

Unit 1 Writing about Reading/ Prompt Writing

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **September**
Length: **September (3 weeks)**
Status: **Published**

Unit Summary

Beginning the school year is filled with many new procedures, goals and expectations.

At this time, reading and writing workshop are not new, so this unit will only touch on some of the basic procedures like where and how to sit, how to use a notebook, and how to meet in conferences with peers and teachers. Students expand on procedures like reading logs and using post its. Students will select just-right books with confidence and will set up routines at home for reading and writing.

Students will also focus on responding to reading and responding to a writing prompt. The students will go through the writing process and how to analyze and plan writing from a prompted task.

Standards

LA.W.5.4	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.)
LA.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.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.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.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Student Learning Objectives

Students will learn to:

- read and understand how to answer a question and/or prompt.
- plan their writing prior to drafting.
- understand the writing process.
- develop a bank of ideas for potential writing pieces.

Essential Questions

- How do writers gather seed ideas?
- What is the writing process?
- How do readers organize their thoughts about a text through writing?
- How do students read and respond to a writing prompt?
- How do writers use their notebook as a writing tool?

Enduring Understandings

Students will understand that:

- there are different types of writing for different purposes.
- narrative, argumentative, and informational writing pieces have different characteristics including how to plan them.

Application

Students will be able to independently use their learning to:

- respond to a prompt in an organized manner.