

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 5 BALANCED LITERACY: WRITING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Grade Five Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, research-based argument, informational writing, poetry, and literary essay.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

In Grade Five, students build upon the knowledge gained in Grades K-4 across a variety of genres. Fifth grade can be an extraordinary year for writing development. It is entirely possible for students to leave grade 5 having learned many of the skills necessary for mastery of grade 6 standards: how to conduct research using primary sources, how to write narratives that are sequential and theme-based, and how to write argument essays that use counter-argument to clarify a position.

Each day, approximately 45 minutes should be spent on Writing Workshop. (Additionally, approximately 45 minutes daily is to be spent on Reading Workshop, and approximately 15 minutes on Interactive Read-Aloud.)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.
- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- How do writers actively participate in a writing community?
- What strategies do effective writers use?
- How do writers generate ideas?
- How do writers maintain focus and endurance while writing?
- How do effective writers use author's craft (mentor texts, exemplars, and their own writing) to improve their writing for a specific audience?
- How do writers apply revision strategies to elaborate and improve precision and complexity in their writing pieces?
- How do writers apply editing skills to writing pieces?
- How do writers present their published pieces in an engaging way?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the structures of a variety of genres.

- key writing vocabulary: writing process, generating ideas, drafting, revising, editing, stamina, publishing, narrative, opinion, argumentative, informational text, and key words specific to each unit studied.

Students will be able to . . .

- effectively write in various genres (narrative, informative, argumentative, etc.).
- write an introduction that helps readers get interested in and understand the purpose of their writing.
- use transitional phrases to connect thoughts and ideas and actions within their writing.
- develop paragraphs in a logical sequence shaped by the genre.
- elaborate using techniques embedded within each genre of writing (narrative, informational, argumentative, etc.).
- use deliberate word choice to have a desired effect on the audience.
- write a conclusion that provides a sense of closure connecting back to the meaning of piece.
- use correct spelling, punctuation, and grammar.

WRITING YEAR AT A GLANCE

early September	Setting up / Launching Writing Workshop
mid September – October	<u>Unit 1</u> : Narrative Craft
November – December	<u>Unit 2</u> : Journalism
January – February	<u>Unit 3</u> : The Research-Based Argument Essay
March – early May	<u>Unit 4</u> : Informational Writing: The Lens of History: Research Reports
mid May – June	<u>Unit 5</u> : Shaping Texts: From Essay and Narrative to Memoir

UNIT 1

Narrative Craft

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
CCS.ELA-Literacy.W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).

CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCS.ELA-Literacy.RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
CCS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.
CCS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors in context.

Unit Essential Questions

- How does a narrative writer create an important moment within his/her story?
- How does a narrative writer begin a story with a strong lead?
- How does the narrative writer show passage of time in complicated ways?
- How does the narrative writer give the reader a sense of closure by connecting the main part of the story to the ending?
- How does the narrative writer show character development throughout the story?
- How does the narrative writer use paragraphs to separate parts or times of the story effectively?
- How does the narrative writer develop the heart of story blending description, action, dialogue and thinking?
- How does a narrative writer stretch out the heart of the story?
- How does the narrative writer vary sentences to create the pace and tone of the narrative?
- How does the narrative writer use author’s craft to bring forth the meaning of the story?
- How does a narrative writer use effective spelling, punctuation and grammar?

Scope and Sequence

Narrative Craft	
Prior to Unit	<ul style="list-style-type: none"> • Set up your room for Writing Workshop. See Chps. 4-8 of <i>A Guide to the Common Core Workshop</i>. • Have a meeting area for mini-lessons and a writing center where students will get supplies as needed.

	<ul style="list-style-type: none"> • Use the opening days of school to help students become accustomed to the writing routines that they will use throughout the year. This should include introduction to the writing notebooks/folders they will use in your classroom. • Show students what a teacher-student and peer conference would look like. • Consider showing students a video to demonstrate conferences: <ul style="list-style-type: none"> ○ Peer Conference: https://vimeo.com/55965890 ○ Teacher-Student Conference: https://vimeo.com/55966096 • Have students review their writing from the previous year to notice strengths and areas of growth. Teach students how to set goals using the checklist. The checklist and the upcoming pre-assessment can help students determine goals, perhaps with your help.
Bend I: Generating Personal Narratives	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing make sure you:</p> <ul style="list-style-type: none"> • Write a beginning for your story; • Use transition words to tell what happened in order; • Elaborate to help readers picture your story; • Show what your story is really about; • Write an ending to your story.”
Lesson 1	<u>Session 1</u> : Starting with Turning Points (p. 2)
Lesson 2	<u>Session 2</u> : Dreaming the Dream of the Story (p. 13)
Lesson 3	<u>Session 3</u> : Letting Other Authors’ Words Awaken Our Own (p. 24)
Lesson 4	<u>Session 4</u> : Telling the Story from Inside It (p. 33)
Lesson 5	<u>Session 5</u> : Taking Stock and Setting Goals (p. 42)
Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising, and Editing	

