

Grade Five English Language Arts

Unit 1 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 1: Poetry/Drama-Performance, Poetry and Drama (Correlates with Reading Unit 5 – Examining Language and Aesthetic Elements)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment) Note: Due to pacing, all 25 Days will be used for Instructional Days

Overarching Standards (OS)

CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.5.W.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.

CCR.5.W.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.

CCR.5.W.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.

CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.

CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

Priority and Supporting CCSS

CC.5.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCR.5.W.3.b. USE narrative techniques, such as dialogue, description, and pacing, to develop experiences and

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events or show the responses of characters to situations.

CCR.5.W.3.c. USE a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCR.5.W.3.d USE concrete words and phrases and sensory details to convey experiences and events precisely.

CCR.5.W.3.e PROVIDE a conclusion that follows from the narrated experiences or events.

CCR.5.L.1.b FORM and USE the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

CCR.5.L.1.d RECOGNIZE and CORRECT inappropriate shifts in verb tense.

CCR.5.L.5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3.b <ul style="list-style-type: none"> • Narrative writing including forms of poetry • Narrative techniques (e.g., dialogue, description and pacing) • Details of experiences and events • Responses of characters to situations 	W.3.b USE (narrative techniques such as dialogue, description, and pacing) DEVELOP (experiences and events) PRODUCE (the responses of characters to situations in writing)	3 6 6
W.3c <ul style="list-style-type: none"> • Event sequence • Transitional words, phrases, and clauses 	W.3c ORGANIZE (the sequence of events) USE (a variety of transitional words, phrases, and clauses)	4 3
L.1d <ul style="list-style-type: none"> • Verb tense 	L.1d RECOGNIZE (inappropriate shifts in verb tense) CORRECT (inappropriate shifts in verb tense)	1 5

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. What are the features of poetry and how do I use the mentor texts to help me improve my own writing in poetry?2. Why do the rules of language matter?	<ol style="list-style-type: none">1. Good authors use model/mentor texts to guide them as they compose their own writing.2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

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Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Using narrative writing techniques while exploring poetry• Organizing events and using transition words• Using appropriate verb tense <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Scope and Sequence of <i>Sitton Spelling</i>2. The <i>Fundamentals of Writing Unit: Poetry Grade 5</i> will be used throughout this unit. Students will identify and learn features and functions of poetry. Students will draft poems that will include a specific form of poetry as well as using effective techniques such as poetic devices (e.g., metaphors). Students will produce a final draft in which they will present to class. The mentor texts used in the Immersion Lessons will be used throughout the unit. Ideas for extension activities are noted at the end of each lesson. Finally, pacing for lessons is noted but may be adjusted based on student needs.3. The following lesson from the <i>CROSSWALK Coach</i> addresses the following standards and can be imbedded throughout the unit:<ul style="list-style-type: none">➤ Lesson 20, pages 176-181 (L.1d) <ul style="list-style-type: none">• Follow the Suggested Immersion Lessons from <i>Fundamentals of Writing: Poetry Grade 5</i> (Mentor Texts may be replaced)<ul style="list-style-type: none">○ <i>The Art of Reading Poetry Aloud</i>: Students will learn the value of oral tradition of poetry. (<u>Reflections on A Gift of Watermelon Pickle...</u>by Stephen Dunning, Edward Lueders and Hugh Smith)○ <i>The Art of Reading Poetry Aloud</i>: Students will conduct choral readings to notice effects of voice, tone, volume and pace.○ <i>Imagery</i>: Students will learn how poetry creates specific images in the readers' minds. (<u>Seeing the Blue Between</u> by Paul Janeczko and <u>Knock at a Star</u> by X.J. Kennedy)	<p><u>Teacher Notes</u></p>

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- *Universal Appeal*: Students will explore the power of poetry. (Seeing the Blue Between by Paul Janeczko and This Place I Know by Georgia Heard)
- *What is True About Poetry?*: Students will learn additional poetic tools and words.

Generating Ideas

- *Generating Ideas I: Poets Write About What They See*: pages 12-13
 - Students will explore how poets develop their ideas.
- *Generating Ideas II: Poets Write About the Mystery or the Story*: pages 14-15
 - Students will learn how to generate ideas based on things they hear or see.
- *Generating Ideas III: Small Poems – Big Ideas*: pages 16-17
 - Students will learn forms of poetry, specifically length.
- *Generating Ideas IV: The Power of Poetry*: pages 18-19
 - Students will learn the power of poetry.

Selecting

- *Selecting: Poems to Publish*: pages 20-21
 - Students will discuss plans for their poetry.

Collecting

- *Collecting I: The Rules of Poetry*: pages 22-23
 - Students will learn forms of poetry.
- *Collecting II: Finding the Hidden Story*: pages 24-25
 - Students will learn to collect ideas through hidden stories.
- *Collecting III: Lines to Keep*: pages 26-27
 - Students will use a line from a poem to start a new poem.

Drafting

- *Drafting: Line Breaks, Form, Shape and Sound*: pages 28-29
 - Students will begin to draft final four poems as they discuss specific forms.

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Revision

- *Revision I: Metaphorical Language:* pages 30-31
 - Students will revise their work to include metaphors.
- *Revision II: Trying a New Form:* pages 32-33
 - Students will rewrite a poem using a different form.
- *Revision III: Poetic Devices:* pages 36-37
 - Students will revise using a poetic device checklist.

Editing (**Note:** Students should also edit poems for verb tenses. See *CROSSWALK Coach Lesson*.)

- *Editing I: Capitalization:* pages 36-37
 - Students will learn the rules and proper use of conventions, including when authors “break the rule.”
- *Editing II: Punctuating Poetry:* pages 38-39
 - Students will edit work for “white” space in poetry.

Publishing

Note: Students may rewrite or type final copy of one of their poems before presenting to the class.

