

Summit Public Schools
Summit, New Jersey
Grade Level: Fifth Grade (5) / Content Area: Writing
Curriculum

Month	Reading Unit	Writing Unit	Grammar Skill Work
September	Launching Reading with Experienced Readers	Launching with Memoir	Verb tenses
October	Characters OR Genre Books (Historical Fiction or Fantasy)	Realistic Fiction- Narrative Craft	Using commas
November/ December	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction	Informational Writing/ Feature Articles	Conjunctions
January	Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses	Research-Based Argument Essays	Use punctuation to separate items in a series Underline, quote, italicize titles of works
February	Historical Fiction Book Clubs OR Fantasy Book Clubs	Historical Fiction Writing OR Fantasy Writing	Verb tenses
March	Interpretation Text Sets/ Social Issues	Literary and Comparative Essay	
April	Test Prep	Test Prep	
May June	Content Area Reading	Content Area Writing & Research Reports	Clauses in sentences

Unit Description: Launching with Memoir

This unit is designed for students who have worked for years on personal narrative, fiction and essay writing. It is an advanced, significant unit of study. Beginning the year with memoir means beginning the year with ambition and rigor, urging students from the get-go to draw on all they know about narrative writing, interpretation, and meaning making. This unit will require reflection, synthesis and critical thinking.

Memoirs contain stories that are told in a retrospective fashion (in a memoir, there is almost always a “now” and a “then”). There is a sense that the text is being written by someone older and wiser, who is now looking back in order to make sense of prior experience. Memoir is the writer’s effort to say something big and important about himself or herself. The writers will reflect on the stories of one’s own life and develop interpretations, or life lessons, about one’s own life. The purpose of the stories included is to reveal something enduring about the writer.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Writing with volume and stamina throughout the writing process
- Utilize storytelling as a strategy for writing to reveal something enduring about the writer

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Question: How can I use what I know about structuring essays and stories to write a memoir that in which I advance an idea about the kind of person I am, and draw on compelling, provocative detail

- Bend I:** How can I use my writer's notebook to research my life, writing both 'big' and 'small', at both ends of the ladder of abstraction? How can I use writing to explore, to reflect, to ask and entertain questions?
- Bend II:** How can I explore the possible structures I could use for a memoir, thinking about the relationship between structure and theme, using all that I know to engage in major revision work?
- Bend III:** How can I draw on all that I know about writing to write another memoir, this time working with more independence, again revising in significant ways

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers continue to write in *Writer's Notebook*
- Writers explore ideas that will be included in the memoir
- Writers plan/rehearse their stories multiple time before putting pen to paper
- Writers reflect/choose stories of one’s own life that develop interpretations, or life lessons, about one’s own life.
- Writers will write a memoir that includes stories about events in their life and reflect on what is revealed about themselves by the story

Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories of information using words, phrases, and clauses (e.g. <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • 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. • Use concrete words and phrases and sensory details to convey experiences and events precisely. 	<p>Instructional Focus:</p> <p><u>Bend I: Developing and Collecting: Writing to Discover Our Thinking, and Writing with Depth</u></p> <ul style="list-style-type: none"> • Today I want to teach you that writers often begin by writing lots and lots of small moment stories—small moments that capture the tensions in the writer's life, that show turning points and life-themes. Today, we are going to collect snippets of as many memories as you can squeeze out, and write! • When writers are stuck for ideas, we rely on what we already know. One way to do this is by listing out the strategies we’ve learned for collecting small moments (first times, last times, important people, places, things), list these strategies quickly in our notebook, and use one of them to quickly develop new topics to write about. • Today I want to remind you to draw on everything you already know about good writing to better your entries. Writers need to ask ourselves if we are using action, incorporating dialogue, using descriptive details, and storytelling rather than summarizing. • Today, I’m going to teach you that memoirists look for Life Topics by rereading their writer's notebooks or recent entries, looking for subjects that thread their way through much of what they have written. Uncovering Life Topics(Session I, Memoir: The Art of Writing Well). • Sometimes Life Topics are hidden and writers need to dig deeper to discover them. As writers, we can look at seemingly unconnected entries and ask, "How might these connect with each other?" Oftentimes, there are underlying issues or truths beneath the seemingly separate bits.