Lesson 6	<u>Session 6</u> : Flash-Drafting: Putting Our Stories on the Page (p. 54)
Lesson 7	<u>Session 7</u> : What’s this Story Really About? Redrafting to Bring Out Meaning (p. 63)
Lesson 8	<u>Session 8</u> : Bringing Forth the Story Arc (p. 74)
Lesson 9	<u>Session 9</u> : Elaborating on Important Parts (p. 85)
Lesson 10	<u>Session 10</u> : Adding Scenes from the Past and Future (p. 96)
Lesson 11	<u>Session 11</u> : Ending Stories (p. 106)
Lesson 12	<u>Session 12</u> : Letter to Teachers: Putting on the Final Touches (p. 115)
Bend III: Learning From Mentor Texts	
Lesson 13	<u>Session 13</u> : Reading with a Writer’s Eye (p. 120)
Lesson 14	<u>Session 14</u> : Taking Writing to the Workbench (p. 129)
Lesson 15	<u>Session 15</u> : Stretching Out the Tension (p. 139)
Lesson 16	<u>Session 16</u> : Catching the Action or Image that Produced the Emotion (p. 149)
Lesson 17	<u>Session 17</u> : Every Character Plays a Role (p. 158)
Lesson 18	<u>Session 18</u> : Editing: The Power of Commas (p. 167)
Lesson 19	<u>Session 19</u> : Letter to Teachers: Mechanics (p. 175)
Lesson 20	<u>Session 20</u> : Reading Aloud Your Writing: A Ceremony of Celebration (p.178)
Lesson 21	<u>Session 21</u> : Letter to Teachers: Transferring Learning: Applying Narrative Writing Skills Across the Curriculum (p.185)
After Lesson 21	Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u> : “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you

	<p>to show off all you know about narrative writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Write a beginning for your story; • Use transition words to tell what happened in order; • Elaborate to help readers picture your story; • Show what your story is really about; • Write an ending to your story.”
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. **On-Demand Writing Sample**
 Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.
2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 5 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. **On-Demand Writing Sample**
 Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.
3. **Writer’s Notebook/Folders and published pieces**

Resources

Core

- *Eleven and Papa Who Wakes up Tired in the Dark* by Sandra Cisneros
- *Narrative Craft* (Grade 5, Unit 1)
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- 5th-grade narrative rubric (on CD-ROM)
- 5th-grade narrative checklist (p. 191 *Writing Pathways*)

Supplemental

- Teacher-selected narrative texts

Time Allotment

- mid September – October (including approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 2

Journalism

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.
CCS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCS.ELA-Literacy.L.5.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
CCS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.

CCS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CCS.ELA-Literacy.L.5.3	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Unit Essential Questions

- How does an informational writer become a journalist who writes quickly, revises purposefully, and exposes thoughtful observations?
- How does a journalist write an article that teaches about a topic and engages the reader?
- How does a journalist write concise, focused news reports that give details about a topic?
- How does a journalist end his/her writing to restate the main points and keep the reader thinking about the topic?
- How does a journalist show a variety of information such as examples, details, dates and quotes to elaborate his/her writing?
- How does a journalist give credit to sources used in his/her writing?
- How does a journalist effectively use key vocabulary or terms related to the topic?
- How does a journalist use effective spelling, punctuation, and grammar?

Scope and Sequence

Journalism	
Prior to Unit	<p><u>Note:</u> During mid-workshops and shares, students should be sharing their student work (e.g., partner-share, small-group share, whole-class share). It will be beneficial if you prepare, as a model for students, a news report that can develop into a feature article.</p>
Bend I: Reporting on Events: Lifting the Level of Journalism Writing	
Lesson 1	<p><u>Focus:</u> Thinking Like a Journalist: The Who, What, Where, When <u>Teaching Point:</u> Focus on the who, what when, and where of the event witnessed. <u>Note:</u> Stage an event or show a video (e.g., of a news report) Have students take notes. Students should then write a flash-draft reporting on the news story they just witnessed or watched. Focus on students writing in third person (avoiding “I”).</p>

