

# Fundamentals - How Writer's Work

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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The beginning of the school year is an exciting time. Having a good start to the school year where you and your students become part of a classroom community that listens, shares, and responds to each other's thoughts, stories, and ideas is one goal of this unit. As fifth-grade writing teachers, we know writing can be personal, challenging, or even intimidating. Therefore you need to convey to all your students that your classroom is a safe place to share, give it a try, or make mistakes. You want your students to realize writing is important and they are all writers!

A new classroom means new routines, rituals, and tools. For your writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how writing workshop will go, how to work with a writing partner, how to listen and share respectfully, and what to do if you are stuck or if you think you're done—are presented in this unit. Your fifth graders will explore new and familiar ways to use a Writer's Notebook and be encouraged to write in their notebooks daily. As students become familiar and comfortable with writing workshop, they will become more independent. When students are independent, it allows the teacher the time necessary to confer with individuals or small groups of students who need additional support.

Writing workshop is the time when we think about how writers work so students can emulate this process. This unit was also created to help students understand the writing process and get to know how and why writers write in the ways that they do. The books in this study help students think about the authors' purposes and craft. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. At the end of the unit, your students will publish a narrative text that should be assessed and can be used as a baseline or benchmark piece to help monitor progress throughout the year.

The beginning of the school year is an exciting time. Having a good start to the school year where you and your students become part of a classroom community that listens, shares, and responds to each other's thoughts, stories, and ideas is one goal of this unit. As fifth-grade writing teachers, we know writing can be personal, challenging, or even intimidating. Therefore you need to convey to all your students that your classroom is a safe place to share, give it a try, or make mistakes. You want your students to realize writing is important and they are all writers! A new classroom means new routines, rituals, and tools. For your writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how writing workshop will go, how to work with a writing partner, how to listen and share respectfully, and what to do if you are stuck or if you think you're done—are presented in this unit. Your fifth graders will explore new and familiar ways to use a Writer's Notebook and be encouraged to write in their notebooks daily. As students become familiar and comfortable with writing workshop, they will become more independent. When students are independent, it allows the teacher the time necessary to confer with individuals or small groups of students who need additional support. Writing workshop is the time when we think about how writers work so students can emulate this process. This unit was also created to help students understand the writing process and get to know how and why writers write in the ways that they do. The books in this study help students think about the authors' purposes and craft. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. At the end of the unit, your students will publish a narrative text that should be assessed and can be used as a baseline or benchmark piece to help monitor progress throughout the year.

## **Transfer**

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Learn the rituals, routines, and resources of writing workshop;
  - Identify reasons why writers write;
  - Establish a community of writers who collaborate through listening, sharing, and responding;
  - Think about the writer and his or her process and craft when reading mentor texts;
  - Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful;
  - Learn about themselves as writers by constructing a writing inventory;
  - Personalize and share their Writers' Notebooks to build community;
  - Learn about a number of authors, looking at where, what, why, and how they write;
  - Use descriptive details and other narrative techniques when developing and organizing narrative texts;
  - Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and
  - Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.
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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand that writing is a process to make events, topics, or ideas come alive

## **Essential Questions**

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Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What might have inspired the author to write this? (check the Dedication or About the Author section)
- What did the author have to do to make this book? (imagine what was in the author's Writer's Notebook)
- What is the author's purpose? (entertain, instruct, persuade, record an experience, provide another point of view)
- What is the genre? (personal narrative, realistic fiction, nonfiction, poetry)
- What interesting language or word choices does the author use? (similes, sensory details, specific words, vivid verbs, dialogue)
- How do the illustrations help tell the story? (details, perspective, color, medium)
- How does the author structure or organize the book? (list, chronological order, problem/solution, chapters, look at leads and endings)
- What similarities do the books and/or authors have? (subject, theme, genre, structure, author is also illustrator)
- What can this book teach me about writing well and/or being a writer?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know that experiences and events are explained through writing and that authors use a variety of crafts to describe their story through word choice

## Students will be skilled at...

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- Metacognition, Purpose/Meaning, Text and Genre Features/Structure
- Craft/Style
- Drafting/Organization
- Revision
- Editing
- Publishing
- Reflecting

## Academic Vocabulary

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**Instructional Vocabulary:** The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

|             |             |                 |
|-------------|-------------|-----------------|
| artifacts   | expression  |                 |
| audience    | flow        | revising        |
| collecting  | generate    | selecting       |
| concrete    | generating  | self-reflection |
| confer      | ideas       | sensory         |
| connection  | genre       | details         |
| craft       | image       | sequence        |
| current     | immersion   | sketch          |
| dialogue    | inspire     | stamina         |
| difference  | intonation  | techniques      |
| drafting    | logical     | text structure  |
| editing     | mentor text | transition      |
| entry       | narrative   | words and       |
| evaluate    | publishing  | phrases         |
| evidence    | quote       | visualize       |
| exemplifies | record      |                 |

## Tier 2 and 3 Vocabulary - Mentor Texts

| Mentor Text | Amelia's 5th-Grade Notebook   | Come On, Rain!  | How Writers Work   | The Other Side        | The Other Way to Listen        |
|-------------|---|---|--|-----------------------|--------------------------------|
| Tier 2      | convince<br>foreign<br>gears<br>lead (short "e")<br>ordinary<br>predictable<br>rhythm<br>scale<br>schedule<br>supplies                | bold<br>bulging<br>creeper<br>of hope<br>descends<br>endless<br>listless<br>misty<br>parched<br>racket<br>senseless<br>wavers off | angle<br>broad<br>compelled<br>compulsion<br>core<br>dawn<br>deposit<br>inflicted<br>intense<br>jotted<br>material<br>mesmerized<br>mundane<br>narrow<br>perspective<br>research<br>rooted<br>stationed<br>tradition | brave<br>damp<br>wide | lava<br>murmur<br>natural      |
| Tier 3      | avalanche<br>baguette<br>doilies<br>feminine<br>junior<br>masculine<br>mold<br>parachute<br>preservative<br>triumphant<br>washi paper | alleyway<br>dew<br>hose<br>phonograph<br>stockings<br>tar<br>weedsx   | cardinal<br>jetty<br>nook<br>rough drafting<br>soul<br>wardrobe  | yonder                | cactus<br>canyon<br>cottonwood |

- Students will be able to explore why writers write and visualize while reading a writers work

## **Immersion IRA Day 1 Target: What Type of Writer Are You?**

- Students will think about their writing histories and identities and engage in one-on-one or small-group conversations as they make connections with the mentor authors, books, and each other.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| LA.L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.L.5.4.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| LA.L.5.4.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| LA.W.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E | Provide a conclusion that follows from the narrated experiences or events.  |
| 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.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.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.  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.                                 |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Accomodations and Modifications**

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1. Before the lesson, assess and build students' knowledge of why writers write and how your English language learners and below level readers feel about writing. Meet with your students, refer to the mentor texts, and discuss these topics:

- Different purposes or reasons why writers write (to record what they see or hear, tell a story of an experience, reflect on or think about their lives, etc.).
- What does it means to be a writer?
- Writers use words to create pictures or make a movie in readers' minds (descriptive writing).
- How do you feel about writing and being a writer

2. As you read the mentor texts, you might display and use the Appendix "Why Writers Write" to keep track of why writers write, give specific examples, and create a visual.

### **Why Writers Write**

[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

3. After the read, confer with your students individually and check for comprehension of their use of the

Appendix "My Writing Inventory" (see Guided Practice). You might need to rephrase or explain some of the following words and phrases: describe, earliest memory, topics, piece, published, inspired, what else. After the lesson meet with students in differentiated reading groups to reinforce important ski

## My Writing Inventory

[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

## Formative Assessment Opportunities

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### Where Are My Students in the Writing Process PDF

<https://drive.google.com/drive/folders/185WqVIOwGSNgcb2fee7AomerqoK-wuMP>

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109\\_1.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf)

## IRA Day 2 Target: Writer's Notebook: A Place to Catch Ideas

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Use *How Writers Work* by Ralph Fletcher and *Amelia's 5th-Grade Notebook* by Marissa Moss to help students envision and explore notebook possibilities.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| LA.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.

- LA.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.5.2.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.
- LA.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LA.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.
- LA.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.
- LA.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- LA.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.
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- LA.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.
- LA.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.

## **Accomodations and Modifications**

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- Before the lesson, prepare students by having different examples of Writers' Notebooks for them to look through.
- After the read and before you chart student responses, allow students time to discuss and create their own charts in partners and/or groups. This allows all students to engage in the discussion and ensures that English language learners and below level readers are participating in and adding to the conversation. When you chart the students' responses, create a visual to help students connect to the language.
- After the lesson, meet with small leveled writing groups to reinforce important skills
- If possible, translate the Appendix "Letter to Parents About the Writer's Notebook" into students' native languages (see Structures, Routines, and Resources).[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

## **Formative Assessment Opportunities**

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### **Where Are My Students in the Writing Process PDF**

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## **IRA Day 4 Target: Stories With a Message**

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Use *The Other Side* by Jacqueline Woodson to illustrate how writers tell stories that make us think, wonder, and connect.

- Students will explore more possible writing ideas and topics from the mentor text.

LA.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

|             |   |
|-------------|---|
| LA.L.5.2.E  | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.4    | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.L.5.4.A  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| LA.L.5.4.B  | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).   |
| LA.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.   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.D  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| 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.5.8    | 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.  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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. |
| LA.SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Formative Assessment Opportunities**

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## **Accomodations and Modifications**

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1. Before the read, build students' background knowledge about segregation. Students will need the following vocabulary to participate in this lesson: separation, symbolize, segregation, message, difference.
2. After the read, provide students with the following sentence stems to encourage participation in the discussion:
  - I think the message in the story is \_\_\_.
  - I think this because \_\_\_.
  - If I were Annie or Clover, I would \_\_\_ after being told not to because \_\_\_.
3. After the lesson, meet with small groups to reinforce important writing skills.

## **Learning Goal 2**

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- Students will be able to generate an ideas to write about, select a writing piece to elaborate on, then draft a piece a writing through the writing process

## **Mini-Lesson 1 Target: Generating Ideas I: Author's Inspiration**

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Writers are inspired by different things they experience, see, hear, and feel.

- Students will revisit mentor texts that will inspire them to write.

|             |   |
|-------------|---|
| LA.L.5.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E  | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.5.5.A  | Interpret figurative language, including similes and metaphors, in context.   |
| LA.L.5.5.B  | Recognize and explain the meaning of common idioms, adages, and proverbs.   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.C  | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| 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.5.7    | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| 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.             |
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| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.
- LA.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **Accomodations and Modification**

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- Before this lesson, ask your students to bring in photographs of memorable or special places they have been: their home or neighborhood, the beach, their native country, a zoo, etc. During the "Engage" portion of the lesson, prompt students to think about the experiences they had at that special place. Who were they with? What did the place look like? What did they do? How did they feel?
- You might also provide students with a list of emotions and sensory words to help them complete the Appendix "Author's Inspiration."

[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

- After reading, meet with small groups to reinforce important skills

## **Mini-Lesson 2 Target: Generating Ideas II: Help! I Have Writer's Block**

---

Writers need strategies to help them brainstorm ideas when they are faced with blank pages.

- Students will learn strategies to combat writer's block.

- LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.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., however, although, nevertheless, similarly, moreover, in addition).
- LA.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- LA.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.
- LA.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.5.2.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.  |
| LA.W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| 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.5.7    | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.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.  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.                                 |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Formative Assessment Opportunities**

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### **Performance Checklist PDF**

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## **Accommodations and Modifications**

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- Prepare students by previewing and talking about the list of ideas they will hear during the lesson. You might also discuss what it means to have writer's block. The word "block" has multiple meanings and might confuse English language learners and below level readers and writers. Also discuss the emotions and feelings of calm and frustration.
- After lesson, meet with small groups to reinforce important writing skills.

## **Mini-Lesson 3 Target: Selecting: Is This the One?**

---

Writers consider the text type or genre, audience, and purpose when selecting a piece to publish.

- Students will reread their entries and choose one, thinking about the text type, audience, and purpose for writing.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| 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.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.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.

- LA.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.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]”).
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- LA.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Presentation of Knowledge and Ideas

## **Accomodations and Modifications**

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- During the lesson, encourage students to participate by giving them time to prepare. You can give them the following sentence stem: The author's purpose in \_\_\_ was \_\_\_.
- Work with students in a small group after this lesson to help guide them in answering the questions on the Appendix "Is This the One?" You could use this time as an opportunity to show students how to use the words in each question to create a complete sentence as a response [https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)
- After the lesson, meet with small leveled groups to reinforce important writing skills.

## **Mini-Lesson 4 Target: Collecting: Zooming in on Important Details**

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Writers use narrative techniques such as dialogue and description to create images and emphasize the true emotions and meanings of their pieces.

- Students will collect those details in their Writers' Notebooks.

|             |   |
|-------------|---|
| LA.L.5.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.1.C  | Use verb tense to convey various times, sequences, states, and conditions.  |
| LA.L.5.1.D  | Recognize and correct inappropriate shifts in verb tense.   |
| LA.L.5.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E  | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.3.A  | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| LA.L.5.5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.5.5.A  | Interpret figurative language, including similes and metaphors, in context.   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.D  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| 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.5.8    | 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.  |
| LA.W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.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]”).  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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. |
| LA.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.   |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Formative Assessment Opportunities**

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## **Accomodations and Modifications**

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- Before this lesson, try to meet with your students to describe and model "show, don't tell." Give students an emotion word and ask them to show the feeling. Then, through shared writing, create dialogue, use concrete words, use sensory details, and describe the actions for the emotions.
- During the "Engage" portion, you might provide students with the following sentence stem to encourage them to create a complex sentence: I highlighted the line \_\_ because \_\_.
- See the sketching activity under Independent Applications, which would also provide excellent support for your students.
- After the lesson, meet with small, leveled, groups to reinforce important writing skills.

## **Mini-Lesson 5 Target: Drafting: Coming out of the Notebook**

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Writers draft with purpose, organization, and clarity in mind.

- Students will reread their entries, highlight the ideas they will keep, and use transition words and phrases to organize these ideas.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.1.C | Use verb tense to convey various times, sequences, states, and conditions.  |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense.   |
| LA.L.5.1.E | Use correlative conjunctions (e.g., either/or, neither/nor).  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| LA.L.5.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.5.5.A | Interpret figurative language, including similes and metaphors, in context.   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| LA.W.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E | Provide a conclusion that follows from the narrated experiences or events.  |
| 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.5.8   | 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.  |
| LA.W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.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]”).  |

|             |   |
|-------------|---|
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.                                 |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Formative Assessment Opportunities**

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### **Performance Checklist PDF**

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### **Accommodations and Modifications**

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- Distribute copies of the Appendix "Drafting Graphic Organizer" to help students draft their pieces and consider transitions.

[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

- While conferring, students might need more guidance on choosing the transition words that would work well for their individual pieces. As you confer, provide scaffolding by giving students two words to choose from to assess if and how students decide which transition word works best.
- After the lesson, meet with small, leveled groups to reinforce important writing skills.

## **Mini-Lesson 6 Target: Revising: Precise Words**

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Writers choose well-crafted words to create pictures in the reader’s mind and evoke emotion in the reader’s heart.

- Students will revise their pieces using concrete words and phrases and descriptive language.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.1.C | Use verb tense to convey various times, sequences, states, and conditions.  |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense.   |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| LA.L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.L.5.4.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| LA.L.5.4.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).   |
| LA.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.   |
| LA.L.5.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.5.5.A | Interpret figurative language, including similes and metaphors, in context.   |
| LA.L.5.5.B | Recognize and explain the meaning of common idioms, adages, and proverbs.   |
| LA.L.5.5.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |

|             |   |
|-------------|---|
| LA.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.   |
| LA.W.5.3.C  | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| LA.W.5.3.D  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E  | Provide a conclusion that follows from the narrated experiences or events.  |
| 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.5.8    | 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.  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.                                 |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Accomodations and Modifications**

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- Help students identify and edit sentences that are grammatically incorrect. They should work with you and also peer edit.
- Meet with small groups to conference about writing

## Mini-Lesson 7 Target: Editing: Nobody's Perfect

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Writers edit their writing so it is easy to read and follow.

- Students will reread their writing for errors in spelling, punctuation, capitalization, and paragraphing.

|            |   |
|------------|---|
| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.1.A | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| LA.L.5.1.B | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.   |
| LA.L.5.1.C | Use verb tense to convey various times, sequences, states, and conditions.  |
| LA.L.5.1.D | Recognize and correct inappropriate shifts in verb tense.   |
| LA.L.5.1.E | Use correlative conjunctions (e.g., either/or, neither/nor).  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.A | Use punctuation to separate items in a series.  |
| LA.L.5.2.B | Use a comma to separate an introductory element from the rest of the sentence.  |
| LA.L.5.2.C | Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).   |
| LA.L.5.2.D | Use underlining, quotation marks, or italics to indicate titles of works.   |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| LA.L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.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.   |
| LA.L.5.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.L.5.5.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.3   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of   |



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|             | events.   |
| LA.W.5.3.D  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E  | Provide a conclusion that follows from the narrated experiences or events.  |
| 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.5.8    | 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.  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.                                 |
| LA.SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## **Formative Assessment Opportunities**

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### **Writing Rubric PDF**

<https://drive.google.com/drive/folders/185WqVIOwGSNgcb2fee7AomerqoK-wuMP>

## **Accomodatins and Modifications**

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- Help students identify and edit sentences that are grammatically incorrect. They should work with you and also peer edit.
- Meet with students for a writing conference to give complements and suggestions about their writing
- Provide students with a revision and edit check list

[https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK\\_Y0CuU\\_u4icdT](https://drive.google.com/drive/folders/1QbqoDt5otZr1P6vL-LK_Y0CuU_u4icdT)

## **Mini-Lesson 8 Target:Publishing: Adding an Author’s Note**

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Writers work on the looks or presentations of their pieces when publishing.

- Students will add an Author’s Note to their final drafts and then neatly handwrite or type their final pieces on a computer

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| LA.L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.2.D | Use underlining, quotation marks, or italics to indicate titles of works.   |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed.   |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| LA.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., however, although, nevertheless, similarly, moreover, in addition). |
| LA.W.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| LA.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.   |
| LA.W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| LA.W.5.2.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.  |

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| LA.W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| LA.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.  |
| LA.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.   |
| LA.W.5.3.C  | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   |
| LA.W.5.3.D  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| LA.W.5.3.E  | Provide a conclusion that follows from the narrated experiences or events.  |
| 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.5.6    | 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. |
| LA.W.5.7    | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.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.  |
| LA.W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| LA.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]”).  |
| 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.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| 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.   |
| LA.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.

LA.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.

LA.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Presentation of Knowledge and Ideas

## **Formative Assessment Opportunities**

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### **Writing Rubric PDF**

<https://drive.google.com/drive/folders/185WqVIOwGSNgcb2fee7AomerqoK-wuMP>

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/165\\_1.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/165_1.pdf)

## **Accomodations and Modifications**

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- Allow students to add illustrations or photographs to their final pieces.
- Add an additional way to celebrate: Many times English language learners and below level reading and writers are shy and cautious to take risks in front of groups. Therefore, you might video or audio record students reading their pieces. If possible, create a podcast that students could share with relatives in their native countries.

## **Student Self-Reflection**

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Writers become independent learners as they take part in the evaluation process.

- Students will reflect on the writing process and strategies they used.

## **Summative Assessment**

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### **Writing Rubric PDF**

<https://drive.google.com/drive/folders/185WqVIOwGSNgcb2fee7AomerqoK-wuMP>

[https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/165\\_1.pdf](https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/165_1.pdf)

## **21st Century Life and Careers**

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CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **Formative Assessment and Performance Opportunities**

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Writing Rubric

<https://drive.google.com/drive/folders/185WqVIOwGSNgcb2fee7AomerqoK-wuMP>

## **Accommodations/Modifications**

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*Please see lesson-specific accommodations listed within each target above.*

## **Unit Resources**

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### **PDF RESOURCES**

<https://drive.google.com/drive/folders/1Qoi9z936CmJF3VLRz3u06MR1M4gmGNgZ>

### **TRADE BOOK RESOURCES**

1. Amelia's Fifth Grade Notebook

By: Marissa Miss

<https://fundamentals.schoolwide.com/books/530>

2. How Writers Work

By: Ralph Fletcher

<https://fundamentals.schoolwide.com/books/531>

3. Come On, Rain!

By: Karen Hesse

<https://fundamentals.schoolwide.com/books/147>

4. The Other Way to Listen

By: Byrd Baylor

<https://fundamentals.schoolwide.com/books/533>

5. The Other Side

By: Jacqueline Woodson

<https://fundamentals.schoolwide.com/books/532>

## **Interdisciplinary Connections**

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### **Book Title**

### **Concept**

- |                              |  |
|------------------------------|--|
| 1. "Come On, Rain"           | The Water Cycle  |
| 2. "The Other Way to Listen" | Explore the Southwest (lanforms, ecosystems, cultures) |
| 3. "The Other Side"          | Cultural and racial differences and friendships        |

SOC.6.1.8.B

Geography, People, and the Environment

SOC.6.1.8.D

History, Culture, and Perspectives

5-ESS2-2.ESS2.C

The Roles of Water in Earth's Surface Processes

5-LS2

Ecosystems: Interactions, Energy, and Dynamics