- *Publishing: Reading Aloud:* pages 40-41

Evaluation

- *Evaluation I: Assessment – Self-Reflection:* pages and *Evaluation II: Teacher Assessment of Student Performance*

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Vocabulary

Audience- the person or group for whom a selection is written or performed
Edit- to correct a written work, checking for grammar, spelling or punctuation errors
Future tense- a form of a verb that describes actions that have not happened yet
Idea- a thought or plan carefully formed in the mind
Metaphor- figurative language that makes a direct comparison between two things or ideas
Organization- the process of giving structure or form
Past tense- a form of a verb used to describe actions that have already happened
Plan- a method for doing something that has been thought out ahead of time
Poetry- writing broken into lines or stanzas, often with rhyme and rhythm
Present tense- a form of a verb used to describe actions or events happening currently
Publish- the final step in the writing process when the writer shares the work with others
Punctuation- marks that tell the reader when to pause, when a sentence ends, or what kind of sentence he or she is reading
Reflect- to express carefully considered thoughts
Revise- a step in the writing process used to improve the original work
Stanza- a group of lines in a poem
Topic- the main thought or subject of a written work
Verse- a line of a poem or a song
Writer's purpose- the reason or reasons an author has for writing a selection

Assessment	Performance Task
Formal -Rubric/Checklists	TBD
Informal -Teacher Observation -Anecdotal Notes	

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-Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric	
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Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional -Student Work -Language Arts Addendum -Process Writing Framework -Core Word List - <i>Fundamentals of Writing: Poetry Grade 5 and Mentor Texts</i> : <ul style="list-style-type: none">• <u>all the small poems and fourteen more</u> by Valerie Worth• <u>Baseball, Snakes, and Summer Squash</u> by Donald Graves• <u>A Kick in the Head: An Everyday Guide to Poetic Forms</u> by Paul Janeczko• <u>Knock at a Star</u> by X.J. Kennedy• <u>The Oxford Illustrated Book of American Children's Poems</u> by Donald Hall (Ed.)• <u>Reflections on a Gift of Watermelon Pickle...</u> collected by Stephen Dunning, Edward Lueders and Hugh Smith	www.schoolwidefundamentals.com www.favoritepoem.org www.kristinegeorge.com www.poetry4kids.com/links.html www.ralphfletcher.com

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- Seeing the Blue Between by Paul Janeczko
- Songs of the Watermelon Boatman and Other Pond Poems by Joyce Sidman
- This Place I Know: Poems of Comfort by Georgia Heard
- This Same Sky: A Collection of Poems from Around the World by Naomi Shihab Nye

-*COACH Crosswalk*

-*The Reader's Handbook*

Teacher

-Student Assessment Data

-*Fundamentals of Writing: Poetry Grade 5*

-Writer's Express Teacher's Guide by Great Source

-CRISS Manual

-Guiding Readers and Writers by Fountas and Pinnell

-*Sitton Spelling Sourcebook*

-*COACH Crosswalk*

-*The Reader's Handbook Teacher Guide*

Interdisciplinary Connections

Ledyard Public Schools

Spring 2016

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Unit 2 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 2: Personal Narrative: Dialogue, Description and Events (Correlates with Reading Unit 2 - Uncovering Meaning and Message in Literature)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

Language

CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.

CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

Writing

CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCR.5.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

CCR.5.W.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.

CCR.5.W.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.

Foundational Skills

CCR.5.R.F.3 KNOW and APPLY grade-level phonics and word analysis skills in decoding words.

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Priority and Supporting CCSS
<p>CCR.5.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCR.5.W.3.a ORIENT the reader by establishing a situation and introducing a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.</p> <p>CCR.5.W.3.b. USE narrative techniques, such as dialogue, description, and pacing, to DEVELOP experiences and events or SHOW the responses of characters to situations.</p> <p>CCR.5.W.3.c. USE a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>CCR.5.W.3.d USE concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCR.5.W.3.e PROVIDE a conclusion that follows from the narrated experiences or events.</p> <p>CCR.5.W.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).</p> <p>CCR.5.SL.1.b Follow agreed upon rules for discussions and carry out assigned roles.</p> <p>CCR.5.L.2.b USE a comma to separate an introductory element from the rest of the sentence.</p> <p>CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.</p> <p>CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCR.5.L.3.a. EXPAND, COMBINE, and REDUCE sentences for meaning, reader/listener interest, and style.</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
<p>W.3b</p> <ul style="list-style-type: none"> • Personal Narrative • Narrative techniques (e.g., dialogue, description and pacing) • Details of experiences and events • Responses of characters to situations 	<p>W.3b</p> <p>USE (narrative techniques such as dialogue, description, and pacing)</p> <p>DEVELOP (experiences and events)</p> <p>PRODUCE (the responses of characters to situations in writing)</p>	<p>3</p> <p>6</p> <p>6</p>
<p>W.3c</p> <ul style="list-style-type: none"> • Event sequence • Transitional words, phrases, and 	<p>W.3c</p> <p>ORGANIZE (the sequence of events)</p>	<p>4</p> <p>3</p>

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<p>clauses</p> <p>L.2b</p> <ul style="list-style-type: none"> • Commas to separate an introductory element <p>L.3a</p> <ul style="list-style-type: none"> • How to edit sentences by expanding, combining, and reducing • Meaning • Reader interest • Style 	<p>USE (a variety of transitional words, phrases, and clauses)</p> <p>L.2b USE (a comma to separate an introductory element from the rest of the sentence)</p> <p>L.3a EXPAND, COMBINE, & REDUCE (sentences for meaning, reader/listener interest, and style)</p>	<p>3</p> <p>3,6</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do writers construct their personal narratives so that they are interesting to readers? 2. How do writers develop their narratives to communicate their story in a clear and natural way? 3. Why do writers reread and edit their personal narratives? 	<ol style="list-style-type: none"> 1. Writers use dialogue, description, and personal events to make their personal narratives interesting. 2. Writers use transitional words, phrases, and commas to separate their ideas and communicate their story in a clear and natural way. 3. Writers need to edit their personal narrative for meaning, interest, and style.

Standardized Assessment Correlations (State, College and Career)
<p>Expectations for Learning (in development)</p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

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Learning Activities

Focus of Unit

- Using narrative techniques and managing event sequence
- Using a comma to separate introductory element
- Expanding, combining and reducing sentences

Activities

Notes:

1. Follow Scope and Sequence of *Sitton Spelling*
2. The *Fundamentals of Writing Unit*. Memoir focuses on how authors use their own life experiences, interests and observations of the world to generate ideas for writing. Students will be able to discover narrative voices and writing techniques and will find new ways to think about how language can be used. Students will focus on writing around a particular themes, feeling or issues to help them develop experiences in an organized manner. Conferencing and student sharing will take place as needed throughout unit. Student Performance Checklist: pages 88-89, Where Are My Students in the Writing Process (Formative Process): pages 90-91, and Narrative Writing Rubric page 92-93.
3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4-7 of the Memoir writing unit. These words should be incorporated into writing instruction. Teachers may choose to replace mentor texts with alternative titles.
4. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 11 of the Memoir unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons. Offer student choice should students want to bring drafts to publication (i.e., handwritten, word template and pictures, slideshow, narrative podcast [audio or video]).
5. The following lessons from *CROSSWALK Coach* addresses the following standards and can be imbedded throughout the unit:
 - Lesson 17, pages 146-151 (W.3)
 - Lesson 22, pages 188-122 (L.2)

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➤ Lesson 24, pages 200-205 (L.3a)

- Follow Immersion Lessons from *Fundamentals of Writing: Memoir* pages 23-37
 - *What is Memoir?:* Preview memoir texts to determine what the texts have in common.
 - *A Place Called Home:* Demonstrates to students how a word, such as “home,” can inspire different memories from writers and that memoir writers write about the ordinary happenings in their lives. (Home by Michael Rosen, Ed.)
 - *Making Meaning-Reflection:* Explores for students and understand about how writers write about life experiences to connect to the past and perhaps the future. (Family Pictures/Cuadros de Familia by Carmen Lomas Garza)
 - *Narrative Techniques: Dialogue and Description:* Illustrates for students how dialogue can be a great addition to memoir to help readers feel like they were actually in the place and time when the memory was made. (My Rotten Redheaded Older Brother by Patricia Polacco)
 - *We Are the Experts!-* Demonstrates for students that their own lives are packed with meaningful experiences and memories that can form the basis of their own

Generating Ideas pages 38-50

- *Generating Ideas I: Storytelling*
 - Students will tell stories to help develop a clear sequence.
- *Generating Ideas II: Pictures Tell Stories*
 - Students will sketch pictures to develop real experiences/events.
- *Generating Ideas III: Making Connections to Published Memoirs*
 - Students will connect to the memories and experiences of unit memoir writers to generate and record ideas for writing their own memoir.
- *Generating Ideas IV: The People in Your Story*
 - Students will explore ideas and use them to generate memoir possibilities about important people in their lives by creating a list of important people in their lives.

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Selecting Ideas pages 51-52

- *Selecting Ideas: Rereading to Select a Big Idea*
 - Students will reread their notebook entries looking for patterns or recurring themes to help write more about them.

Collecting pages 53-61

- *Collecting I: Describing A Setting*
 - Students will write about setting using techniques such as dialogue (internal), physical descriptions, lists of movement, and character movement.
- *Collecting II: Freewriting* **Note:** Rules of Free-writing can become an anchor chart for future work.
 - Students will free write to develop stories and reflect on own focus or purpose.
- *Collecting III: Purpose and Audience*
 - Students will consider their purpose and organize a coherent piece of writing for an audience.

Note: The following lesson is from *The Fundamentals of Grammar and Conventions* Unit 1

- Lesson 3, *Emphasizing Rhythm in Sentences*, pages 17-21
 - Students will notice the structure of simple, compound and complex sentences and will practice identifying simple, compound and complex sentences.

Drafting pages 62-68

- *Drafting I: Narrative Text Structure*
 - Students will review narrative text structures to help draft narratives with an organized event sequence that unfolds naturally.
- *Drafting II: Using Transitional Words and Phrases*
 - Students will use transitional words and phrases to manage event sequence.

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Additional Idea for Teaching Pacing

Explore Pacing Techniques and create a class chart that can be added to throughout the year. See following sample:

Technique for Slowing the Pace	Techniques for Increasing the Pace
Provide details about the characters and setting.	Be sparing and focus on what the reader needs to know.
Zoom out: provide broad lens rather than close up narration.	Zoom in and use close up narration rather than a broad lens.
Use dialogue that reveals information about the characters and their responses to the situation.	Use brief dialogue that moves the plot forward.
Weave in some longer, descriptive sentences (being sure to maintain balance with shorter sentences.	Use mostly short sentences.

Note: See Grade 3 Unit 1 for Additional Drafting and Revising Ideas and Grade 4 Unit 1 for Additional Ideas for adding Dialogue

Revising pages 69-74

- *Revision I: It's All in the Details*
 - Students will revise drafts.
- *Revision II: Adding Reflection*
 - Students will add reflective thinking and provide a conclusion that follows from narrated experiences.

Editing pages 75-80 Note: See grade 3 and grade 4 Unit 1 for additional editing ideas.

- *Editing I: Capitalization Cleanup*
 - Students will edit writing to be sure nouns are capitalized when needed.
- *Editing II: Rules for Capitalization*
 - Students will edit their drafts to make the appropriate changes in capitalization.

Note: The following lesson is from *The Fundamentals of Grammar and Conventions* Unit 2:

- Lesson 2: *The Common Comma*, pages 36-39
 - Students will learn to use commas appropriately. (e.g., to help organize words and ideas and to help the readers know where to pause as the read).

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Publishing pages 81-84

Note: Students can choose to publish drafts. Time can be provided during the Literacy Block.

- *Publishing: Cover and Title*
 - Students will create a cover page for their writing. Students should share writing with a partner, small group or with the whole class.

Evaluating pages 85-87

- *Student Self-Reflection*
 - Student will reflect on their own writing

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Audience- the person or group for whom a selection is written or performed

Character- a person, thing or animal in a story

Clause- a group of word shaving its own subject and predicate, forming a simple sentence or part of a compound or complex sentence

Closure- a bringing to an end

Comma- a punctuation mark used to separate words or groups of words in a sentence

Complex sentence- a sentence that contains one independent clause and at least one dependent clause

Compound sentence- two sentences joined by a conjunction to create a new sentence

Conclusion- the closing or ending of a written selection

Description- words that are used to tell or write about something

Dialogue- a conversation between two or more persons

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Event- a happening in a story

Event sequence- the order in which events occur

Introductory element- a word or group of words that introduces a sentence and is set off by commas

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Organizational structure- a logical or orderly framework or arrangement
Pacing- the appropriate development of events or ideas in narrative writing
Phrase- a group of words that has meaning but is not a complete sentence
Plan- a method for doing something that has been thought out ahead of time
Publish- the final step in the writing process when the writer shares the work with others
Reflect- to express carefully considered thoughts
Revise- a step in the writing process used to improve the original work
Sentence- a group of words that express a clear thought
Simple Sentence- a sentence with a subject and verb that creates a complete thought
Topic- the main thought or subject of a written work
Transitional word/phrase/clause- a word, phrase or clause that connects one idea to another
Writer's purpose- the reason or reasons an author has for writing a selection

Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	TBD

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

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Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -Process Writing Framework -Core Word List -<i>Fundamentals of Writing</i>: Memoir and Mentor Texts: <ul style="list-style-type: none"> • <u>19 Varieties of Gazelle</u> by Naomi Shihab Nye • <u>Bigmama's</u> by Donald Crews • <u>The Chalk Doll</u> by Charlotte Pomerantz • <u>Childtimes: A Three-Generation Memoir</u> by Eloise Greenfield and Lessie Jones Little • <u>Family Pictures/Cuadros de Familia</u> by Carmen Lomas Garza • <u>Home</u> by Michael Rosen (Ed.) • <u>Letting Swift River Go</u> by Jane Yolen • <u>My Rotten Redheaded Older Brother</u> by Patricia Polacco • <u>Sitti's Secret</u> by Naomi Shihab Nye • <u>When I Was Your Age, Volume One</u> by Amy Ehrlich (Ed.) -<i>Fundamentals of Grammar</i> mentor texts: <ul style="list-style-type: none"> • <u>Dancing in the Wind</u> by Debbie Allen • <u>Barn Savers</u> by Linda Oatman -Additional Text Suggestions: <ul style="list-style-type: none"> • <u>How to Write Your Life Story</u> by Ralph Fletcher • <u>Marshfield Dreams</u> by Ralph Fletcher • <u>The Raft</u> by Jim LaMarche • <u>Flyaway Home</u> by Eve Bunting • <u>Owl Moon</u> by Jane Yolen 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>Information on Eloise Greenfield: www.childrensliteraturenetwork.org/</p> <p>Note: click on birthday bios links for authors and illustrators Follow links to Greenfield and Naomi Shihab Nye: www.harpercollinschildrens.com</p> <p>www.carmenlomasgarza.com</p> <p>www.patriciapolacco.com</p> <p>Interview with Naomi Shihab Nye www.pbs.org/now/transcript_nye.html</p> <p>www.weebly.com for various formats for publishing pages</p>

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- The Reader's Handbook*
- COACH Crosswalk*

Teacher

- Student Assessment Data
- Fundamentals of Writing: Memoir*
- Fundamentals of Grammar*
- Narrative Writing materials by Empowering Writers
- Writer's Express Teacher's Guide by Great Source
- CRISS Manual
- Guiding Readers and Writers by Fountas and Pinnell
- Sitton Spelling Sourcebook*
- The Reader's Handbook*
- COACH Crosswalk*

Interdisciplinary Connections

Grade Five English Language Arts

Unit 3 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 3: Compare/Contrast: Supporting Ideas with Information (Correlates with Reading Unit 3 – Finding Information to Explore and Support Ideas)
Pacing	35 days (30 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

Language

CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.

CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

Writing

CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCR.5.W.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.

CCR.5.W.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.

CCR.5.W.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.

Foundational Skills

CCR.5.R.F.3 KNOW and APPLY grade-level phonics and word analysis skills in decoding words.

Grade Five English Language Arts

Unit 3 Writing

Priority and Supporting CCSS

CCR.5.W.2 WRITE informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR.5.W.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.

CCR.5.W.2.b DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCR.5.W.2.c **LINK** ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

CCR.5.W.2.d USE precise language and domain-specific vocabulary to inform about or explain the topic.

CCR.5.W.2.e **PROVIDE** a concluding statement or section related to the information or explanation presented.

CCR.5.W.7 CONDUCT short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCR.5.W.8 RECALL relevant information from experiences or gather relevant information from print or digital sources; **SUMMARIZE** or **PARAPHRASE** information in notes and finished work, and **PROVIDE** a list of sources.

CCR.5.SL.1.a **COME** to discussions prepared, having read or studied requires material; **DRAW** on that preparation and other information known about the topic to explore ideas under discussion.

CCR.5.SL.1.d **REVIEW** the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCR.5.SL.2 **SUMMARIZE** a written text aloud or information presented orally in diverse media format and formats, including visually, quantitatively, and orally.