Lesson 2	<p><u>Focus:</u> Newsworthy Events</p> <p><u>Teaching Point:</u> Journalists live wide-awake lives, seeing stories in everyday moments. They notice newsworthy events and capture the details by taking notes on the who, what, where and when.</p> <p><u>Note:</u> The goal is to have students feel like real journalists; provide tiny notepads! Students may: participate in an inquiry walk around the building (seeing recess, the cafeteria, the main office, etc.); observe happenings in the classroom; conduct interviews; etc. Please reference pp. 12-13 of the “Unit 5 – Journalism” packet.</p>
Lesson 3	<p><u>Focus:</u> Drafting from the Prior Day’s Investigation</p> <p><u>Teaching Point:</u> “Be sure today you focus on the who, what, when, and where in the beginning of your piece.”</p> <p><u>Note:</u> The focus today is emphasizing the who, what, where, and when of an incident, and placing the most important information up front in the writing.</p>
Lesson 4	<p><u>Focus:</u> Continuing to Look at Models (Newspapers, Videos)</p> <p><u>Teaching Point:</u> When journalists collect ideas, they make sure to include the who, what, where, and when of the event. Journalists know that this is the most essential information in a news report, and that it must appear in the very beginning of the article.</p> <p><u>Note:</u> Utilize mentor texts and/or videos to provide a sentence starter template. (For example, “On <u>month and day, year, at time, person what the person saw or did.</u>”)</p> <p>Remind students at the mid-workshop to revisit their notes while drafting for accuracy and specific details.</p>
Lesson 5	<p><u>Focus:</u> Setting Goals</p> <p><u>Teaching Point:</u> “Take stock of what you have done and set a goal for yourself.”</p> <p><u>Note:</u> Utilize the parts of informational checklist that relate to journalism and help students set goals for their writing. Students can revise their pieces or start a new piece.</p>
Lesson 6	<p><u>Focus:</u> Every Word Counts</p> <p><u>Teaching Point:</u> Journalists know that every word counts! After capturing the details of an event, they return to what they’ve written with a critical eye, cutting and revising to make it more focused and concise.</p> <p><u>Note:</u> Students are selecting one news story they will take through the final round of revision and editing. Suggested revision topics include:</p>

	<p>perspective, detail, and language. Please reference p. 7 of the “Unit 5 – Journalism” packet.</p> <p>Remind students at the mid-workshop that journalists can make stories more dramatic, but they shouldn’t lie or fabricate information.</p>
Lessons 7-8	<p><u>Focus:</u> Publish & Celebration!</p> <p><u>Note:</u> Page 7 of the “Unit 5 – Journalism” packet contains publication & celebration ideas.</p>
Bend II: Feature Article Writing	
Lesson 9	<p><u>Focus:</u> Feature Articles</p> <p><u>Teaching Point:</u> “Today we’re going to study a new kind of journalism: feature articles. To help us understand the qualities of a feature article we’re going to ask ourselves, ‘How is this feature article the same as the news reports we’ve been writing? What differences are we noticing?’”</p> <p><u>Note:</u> Students can compare and contrast news reports to feature articles. See the T-chart on p. 8. Post questions such as “How is this feature article the same as the news reports we’ve been writing? What are the differences you notice?” Students can brainstorm topics they’re expert on and flash-draft. The end-of-lesson goal is that each student has made several short attempts at feature articles.</p>
Lesson 10	<p><u>Focus:</u> Generating New Ideas by Looking for Patterns across News Reports</p> <p><u>Note:</u> Students will find multiple problems or patterns from their news reports from Bend I, jotting down patterns and possible new topics and then flash-draft. It is not important for students to know every detail; students can insert question marks in areas where they are lacking details (since research will come later).</p> <p>At the mid-workshop, address students who have no recognizable pattern:</p> <p><u>Teaching Point (Mid-Workshop):</u> “Reporters, may I have your attention for a moment? I love how you’re studying your past work, finding patterns, and getting ideas for new feature articles. Some of you might be saying to yourselves, ‘But Ms. _____, I don’t see ANY patterns in my news reports!’ Don’t worry! That’s okay. Another way reporters come up with ideas for feature articles is by reading their news reports and asking themselves, ‘What feels big and important in this news report that I could turn into a feature article? Why does this event really matter?’ So now you know three ways to gather ideas for feature articles: topics of expertise, patterns across news reports, and something big and important</p>

	<p>from ONE news report.”</p> <p>For the share, students can choose one of their featured articles (flash-drafts) from their writers’ notebooks to develop further and take through the writing process.</p>
Lesson 11	<p><u>Focus:</u> Shifting into Research</p> <p><u>Teaching Point:</u> Journalists teach their readers by including factual information from a variety of sources. Journalists rely on research strategies like interviewing, surveying and observing.</p> <p><u>Note:</u> The mini-lesson should focus on how to read notes and determine what additional information is needed, questioning what else you would like to know and how to gather/research that information. Independently, students should research (through witnesses, evidence, interviews, etc.).</p>
Lesson 12	<p><u>Focus:</u> Crafting Search Terms for Online Research</p> <p><u>Teaching Point:</u> “Reporters, it was thrilling yesterday seeing all of you interviewing each other, taking surveys, and adding notes to your notebooks. Some of you may find that you still need more research. Today I want to teach you that reporters efficiently search online by crafting search terms that will help them quickly find the information they need.”</p> <p><u>Note:</u> Please reference top of p. 10 of the “Unit 5 – Journalism” packet.</p>
Lesson 13	<p><u>Focus:</u> Oral Rehearsal</p> <p><u>Teaching Point:</u> “Today I want to remind you that, when you are writing to teach about a topic, as you are whenever you do any informational writing, it helps to actually do some teaching. Knowing that you have an audience can help you figure out what you need to teach. And the questions that readers will ask, it helps to try to answer those questions.”</p>
Lesson 14	<p><u>Focus:</u> Shifting to focus on Revision and Angles</p> <p><u>Note:</u> The focus today should be issues and themes. Please reference bottom of p. 10 of the “Unit 5 – Journalism” packet.</p>
Lesson 15	<p><u>Focus:</u> Crafting a Feature Article</p> <p><u>Teaching Point:</u> Reporters revise for accuracy, checking names and information about people and places featured in their article, checking for the accuracy or quotes, and ensuring that any facts they include are correct. This often means returning to their original notes on an incident and/or doing additional research.</p> <p><u>Note:</u> The focus today can include dialogue, vivid imagery, anecdotes,</p>

	questions, repetition, and/or tone, based on students’ particular needs. Please reference p. 11 of the “Unit 5 – Journalism” packet.
Lesson 16	<u>Focus:</u> Leads and Endings <u>Teaching Point:</u> Reporters learn to write well by studying other reporters. They often revise after studying the ways in which published writers wrap up their articles. They often notice that the author ends an article by stating how the event will affect the future, ending with a question the reader should ponder, or telling how the event ended or was resolved.
Lesson 17	<u>Focus:</u> Grammar and Transitions
Lesson 18	<u>Focus:</u> Publish and Celebrate! <u>Note:</u> Please reference top of p. 12 of the “Unit 5 – Journalism” packet.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 5 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer’s Notebook/Folders and published pieces

Resources

Core

- “Unit 5 – Journalism” (Summer 2017 packet)
- *Writing Pathways* by Lucy Calkins
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- 5th-grade informational rubric (on CD-ROM)
- 5th-grade information checklist (p. 191 *Writing Pathways*)

Supplemental

- Teacher-selected informational texts

Time Allotment

- November – December (including approximately 4 days for work with grammar/conventions using *Write Source*)

UNIT 3

The Research-Based Argument Essay

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| CCS.ELA-Literacy.W.5.1.a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. |
| CCS.ELA-Literacy.W.5.1.c | Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). |
| CCS.ELA-Literacy.W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CCS.ELA-Literacy.W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CCS.ELA-Literacy.W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| CCS.ELA-Literacy.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| CCS.ELA-Literacy.W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| CCS.ELA-Literacy.W.5.9.b | Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |

CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
CCS.ELA-Literacy.W.6.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCS.ELA-Literacy.L.5.3	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
CCS.ELA-Literacy.L.6.3.b	Maintain consistency in style and tone.

Unit Essential Questions

- How does an argumentative writer develop a claim for a topic?
- How does an argumentative writer provide reasons and evidence to support the claim?

- How does an argumentative writer get the reader to care about his/her opinion?
- How does an argumentative writer use transition words and phrases to connect evidence back to reasons?
- How does an argumentative writer create a conclusion in which his/her ideas are connected back to and highlight the main ideas of the text?
- How does an argumentative writer group information sequentially into paragraphs to prove the reasons and claims?
- How does an argumentative writer include evidence such as facts, examples, quotations, micro-stories and information to support a claim?
- How does an argumentative writer effectively use deliberate word choices and precise phrases (metaphor, images) to support the claim?
- How does an argumentative writer use effective spelling, punctuation and grammar?

Scope and Sequence

The Research-Based Argument Essay	
Prior to On-Demand Pre-Assessment	<p><u>Please announce to all students the day prior:</u> “Think of a topic or issue that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. You will use everything you know about essays, persuasive letters, and reviews to do this. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
Bend I: Establishing and Supporting Positions	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt:</u> “Think of a topic or issue that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Write a beginning and give your opinion;

	<ul style="list-style-type: none"> • Name reasons to show why you have that opinion; • Give evidence (details, facts, examples) to prove your opinion; • Use transition words to show how parts of your writing fit together; • Write an ending for your piece.”
Lesson 1	<p><u>Session 1</u>: Investigating to Understand an Argument (p. 2) <u>Note</u>: On p. 127 is a helpful explanation that you will use throughout the unit. When students are taking notes during the link activity, have them include the source on the back of each sticky note.</p>
Lesson 2	<p><u>Session 2</u>: Flash-Draft Arguments (p. 15)</p>
Lesson 3	<p><u>Session 3</u>: Using Evidence to Build Arguments (p. 27) <u>Note</u>: The focus should be incorporating evidence; students are learning the difference between common knowledge and specific text evidence.</p>
Lesson 4	<p><u>Session 4</u>: Using Quotations to Bolster an Argument (p. 39) <u>Note</u>: The focus today should be getting quotes from research and how to use transitional phrases to incorporate quotes into writing.</p>
Lesson 5	<p><u>Session 5</u>: Letter to Teachers: Redrafting to Add More Evidence (p. 49) <u>Note</u>: Conferring and small-group work should be continued.</p>
Lesson 6	<p><u>Session 6</u>: Balancing Evidence With Analysis (p. 56)</p>
Lesson 7	<p><u>Session 7</u>: Letter to Teachers: Signed, Sealed, Delivered (p. 66) <u>Note</u>: The conferring and small-group work from Lesson 8 should be continued, including the review of the opinion checklist. The introduction/review of conventions (see p. 68) should be included.</p>
Bend II: Building Powerful Arguments	
Lesson 8	<p><u>Session 8</u>: Taking Arguments Up a Notch (p. 72)</p>
Lesson 9	<p><u>Session 9</u>: Bringing a Critical Perspective to Writing (p. 83)</p>
Lesson 10	<p><u>Session 10</u>: Rehearsing the Whole, Refining a Part (p. 95) <u>Note</u>: The focus of the lesson today should be structuring the essay’s introduction with the class; then students should work on their introductions (see homework p. 104). Expect to spend longer than usual on the share section of workshop during today’s class.</p>
Lesson 11	<p><u>Session 11</u>: Rebuttals, Responses, and Counterclaims (p. 105)</p>

	<p><u>Note</u>: Counterclaim is a higher-grade-level skill (grade 7 in the <i>Connecticut Core Standards</i>). However, please expose students to it; although it is not a requirement for the rubric, some students may be able to use a counterclaim in this piece. See pp. 114-15; Jack’s essay can expose students to counterclaim, and they may be able to identify it.</p>
Lesson 12	<p><u>Session 12</u>: Evaluating Evidence (p. 117) <u>Note</u>: The focus should be students on opposite sides of a topic sharing their writing with each other so they hear a counterclaim. They may also ask questions to help the writer.</p>
Lesson 13	<p><u>Session 13</u>: Appealing to the Audience (p. 129)</p>
Lesson 14	<p><u>Session 14</u>: Letter to Teachers: A Mini Celebration: Panel Presentations, Reflections, and Goal Setting (p. 141)</p>
Lesson 15	<p><u>Session 15</u>: Letter to Teachers: Argument Across the Curriculum (p. 147)</p>
<p>Bend III: Writing for Real-Life Purposes and Audiences</p>	
Lesson 16	<p><u>Session 16</u>: Taking Opportunities to Stand and Be Counted (p. 154) <u>Note</u>: The focus should be students using skills to argue for things that matter to them; they should spend time generating topics.</p>
Lesson 17	<p><u>Session 17, Day 1</u>: Everyday Research (p. 164) <u>Note</u>: As writers discover and share information from their surroundings, they are thoughtful and deliberate as they decide what to include and how to include it. See the share on p. 166: the story of Donald Graves encouraging students to use primary source documents.</p>
Lesson 18	<p><u>Session 17, Day 2</u>: Everyday Research (p. 164) <u>Note</u>: Students should continue to collect information using different sources (including primary and non-print sources).</p>
Lesson 19	<p><u>Session 18</u>: Letter to Teachers: Taking Stock and Setting Writing Tasks (p. 173) <u>Note</u>: Writers move toward a deadline and “take stock” of their drafts. You should ask students to consider the following:</p> <ul style="list-style-type: none"> • Have I added quotes? • Have I added my thinking to my evidence? • Do I have an introduction and a conclusion? <p>Have students use the checklist to evaluate their own writing.</p>

Lesson 20	<p><u>Session 19</u>: Letter to Teachers: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful (p. 177)</p> <p><u>Note</u>: Storytelling can be a persuasive technique and can be seen through small moments, dialogue, and micro-stories. Encourage students to “use everything you have learned from other types of writing to reach your audience.”</p>
Lesson 21	<p><u>Session 20</u>: Evaluating the Validity of Your Argument (p. 184)</p> <p><u>Note</u>: The focus should be evaluating word choices. “Persuasive writers word and present their evidence in a way that is incontestable. One way they do this work is make sure they are not presenting specific evidence for all times and occasions – unless it is.” To achieve this focus, use the anchor charts on pp. 187-88.</p>
Lesson 22	<p><u>Session 21</u>: Paragraphing Choices (p. 193)</p>
Lesson 23	<p><u>Session 22</u>: Letter to Teachers: Celebration: Taking Positions, Developing Stances (p. 201)</p> <p><u>Note</u>: Tell students that tomorrow they will write an opinion text: “Think of a topic or issue that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. You will use everything you know about essays, persuasive letters, and reviews to do this. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
After Lesson 23	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic or issue that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p>

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Write a beginning and give your opinion; • Name reasons to show why you have that opinion; • Give evidence (details, facts, examples) to prove your opinion; • Use transition words to show how parts of your writing fit together; • Write an ending for your piece.” |
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report cards.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the argumentative/opinion genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 argumentative/opinion writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 5 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the argumentative/opinion genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 rubric for argumentative/opinion writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *The Research-Based Argument Essay* (Grade 5, Unit 4)
- *Writing Pathways* by Lucy Calkins
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- 5th-grade opinion rubric (on CD-ROM)
- 5th-grade opinion checklist (p.95 *Writing Pathways*)

Supplemental

- Teacher- and student-selected mentor texts

Time Allotment

- January – February (including approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 4

Informational Writing: The Lens of History: Research Reports

Unit Goals

At the completion of this unit, students will:

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| CCS.ELA-Literacy.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CCS.ELA-Literacy.W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| CCS.ELA-Literacy.W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CCS.ELA-Literacy.W.5.2.c | Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). |
| CCS.ELA-Literacy.W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CCS.ELA-Literacy.W.5.2.e | Provide a concluding statement or section related to the information or explanation presented. |
| CCS.ELA-Literacy.W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CCS.ELA-Literacy.W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| CCS.ELA-Literacy.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCS.ELA-Literacy.W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.6.2.e	Establish and maintain a formal style.
CCS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCS.ELA-Literacy.RI.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCS.ELA-Literacy.L.5.3	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.
CCS.ELA-Literacy.L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
CCS.ELA-Literacy.L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

Unit Essential Questions

- How does an informational writer use his/her writing to teach about a subject?
- How does an informational writer get the reader interested in the topic?

- How does an informational writer get the reader to understand the subject by using subtopics and sequence?
- How does an informational writer use words to convey new ideas with grade-level vocabulary?
- How does an informational writer end his/her writing to restate the main points and keep the reader thinking about the topic?
- How does an informational writer show a variety of information such as examples, details, dates and quotes to elaborate his/her writing?
- How does an informational writer give credit to sources used in his/her writing?
- How does an informational writer effectively use key vocabulary or terms related to the topic?
- How does an informational writer use effective spelling, punctuation, and grammar?

Scope and Sequence

Informational Writing: The Lens of History: Research Reports	
Prior to Unit	<p>This unit, “The Lens of History: Research Reports,” focuses on The Revolutionary War, which aligns with the TPS social studies curriculum. To help understand the focus of this unit at a fifth-grade level, please see the chart on p. 121 of the unit: “What Makes This Powerful Information Writing?”</p> <p>Please access the TPS-created materials for the content swap for each Bend.</p>
Prior to On-Demand Pre-Assessment	<p><u>Please announce to all students the day prior:</u> “Think of a topic or issue that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
Bend I: Writing Flash-Drafts about The Revolutionary War	
<u>Note:</u> Please access the TPS-created materials for the content swap for each Bend.	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.):

	<p><u>Prompt</u>: “Think of a topic or issue that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Write an introduction; • Elaborate with a variety of information; • Organize your writing; • Use transition words to show how parts of your writing fit together; • Write a conclusion.”
Lesson 1	<p><u>Session 1</u>: Organizing for the Journey Ahead (p. 2) <u>Note</u>: Using the websites provided, students will read and note-take for homework.</p>
Lesson 2	<p><u>Session 2, Day 1</u>: Writing Flash-Drafts (p. 12) <u>Note</u>: The first flash-draft should be everything the student knows about the broad topic of the events leading up to and including the Revolutionary War.</p>
Lesson 3	<p><u>Session 2, Day 2</u>: Writing Flash-Drafts (p. 12) <u>Note</u>: Model how to fact-check information contained in the flash-draft. Then allow students to partner and fact-check together.</p>
Lesson 4	<p><u>Session 3</u>: Note-Taking and Idea-Making for Revision (p. 20)</p>
Lesson 5	<p><u>Session 4</u>: Writers of History Pay Attention to Geography (p. 30)</p>
Lesson 6	<p><u>Session 5</u>: Writing to Think (p. 40) <u>Note</u>: The focus today should be each student asking questions and finding his/her own answers.</p>
Lesson 7	<p><u>Session 6</u>: Writers of History Draw on An Awareness of Timelines (p. 51) <u>Note</u>: The focus today should be relationships between events, and cause and effect.</p>
Lesson 8	<p><u>Session 7</u>: Assembling and Thinking About Information (p. 61) <u>Note</u>: The focus today should be taking stock of information and tying up loose ends. Students should continue researching if needed.</p>

Lesson 9	<u>Session 8, Day 1</u> : Redrafting Our Research Reports (p. 64) <u>Note</u> : The focus today should be looking over notes and redrafting a fresh version.
Lesson 10	<u>Session 8, Day 2</u> : Redrafting Our Research Reports (p. 64) <u>Note</u> : See homework, p. 72.
Lesson 11	<u>Session 9</u> : Celebrating and Reaching Toward New Goals (p. 73)
Bend II: Writing Focused Research Reports that Teach and Engage Readers <u>Note</u> : Please access the TPS-created materials for the content swap for each Bend.	
Lesson 12	<u>Session 10</u> : Drawing Inspiration from Mentor Texts To Make Writing More Powerful (p. 80)
Lesson 13	<u>Session 11, Day 1</u> : Primary Source Documents (p. 89)
Lesson 14	<u>Session 11, Day 2</u> : Primary Documents Focusing on Images (pp. 97-99)
Lesson 15	<u>Session 12</u> : Organizing Information for Drafting (p. 100)
Lesson 16	<u>Session 13, Day 1</u> : Finding a Structure to Let Writing Grow Into (p. 104)
Lesson 17	<u>Session 13, Day 2</u> : Finding a Structure to Let Writing Grow Into (p. 104) <u>Note</u> : See homework, p. 113.
Lesson 18	<u>Session 14</u> : Finding Multiple Points of View (p. 114)
Lesson 19	<u>Session 15</u> : Creating Cohesion (p. 122)
Lesson 20	<u>Session 16, Day 1</u> : Using Text Features to Write Well (p. 128)
Lesson 21	<u>Session 16, Day 2</u> : Using Text Features to Write Well (p. 128) <u>Note</u> : The focus today should be revision.
Lesson 22	<u>Session 17</u> : Crafting Introductions and Conclusions (p. 136)
Lesson 23	<u>Session 18</u> : Mentor Texts Help Writers Revise (p. 143)
Lesson 24	<u>Session 19</u> : Adding Information and Inside Sentences (p. 146)
Lesson 25	<u>Session 20</u> : Celebration (p.153) <u>Note</u> : Tell students that tomorrow they will write an informational text: “Think of a topic or issue that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or

	<p>nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources.”</p> <p>Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.</p>
<p>After Lesson 25</p>	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic or issue that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you’ll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Write an introduction; • Elaborate with a variety of information; • Organize your writing; • Use transition words to show how parts of your writing fit together; • Write a conclusion.”