<ul style="list-style-type: none"> • Provide a conclusion that follows from the narrated experiences or events. 	
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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) • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29) • With some guidance and support from adults, 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. 	<ul style="list-style-type: none"> • Today I want to teach you that writers remember the wise words of poet Richard Price, "The bigger the meaning, the smaller you write." They take the big meanings they uncover and imagine the ways they might write small about them, often by collecting small moment stories that go with a Life Topic, attempting to bring out the deeper meaning as they write the story. As they do this, they rely on everything they know about generating small moment ideas. They might think of first times, last times, turning points or moments when we learned something, but this time using those strategies to generate ideas that relate to a Life Topic. • Writers use what they know, the strategies they have in their back pocket, to generate and write small moments. They do the same when writing about big meanings. Yesterday you learned to reread your entries looking for hidden themes that underlie several stories. Another way to write about big ideas is by taking that idea and writing, "The thought I have about this is...", and then writing long to uncover new thoughts.
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research • Apply <i>grade 5 Reading standards</i> to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}") • Apply <i>grade 5 Reading standards</i> 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]") 	<ul style="list-style-type: none"> • Writers don't just write to come up with new story ideas, they write to find depth in the ideas they've already uncovered. One way to do this is by writing, as a famous memoirist once said, "Write what you don't know about what you know. "To do this, writers take a topic they know well and ask, "What don't I know about what I know?" and "Where's the mystery in this topic?" and then write to explore those questions. • Writers write to explore new ideas and do so by asking and entertaining hard questions, and by visiting a subject, repeatedly, from different perspectives. After a writer has written about a subject by advancing one idea or claim on that subject, the writer may deliberately try to write about the same subject, advancing the exact opposite idea.

<p><u>Range of Writing</u></p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Today I want to teach you that, when a writer wants to take a deep dive in his or her writing, one strategy that we use is to read (or listen) to literature and then write. We let the story wash over us, and then in the silence afterwards, we write what we need to write. We don't write about the text, we write in the direction the text has pushed us.
<p><u>Speaking and Listening Standards</u> <u>Comprehension and Collaboration</u></p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <p><u>Presentation of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • 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. • Include multimedia components (e.g. graphics, sound) and 	<ul style="list-style-type: none"> • Writers make use of multiple strategies as they write, combining and layering what they've learned. Even as they free-write off a piece of literature, a writer might choose to then take that writing and ask, "What's the mystery here?" or decide to write small about a time in their life when this big idea was especially true. All of this is just to say that writers make use of everything they know, employing strategies on more than one day and for more than one purpose. • Today I'm going to teach you that writers need lots of ways to accomplish almost any job. Writers have lots of strategies for choosing a seed idea, and we know that sometimes the process of focusing our writing, choosing a seed idea, happens over the course of many days. Strategies for choosing a seed idea include: rereading entries with intention and value, marking small parts of writing that stand out, looking for connections and patterns, categorizing our most powerful writing into several possible Life Topics, choosing one Life Topic, and writing an entry that combines various images and ideas related to your topic. After choosing a blob idea, writers take time to capture this idea in a paragraph or two. • Writers know that probing questions help writing to evolve more quickly. They take a reflective stance on their own ideas by asking questions like, "What are the reasons I keep writing about this?" or, "I've written what's obvious about this, what else can I write" or, "What do I want to show about myself?" and "What does this say about me?"

visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Bend II: Drafting and Structuring Go Hand in Hand

- Writers structure our texts in lots of different ways, and today I'm going to teach you a strategy for doing this. One way we learn to structure our texts is by reading texts other authors have written and by studying the structures they have used or made. We can then decide which structure feels best suited to our topic and make a writing plan for ourselves.
- Writers often need to make decisions as they study mentor texts, deciding whether they are memoirs or personal narratives, and then making a decision about what structure the text seems to follow.
- Writers take time to reread their own writing from an aerial view, noticing how they've structured their entries.
- Today I am going to teach you how to be your own teacher! When a writer can't go to a writing teacher, we can become our own. But before we can suggest next steps for ourselves, we need to spend time listening. A good writing teacher looks backwards in order to look forward. He or she might ask questions about previous work and how it turned out, why a writer is trying certain things, what else they plan to try, and what plans the writer has for what they'll do next. As writers elaborate on their seed idea and collect small moments to go along with it, they often find they want to revise what they are saying. Rewriting and revising a seed idea, imagining new possibilities, is an important part of the writing process.
- Writers share amongst themselves and help each other to care about their blob ideas by discussing the ways they're finding to invest themselves in their topic.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb ad pronoun-antecedent agreement.
- Choose words and phrases for effect.

- Today I want to teach you that, before writers begin their first drafts outside of their notebook, they think hard about how they can inspire themselves to do their best work. Writing well requires talent and knowledge and skill, yes.. but also magic. One way to find our own inspiration is by learning from another author about what they do, and then making our own plan from what we learned. Writers find the courage to write about the real topics that are on their minds. When we find ourselves writing entries where everything is perfect we can ask, "Where's the struggle in this subject" and "Is this the truth of what has been on my mind lately?"
- When writers find they have an excess of entries they pause to ask, "What do I really want to say?" and then use that question to narrow their writing and find a new focus.
- Writers, today I want to let you in on a secret that memoirists know, that both the external events and the internal feelings of a story need to evolve across a timeline, a story mountain. When writers write a story they know there will be a sequence of actions—that one thing will happen, then another thing will happen, and another. Not only this, but there also needs to be parallel sequences of re-actions, of feelings and thoughts and dreams and fears that the main character (in memoir, that will be you) experiences. With each external event, the narrator or the main character sees and thinks and feels a bit differently on the inside. Something happens and we realize something we hadn't realized before. Something else happens, and we feel something we hadn't felt before.
- When writers tell the internal part of their story, they find that one way to do this is by adding internal thinking. But this isn't the only way! We can also reveal the internal story with specific actions that show how a character is feeling.