CCR.5.L.1.b **FORM** and **USE** the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

CCR.5.L.4.b USE common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

Grade Five English Language Arts

Unit 3 Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.2</p> <ul style="list-style-type: none"> • Informational writing • Topic • Awareness of audience • Ideas • Information 	<p>W.2 WRITE (informative/explanatory texts to examine a topic and convey ideas and information clearly)</p>	6
<p>W.2b</p> <ul style="list-style-type: none"> • Topic • Relevant information (e.g., facts, definitions, details, quotations) 	<p>W.2b DEVELOP (the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic)</p>	6
<p>W.2d</p> <ul style="list-style-type: none"> • Word choice • Domain-specific language 	<p>W.2d USE (precise language and domain-specific vocabulary to inform about or explain the topic)</p>	3
<p>W.7</p> <ul style="list-style-type: none"> • Primary sources • Secondary sources • Strong introduction/hook (e.g., thesis statement) 	<p>W.7 ANALYZE/USE (primary and secondary sources) CONDUCT (short research projects that use several sources to build knowledge through investigation of different aspects of a topic)</p>	3,4 3

Grade Five English Language Arts

Unit 3 Writing

<p>W.8</p> <ul style="list-style-type: none"> • Print and digital sources • How to take notes • Various sources • How to cite sources <p>L.4b.</p> <ul style="list-style-type: none"> • Greek and Latin affixes • Greek and Latin roots 	<p>W.8 RECALL (relevant information from experiences or gather relevant information from print or digital sources) SUMMARIZE/PARAPHRASE (information in notes and finished work) PROVIDE (a list of sources)</p> <p>L.4b USE (common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word)</p>	<p>1,3,5</p> <p>2</p> <p>2</p> <p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is my purpose and how do I develop it? 2. How do I examine topics and convey ideas and information clearly? 3. What do good researchers do? 	<ol style="list-style-type: none"> 1. Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Good readers and writers make meaning of what they read. 3. Effective research presents an answer to a question, demonstrates understanding of the inquiry and properly cites information from multiple sources.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Grade Five English Language Arts

Unit 3 Writing

Learning Activities

Focus of Unit

- Writing an informative text and developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Creating a thesis statement
- Using primary and secondary sources
- Conducting short research and note-taking strategies
- Using Greek and Latin affixes and root words

Activities

Notes:

1. Follow Scope and Sequence of *Sitton Spelling*.
2. The following lessons from *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
 - Lesson 16, pages 140-145 (W.2)
 - Lesson 19, pages 158-163 (W.7/8)
 - Lesson 27, pages 218-223 (L.4b)
3. The *Fundamentals of Writing Unit: Essay Writing* will teach the genre of informational/expository writing and opinion writing through the use of an essay. The emphasis, however, is on informational writing. Students will engage in a variety of collaborative discussions on topics, features and purposes of various essays. They will learn to craft a thesis statement, develop topics with facts, quotes and concrete details, and will provide a concluding statement/section related to information presented. Students may choose to bring drafts to publication. Teachers should use the Information/Explanatory Writing Rubric rather than the Opinion Rubric that is provided in the *Fundamentals of Writing Unit: Essay Writing*. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 131-132) as well as the Formative Assessment Notes when conferencing with students (pages 133-134).
4. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of

Grade Five English Language Arts

Unit 3 Writing

Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-12. Teachers should select from these words and incorporate into writing instruction.

5. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. **Teachers may also use professional judgment to adjust/combine lessons based on student needs.** Ideas for extension activities are noted at the end of each lesson.
-
- Follow the Immersion Lessons from *Fundamentals of Writing: Essay Unit Pages 28-53* **Note:** Mentor Text Summaries can be found on pages 26-27. Teacher may, however, choose to substitute texts.
 - *Defining the Genre: Introduction to Thesis Statement:* Students will develop an understanding of the Essay genre and the purpose for a thesis statement. (Sharks by Seymour Simon and Surprising Sharks by Nicola Davies).
 - *Defining the Genre: Implied Thesis Statement and Function of a Closing:* Students will notice how an author's point of view is sometimes implied, and how the closing of an essay reinforces the thesis. (The Table Where Rich People Sit by Byrd Baylor)
 - *Defining the Genre: The Body:* Students will discover how the body of an essay provides the reader with information that supports the thesis. (A Quiet Place by Doug Wood and the essay "Who Wants to Be a Millionaire?")
 - *Defining the Genre: Making the Connections to Topics and Themes:* Students will learn how authors of the genre are passionate about their topics. (Essays from Essay Pack)
 - *Defining the Genre: Internal Features:* Students will examine the author's use of language techniques and how the techniques engage the readers and support their thesis statement. ("Homework: Enough is Enough!").

Note: *Wrapping Up Activities can be done at the teacher's discretion.*

Grade Five English Language Arts

Unit 3 Writing

Generating Ideas Pages 54-67

- *Generating Ideas I: Writer's Stance:*
 - Students will discover purposes as they generate ideas for topics about which they are passionate about, and on which they want to argue a particular stance or opinion.
- *Generating Ideas II: Journey of Thought:*
 - Students will generate a clear focus for an essay.
- *Generating Ideas III: The Art of Persuasion:*
 - Students will identify and examine a social issue to generate a strong argument for their essays.

Selecting Pages 68-71

Selecting: Finding a Focus:

- Students will consider their focus and audience for their writing.

Collecting Pages 72-93

- *Collecting I: Brainstorming:*
 - Students will “Free-Write” about their selected topic as a way to recall and gather relevant information.
- *Collecting II: The Thesis:*
 - Students will finalize their thesis statement to move forward with their writing.
- *Collecting III: Facts and Details to Support Thesis:*
 - Students will use a variety of brainstorming strategies and graphic organizers to collect information that will support their thesis statements.
- *Collecting IV: Research: Primary and Secondary Sources:*
 - Students will research their ideas for facts and details that support their thesis statements.
- *Collecting V: Outlining:*
 - Students will organize information in an outline to support their thesis.