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 information writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will bring their informational piece to publication as a summative assessment. The student performance rubric is based on the grade 5 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. **On-Demand Writing Sample**
Students will write a summative 45-minute, on-demand post-assessment in the informational genre with no additional teacher input. (See "Scope & Sequence" above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 5 rubric for informational writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the earlier unit's pre-assessment to this post-assessment will demonstrate individual student growth.
3. Writer's Notebook/Folders and published pieces

Resources

Core

- *Informational Writing: The Lens of History: Research Reports* (Grade 5, Unit 2)
- *Writing Pathways* by Lucy Calkins
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- *The Revolutionary War* by Josh Gregory
- 5th-grade informational rubric (on CD-ROM)
- 5th-grade informational checklist (p. 191 *Writing Pathways*)

Supplemental

- Teacher- and student-selected mentor texts
- Collection of newspaper/magazine articles and/or books about the Revolutionary War

Time Allotment

- March – early May (including approximately 5 days for work with grammar/conventions using *Write Source*, as well as days for specific standardized assessment preparation and approximately 5 days for development of an essay to complement the DARE health program)

UNIT 5

Shaping Texts: From Essay and Narrative to Memoir

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| CCS.ELA-Literacy.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CCS.ELA-Literacy.W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CCS.ELA-Literacy.W.5.3.b | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| CCS.ELA-Literacy.W.5.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CCS.ELA-Literacy.W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CCS.ELA-Literacy.W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| CCS.ELA-Literacy.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| CCS.ELA-Literacy.W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CCS.ELA-Literacy.W.6.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CCS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
CCS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCS.ELA-Literacy.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
CCS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.
CCS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

Unit Essential Questions

- How does a writer create an important moment within his/her story?
- How does a writer begin a story with a strong lead?
- How does the writer show passage of time in complicated ways?
- How does the writer give the reader a sense of closure by connecting the main part of the story to the ending?
- How does the writer show character development throughout a story?
- How does the writer use paragraphs to separate parts or times of a story effectively?
- How does the writer develop the heart of a story by blending description, action, dialogue and thinking?
- How does a writer stretch out the heart of a story?
- How does the writer vary sentences to create the pace and tone of a narrative?
- How does the writer use author's craft to bring forth the meaning of a story?

- How does a writer use effective spelling, punctuation and grammar?

Scope and Sequence

Shaping Texts: From Essay and Narrative to Memoir	
Prior to Unit	<ul style="list-style-type: none"> • Examine students’ prior writing to determine places where they are not yet meeting grade 5 writing standards; these places can be areas of focus for this unit. • It may be helpful for students to focus on their elementary school experiences when writing their memoir.
Bend I: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose	
Lesson 1	<u>Session 1</u> : What Makes a Memoir? (p. 2)
Lesson 2	<u>Session 3</u> : Writing Small about Big Topics (p. 19)
Lesson 3	<u>Session 4</u> : Reading Literature to Inspire Writing (p. 28)
Lesson 4	<u>Session 5</u> : Choosing a Seed Idea (p. 37) <u>Note</u> : Use chart from p. 46
Lesson 5	<u>Session 6</u> : Expecting Depth from Your Writing (p. 47) <u>Note</u> : Today, students can revisit their entries, looking for themes and issues. Writers are expected to generate thoughtful and interpretive writing.
Bend II: Structuring, Drafting, and Revising a Memoir	
Lesson 6	<u>Session 7</u> : Studying and Planning Structures (p. 58) <u>Note</u> : Page 61 outlines ways to structure a memoir chart.
Lesson 7	<u>Session 8</u> : The Inspiration to Draft (p. 67)
Lesson 8	<u>Session 10</u> : Revising the narrative portion of a Memoir (p. 81) <u>Note</u> : The focus today should be using external events and internal events, and a parallel sequence of reactions (e.g., feelings and thoughts; dreams and fears). The chart on p. 84 can be used.

Lesson 9	<p><u>Session 11: Editing for Voice</u> (p. 91)</p> <p><u>Note:</u> The editing checklist on p. 92 and the museum walk (for the share) described on p. 92 will both be useful.</p>
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a memoir to bring to publication as a summative assessment. The student memoir checklist is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *Shaping Texts: From Essay and Narrative to Memoir* (Grade 5, Unit 3)
- *Writing Pathways* by Lucy Calkins
- *Resources for Teaching Writing: Units of Study in Opinion, Information and Narrative Writing* CD-ROM
- 5th-grade informational rubric (on CD-ROM)
- 5th-grade narrative checklist (p. 191 *Writing Pathways*)

Supplemental

- *Knots in My Yo-Yo String* by Jerry Spinelli
- *Childtimes: A Three-Generation Memoir* by Eloise Greenfields and Lessie Jones Little (within grade 4 *Being a Writer* collection)
- Teacher-selected mentor texts

Time Allotment

- mid May – June
- Students will also spend two days selecting one process piece from throughout the year and writing a self-reflection to be submitted to grade 6 language arts teachers.

CURRENT REFERENCE

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Refer to *Units of Study* CD-ROM or *Writing Pathways*