.
2. You will then answer several questions based on the passage.
3. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.
4. After answering the questions, use information from the article to write an informative essay explaining what is the same and what is different between big bubbles and small bubbles.

**Overview of the Writing Task:**

Use information from the article titled “*Bubblology”* to write an informative essay explaining what is the same and what is different between big and small bubbles.

Be sure to use details from the article to support each part of your essay.

**Graphic Organizers:**

Teachers and/or students may select the graphic organizer of their choice for planning this task. Several examples of graphic organizer planners for opinion, informative/explanatory, and narrative story writing have been uploaded into Rubicon.

**Teaching Notes:**

Please refer to the entire Teacher Resource Packet of Information attachment in the assessment section for detailed information about this assessment retrieved from *Achieve the Core.*

This grade 5 mini-assessment is based on a text about bubbles. This text is considered worthy of students’ time to read and also meets the expectations for text complexity at grade 5. Assessments aligned to the Common Core State Standards will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the text. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are selected-response questions that address the Reading Standards listed below and one constructed-response question that addresses the Writing Standards. There are also items that replicate how technology may be used on assessments, but in paper and pencil format.

We encourage educators to give students the time that they need to read closely, answer the questions, and write to the source. Although we know that it is helpful to have students complete the mini- assessment in one class period, we encourage educators to allow additional time as necessary.

### The questions align to the following standards:

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| **RI.5.1** | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **RI.5.2** | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **RI.5.3** | 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. |
| **RI.5.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| **RI.5.6** | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **RI.5.8** | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| **W.5.2** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| **W.5.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |