Unit 2- The Writing Process

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Essential Questions

- What is a writing community and how can I participate?
- How can I learn from the writing practices of professional authors?
- How can I use prewriting and freewriting activities to develop my writing?
- How can I use my life and experiences to inspire my writing?
- How can I ensure my writing is made of complete sentences?

Big Ideas

- Building a Classroom Community
- Discuss Nonfiction Writing
- Explore the Writings of Professional Authors
- Generate Writing Ideas
- Read and Write Complete Sentences

Handwriting and Spelling

Handwriting:

Students are reintroduced to the cursive letters. Modeling is done to show the students how to connect the letters. Students are tasked with writing their spelling words in cursive monthly.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 5. Spelling Packets are given to the students to work on throughout the month. Activities include: write the word three times,

alphabetize the words, write words in cursive, create sentences using the words, and word search. One formal 20-word spelling test will be given at the end of this unit. (One-two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Speaking and Listening:

SL.PE.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.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.

Writing:

W.RW.5.7 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.

W.WP.5.4a Consider audience, purpose, and intent before writing.

Language:

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.WF.5.2a Avoid fragments, run-ons and rambling sentences, and comma splices.

Assessments

Writing PieceRubric