Note for Drafting and Revising lessons: After lessons have been taught, allow several days for students to work at their own pace to draft and revise their writing. Additional time during the day may also be provided.

Grade Five English Language Arts

Unit 3 Writing

Drafting Pages 94-106

- *Drafting I: Introduction:*
 - Students will use an organizational structure to craft an introduction meant to capture the reader's attention.
- *Drafting II: The Body of the Essay: Creating Topic Sentences:*
 - Students will write a strong topic sentence for each paragraph.
- *Drafting III: Developing Paragraphs:*
 - Students will continue connect the main point of each paragraph with facts and details.
- *Drafting IV: The Conclusion:*
 - Students will include a conclusion to support their initial argument.

Revising Page 107-116

- *Revising I: Paragraph Transitions:*
 - Students will learn an array of transitional words and phrases to link opinions and support details. **Note:** Additional lessons from *The Fundamentals of Grammar and Conventions* can be found in Unit 1, Lesson 4.
- *Revising II: Powerful Words and Phrases:*
 - Students will revise their essays by including powerful words that capture the readers' attention.

Editing Page 117-123

- *Editing I: Citations:*
 - Students will understand how to cite their references and resources to avoid plagiarism. **Note:** Additional lessons can be found at the LPS Staff Intranet in the Unit of Study Section: *Google Search Education*
- *Editing II: Proofreading:*
 - Students will use edit their writing.

Publishing Page 124-126 **Note:** Students may choose to bring drafts to publication. Teachers should use the Information/Explanatory Writing Rubric rather than the Opinion Rubric that is provided in the *Fundamentals of Writing Unit: Essay Writing*.

- *Publishing: Presentation:*
 - Students will add some finishing touches to their essay.

Grade Five English Language Arts

Unit 3 Writing

Evaluating Pages 127-130

- *Student Self-Reflection*
 - Students will evaluate and reflect on their own work.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Affix- a group of letters added to the beginning or end of a word that changes the meaning of that word

Audience- the person or group for whom a selection is written or performed

Description- words that are used to tell or write about something

Dialogue- a conversation between two or more persons

Digital source- an electronic reference used to gather or produce information

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Idea- a thought or plan carefully formed in the mind

Organization- the process of giving structure or form

Paraphrase- to retell or restate in one's own words

Plan- a method for doing something that has been thought out ahead of time

Print source- a printed reference used to gather or produce information

Publish- the final step in the writing process when the writer shares the work with others

Reflect- to express carefully considered thoughts

Reference material- a source that provides information

Revise- a step in the writing process used to improve the original work

Root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning

Sentence- a group of words that express a clear thought

Secondhand- not directly known or experienced; obtained from others or from books

Source- a person, place or thing that provides information

Grade Five English Language Arts

Unit 3 Writing

<p>Summarize- to tell or write briefly about the main ideas</p> <p>Topic- the main thought or subject of a written work</p> <p>Transitional word/phrase/clause- a word, phrase or clause that connects one idea to another</p> <p>Writer’s purpose- the reason or reasons an author has for writing a selection</p>

Assessment	Performance Task
<p>Formal</p> <p>-Informational/Explanatory Grade Specific Writing Rubric (Not required as a Published Piece)</p> <p>Informal</p> <p>-Teacher Observation and Anecdotal Notes using Formative Assessment Notes</p> <p>-Student Writing Samples from Unit Activities</p> <p>-Student Self-Assessment</p> <p>-Student Checklist</p>	<p>TBD</p>

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional</p> <p>-Student Work</p> <p>-Language Arts Addendum</p> <p>-Process Writing Framework</p> <p>-Core Word List</p> <p>-<i>Fundamentals of Writing</i>: Essay Unit and Mentor Texts:</p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars

Grade Five English Language Arts

Unit 3 Writing

- Chameleons Are Cool by Martin Jenkins
- Endangered Tigers by Bobbie Kalman
- Gentle Giant Octopus by Karen Wallace
- Hey, Little Ant by Phillip and Hannah Hoose
- A Quiet Place by Douglas Wood
- Sharks by Seymour Simon
- Surprising Sharks by Nicola Davies
- A Swim Through the Sea by Kristin Joy Pratt
- The Table Where Rich People Sit by Byrd Baylor
- A Walk In the Rain Forest by Rebecca L. Johnson

-Fundamentals of Writing Essay Exemplars:

- “Check the Label” by Ruthie Young
- “Homework! Enough is Enough” by Michelle Peterson
- “Going Green in School” by Carol Lattimore
- “Ban Smoking in Cars: Protect Children’s Rights” by Michelle Peterson
- “Uniforms or No Uniforms? That is the Question” by E.D. Woodworth
- “Who Wants to Be a Millionaire?” by Kara I. Stevens

-Fundamentals of Grammar and mentor texts:

- John Henry by Julius Lester
- Twenty Odd Ducks by Lynne Truss
- Barn Savers by Linda Oatman High
- Up North At The Cabin by Marsha Wilson Chall
- Down the Road by Alice Schertle

-CROSSWALK Coach

-The Reader’s Handbook

- Digital Appendices

www.slate.com

Online magazine for short, accessible essays about a variety of topics and themes that can be printed and used for teaching: (Be sure to preview first)

www.123helpme.com/search.asp?text=Children

Essays on a variety of subjects (Be sure to preview)

Grade Five English Language Arts

Unit 3 Writing

<p><u>Teacher</u></p> <ul style="list-style-type: none">-Student Assessment Data-<i>Fundamentals of Writing</i>: Essay Unit-<i>Fundamentals of Grammar</i>-Writer's Express Teacher's Guide by Great Source-CRISS Manual-Guiding Readers and Writers by Fountas and Pinnell-<i>Sitton Spelling Sourcebook</i>-<i>CROSSWALK Coach</i>-<i>The Reader's Handbook</i> Teacher Guide	
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Interdisciplinary Connections	

Grade Five English Language Arts

Unit 5 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 3: Persuasive: Persuading Readers in Writing/Taking A Stance (Correlates with Reading Unit 5 – Using Persuasion)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment) Note: Due to pacing, use all 25 Days as Instructional Days

Overarching Standards (OS)

CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.

CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.5.W.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.

CCR.5.W.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.

CCR.5.W.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.

Foundational Skills

CCR.5.R.F.3 KNOW and **APPLY** grade-level phonics and word analysis skills in decoding words.

Grade Five English Language Arts

Unit 5 Writing

Priority and Supporting CCSS
<p>CCR.5.W.1 WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons and information.</p> <p>CCR.5.W.1.b PROVIDE logically ordered reasons that are supported by facts and details.</p> <p>CCR.5.W.1.c LINK opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>CCR.5.L.1.a EXPLAIN the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>CCR.5.L.5.c USE the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>CCR.5.W.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.</p> <p>CCR.5.W.1.d PROVIDE a concluding statement or section related to the opinion presented. <i>consequently, specifically</i>).</p> <p>CCR.5.L.2.c USE a comma to set off the words <i>yes</i> and <i>no</i> <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>).</p> <p>CCR.5.L.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>).</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
<p>W.1</p> <ul style="list-style-type: none"> • Topic • Difference between relevant and irrelevant evidence • Opinion/position • Reasons (e.g., claims, support) 	<p>W.1</p> <p>WRITE (opinion pieces on topics or texts)</p> <p>SUPPORT (a point of view with reasons and information)</p>	<p>6</p> <p>5</p>

Grade Five English Language Arts

Unit 5 Writing

<ul style="list-style-type: none"> • Evidence (e.g., examples, facts) • Awareness of audience • Strategies for dealing with opposing point of view 		
<p>W.1b</p> <ul style="list-style-type: none"> • Logical order of supporting reasons 	<p>W.1b PROVIDE (logically ordered reasons that are supported by facts and details)</p>	3
<p>W.1c</p> <ul style="list-style-type: none"> • Linking/transition words, phrases and clauses (e.g., <i>consequently</i>, <i>specifically</i>) • How to use linking/transition words to show relationship 	<p>W.1c LINK (opinion and reasons using words, phrases, and clauses)</p>	3
<p>L.1a</p> <ul style="list-style-type: none"> • Functions of conjunctions, prepositions and interjections 	<p>L.1a EXPLAIN (the function of conjunctions, prepositions, and interjections in general and their function in particular sentences)</p>	2,3
<p>L.5c</p> <ul style="list-style-type: none"> • Word relationships (e.g., synonyms, antonyms, homographs) 	<p>L.5c USE (the relationship between particular words to better understand each of the words)</p>	3

Grade Five English Language Arts

Unit 5 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. How do I use mentor texts to guide me as I compose a persuasive writing piece?2. Why do the rules of language matter?	<ol style="list-style-type: none">1. Persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Grade Five English Language Arts

Unit 5 Writing

Learning Activities

Focus of Unit

- Writing opinions and supporting them with reasons
- Listening to others' points of views
- Explaining functions of conjunctions, prepositions, and interjections
- Understanding and using word relationships

Activities

Notes:

1. Follow Scope and Sequence of Sitton Spelling
 2. The *Fundamentals of Writing* Unit: Persuasive Essay Writing Unit teaches students to share their thoughts and opinions with a larger audience and influence the reader's thinking. The persuasive essay's goal is to be influential and align the reader with the author's point way of thinking. The books used in the unit of study offer various forms of persuasive writing, from author's sharing personal stories about issues they care about to communicate opinions on global topics. Students will learn that these stories serve a deeper purpose than to just entertain as they formulate their own opinions and communicate them through persuasive essays. Lessons from the *Fundamentals of Grammar and Conventions* have been imbedded. Additional grammar mini lessons can be added if needed.
 3. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
 - Lesson 15, pages 134-139 (W.1)
 - Lesson 23, pages 194-199 (L.1a)
 - Lesson 29, pages 230-235 (L.5c)
- Follow the Immersion Lessons from *Fundamentals of Writing: Persuasive Essay Unit*: Due to pacing, these lessons can be combined.
 - *Exploring Persuasive Writing*: Students will explore persuasive essay using mentor texts.
 - *The Writer's Point of View*: Students will identify the writer's point of view. (*Feathers and Fools* by Mem Fox)
 - *Writer's Technique*: Students will learn types of techniques found in the body of an essay. (Essay from S. Beth Atkin from *Voices from the Fields*)

Grade Five English Language Arts

Unit 5 Writing

- *Wait to Formulate*: Students will learn importance of gathering all the evidence before taking a stance. **Use Mentor Text of Choice not Father Water, Mother Woods by Gary Paulsen**
- *Writing an Essay Through Correspondence*: Students will learn how writers use personal experiences as a tool for persuasion. (Teen Ink by Stephanie Meyer)

Generating Ideas

- *Generating Ideas I: Global and Current Events*: pages 15-17
 - Students will learn to relate to people with different ethnicities and cultures.
- *Generating Ideas II: Local and School Issues*: pages 18-21
 - Students will use their voices to create action in their writing.
- *Generating Ideas III: Interests*: pages 22-24
 - Students will write about an area of interest or hobby.

Selecting

- *Selecting: Deciding on an Essay Topic*: pages 25-27
 - Students will select a topic that is important and has an angle that is debatable.

Collecting

- *Collecting I: Gathering Information*: pages 28-29 **Note**: Lesson may take 2 Days
 - Students will gather information to help formulate a thesis statement.
- *Collecting II: Both Sides of the Story*: pages 30-32
 - Students will understand and weigh the pros and cons of issues before formulating an opinion.
- *Collecting III: The Power of Anecdotes*: pages 33-34
 - Students will use anecdotes about personal experiences to persuade their audience.

Drafting

- *Drafting I: The Introduction*: pages 35-39
 - Student will write strong introduction.

Grade Five English Language Arts

Unit 5 Writing

- *Drafting II: The Body:* pages 40-44
 - Students will write strong paragraphs with topic sentences and supporting details.
- *Drafting III: The Conclusion- A Call to Action:* pages 45-47
 - Student will draft a conclusion to their essay.

Revision

- *Revision I: Essay Organization:* pages 48- 49
 - Students will revise writing to be sure writing is presented in a clear and logical manner.
- *Revision II: Counterarguments:* pages 50-52
 - Students will counterargument to control the debate and dispel doubts that the readers might have.
- *Revising III; Thinking About Your Audience:* pages 53-56
 - Students will revise their writing for a particular audience.
- *Revising IV: Transition:* pages 57-60
 - Students will revise their writing for transition words to be sure writing leads the audience.

Note: The following **two** lessons comes from *The Fundamentals of Grammar and Conventions* Unit 3:

- Lesson 3: *Fantastic, Wow and Unreal!*
 - Students will use the functions or interjections and conjunctions in sentences.
- Lesson 4: *Interjections and Conjunctions*
 - Students will use interjections and conjunctions to make a piece of their own writing more interesting and informative.

Editing Note:*Due to pacing, provide additional time during the reading block for the independent application.

- **Editing I: Citing Sources:* pages 61-64
 - Students will cite sources accurately.
- *Editing II: Punctuating Quotation:* pages 65-66
 - Students will edit writing for punctuating quotations.
- **Editing III: The Final Edit:* pages 67-71)

Grade Five English Language Arts

Unit 5 Writing

- Students will edit their work to prepare for publication.

Publishing Note: Due to pacing, provide additional time during the reading block for students to publish their piece.

***Students will need to have final essay completed prior to completing *Publishing II: The Celebration*.**

- *Publishing I: The Final Touches*: pages 72-76
 - Students will create a title and think about the presentation of their work.
- **Publishing II: The Celebration*: pages 77-80
 - Students will present work.

Evaluation Note: Use additional day outside of the pacing to complete the Evaluation Lessons

- *Evaluation I: Self-Reflection*: pages 81-83 and *Evaluation II: Rubric for Persuasive Essay*
 - Students will complete a self-assessment to help them set goals for future writing projects.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Antonym- a word having the opposite meaning of another word

Audience- the person or group for whom a selection is written or performed

Claim- a statement or assertion presented as a fact

Conjunction- a word that joins other words, phrases, or clauses

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Evidence- something that shows, proves, or gives reasons for making a judgment

Fact- information that can be proven true

Homograph- two or more words that are spelled alike but have different meanings and sometimes different pronunciations

Idea- a thought or plan carefully formed in the mind

Grade Five English Language Arts

Unit 5 Writing

Interjection- a word that expresses emotion
Opinion- a belief based thoughts or feelings rather than facts
Organization- the process of giving structure or form
Paraphrase- to retell or restate in one's own words
Plan- a method for doing something that has been thought out ahead of time
Preposition- a word that relates to a noun or a pronoun to another word in the sentence
Publish- the final step in the writing process when the writer shares the work with others
Reflect- to express carefully considered thoughts
Revise- a step in the writing process used to improve the original work
Sentence- a group of words that express a clear thought
Secondhand- not directly known or experienced; obtained from others or from books
Source- a person, place or thing that provides information
Synonym- a word having the same or almost the same meaning as another word
Topic- the main thought or subject of a written work
Transitional word/phrase/clause- a word, phrase or clause that connects one idea to another
Writer's purpose- the reason or reasons an author has for writing a selection

Assessment	Performance Task
<p><u>Formal</u> -Rubric/Checklists</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric</p>	<p>TBD</p>

Grade Five English Language Arts

Unit 5 Writing

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none">-Student Work-Language Arts Addendum-Process Writing Framework-Core Word List-<i>Fundamentals of Writing</i>: Persuasive Essay Unit and Mentor Texts:<ul style="list-style-type: none">• <u>Charlie and the Chocolate Factory</u> by Roald Dahl• <u>Feathers and Fools</u> by Mem Fox• <u>The Lorax</u> by Dr. Seuss• <u>Read All About It</u> by Jim Trelease• <u>Teen Ink: What Matters</u> edited by Stephanie Meyer• <u>Voices From The Fields</u> by S. Beth Akin• <u>Fantastic! Wow! and Unreal!</u> by Ruth Heller-<i>Fundamentals of Grammar and Conventions</i> and Mentor Texts:<ul style="list-style-type: none">• <u>John Henry</u> by Julius Lester• <u>Twenty-Odd Ducks</u> by Lynne Truss• <u>Barn Savers</u> by Linda Oatman High• <u>Fantastic! Wow! and Unreal!-</u> by Ruth Heller-<i>CROSSWALK Coach</i>	<ul style="list-style-type: none">www.schoolwide.comwww.weeklyreader.comwww.timeforkids.comwww.42explore.com/debate.htmwww.cobblestonepub.com/index.html

Grade Five English Language Arts

Unit 5 Writing

-*The Reader's Handbook*

Teacher

-Student Assessment Data

-*Fundamentals of Writing: Persuasive Essay Unit*

-*Fundamentals of Grammar and Conventions*

-Writer's Express Teacher's Guide by Great Source

-CRISS Manual

-Guiding Readers and Writers by Fountas and Pinnell

-*Sitton Spelling Sourcebook*

-*CROSSWALK Coach*

-*The Reader's Handbook* Teacher Guide

Interdisciplinary Connections

Ledyard Public Schools

Spring 2016