

GR 5 Schoolwide Unit 1 (How Writers Work)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: How Writers Work

Essential Question: What are the rituals, routines, and resources of writing workshop?

Standards

Grade 5

Progress Indicators for Writing

Text Types and Purposes

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - D. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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.)

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.

W.5.6. With some guidance and support from adults and peers, 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.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

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.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]”).
- 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]”).

Range of Writing

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.

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

- In class/pull out support with special ed teacher
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ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: Communication

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Problem Solving, Noticing, Seeking Challenges, Purpose, Grit

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.