

# 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

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Unit Title: Nonfiction: How Writers Work

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

## Standards

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### 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.
- 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.
  - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - 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.
- 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.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - 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.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - 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.

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## **Materials/Activities/Resources**

### **Core materials:**

- Schoolwide Writing

## **Web Site Resources:**

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

## **Technology**

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

## **Assessment**

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### **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**

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### **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

## 504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
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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**

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Social Studies Connections: Communication

## **Social and Emotional Learning Connections**

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

## **21st Century Life Literacies & Key Skills**

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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**

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- 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.