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two*; *there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

- When trying to put feelings on a page, novice writers will often try to find one perfect word to describe the emotion. What more experienced writers know is that usually when we want to reveal a feeling we need to do so by writing sentences or even paragraphs that capture the emotion. We can do this by helping people know the specific way the writer experienced that emotion.
- Writers know that details in a memoir can say something about the kind of person we are, the kind of life we lead. Today I'm going to teach you how writers, as they work to reveal themselves through memoir, remember they can show themselves not only by bringing out their internal thoughts but also by spotlighting details that reveal whatever it is they want to say about themselves.
- Writers sometimes need to invent details, making sure they are ones that reveal the truth of their lives.
- Writers know that tiny moments, even something as small as a hug, can be stretched into a sequence of external events, and a journey of changing feelings.
- Today I want to teach you that, just like whole pieces of writing often have a structure—with narrative writing often organized chronologically by time, and essay writing often organized into big ideas, then supportive details—so, too, a single paragraph or a single chunk of a text often will also have a structure. After writers generate what amounts to a pile of ideas, the writer rereads all of these and figures out how she or he will structure the chunk of text, relying on what she or he learned from studying mentor texts to help make this decision.
- When writers are looking to lift the level of their own writing, they study what other writers have done. They think, "What do I like that

this writer has done?" and "How could I use a similar technique in my writing?"

- Writers often alternate between narrative and reflective writing when working on a piece. They write a bit of their narrative then stop to write reflectively about it, exploring new ideas and finding big meanings they've yet to bring forth in their narrative. Writers then return to their narratives to revise and rework it, bringing out what they discovered while reflecting.

Bend III: Revise to Bring Out Meaning, and to Balance the Internal and External Story

- Writers know that the hard work they do changes as they work through the writing process. Today I want to teach you about a special sort of reading writers do when they read their own writing. They do not skim over it as if they've seen the draft a hundred times. Instead, they examine the draft in all its particulars, allowing the page to teach them how to write.
- Writing well takes attentiveness, and this is something writers know well. It takes getting to hard parts and pushing past them, instead of using the hard parts as an invitation to wander around hoping someone is going to deliver a magic solution.
- Writers read our own drafts noting the component sections, asking, "How is this draft almost-but-not-quite structured?" Then we make revisions to bring forth and complete the structures.
- Today I want to teach you how writers often take tiny details from their lives- often something that could be very ordinary—and we let that one detail represent the whole big message of our story or our memoir.
- As writers, you've focused intently on crafting powerful lines as you write—lines that hold meaning that is enormous to your writing. Writers often search their writing for lines such as these looking for

ways to highlight them, because highlighting a particularly strong line can also highlight a particularly strong idea. One way to make a powerful line stand out is by repeating it here and there across a piece of writing.

- When writers use a metaphor at the end of their piece, they first ask, "What message do I want to convey as this story ends?" and then use the metaphor to bring forth that meaning.

Bend IV: Editing, Publishing and Celebrating

- Today I want to teach you that when writers edit our writing, we read it out loud to hear the sound of each word, to hear the rhythm of our sentences. Truman Capote wrote, "To me, the greatest pleasure of writing is the inner music the words make." The sound of our words is powerful. Writers communicate with readers by choosing words that convey not only the content but also the mood, the tone, and the feelings that we want to convey.
- Writers can play with punctuation as we write to bring out the tone in our writing, making our writing sound as we intended it to.
- Writers rely on partners to help them edit, putting one piece between the two of them and reading it, inch by inch, asking whether each sentence creates a clear image and moves the idea along.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final stories
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Students can draw from and write about school experiences which occurred over the school year in any subject

Technology Integration

- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Create a script of a memoir to be conveyed in a video.
- Develop a Prezi presentation around the ideas in the memoir.

Media Literacy Integration

- Skype with students in other classes or schools and share their writing

Global Perspectives

• Students can write about their thoughts and feelings other memoirs they've read. Read from the following books during read alouds or shared reading.

- When I was Your Age by Amy Erlich
- Knots on My Yo-You Sting by J. Spinnelli
- Going Where I'm Coming From by A. Mazer
- We Had a Picnic this Sunday Past by J. Woodson
- Chicken Sunday by P. Polacco

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

	Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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Professional Resources:

- Teacher's College Reading Curricular Calendar, Fifth Grade, 2010-2011* Unit 3
- Memoir: The Art of Writing Well by L. Caulkins (Units of Study 3-5)
- Writing a Life by K. Bome

Mentor Texts:

- When I was Your Age by Amy Erlich
- Knots on My Yo-Yo Sting by J. Spinnelli
- Going Where I'm Coming From by A. Mazer
- We Had a Picnic this Sunday Past by J. Woodson
- Chicken Sunday by P. Polacco

Unit Description: Realistic Fiction

Writing fiction stories is one of the favorite units of study throughout the year. Students love writing fiction, and it is important to harness that zeal to carry your teaching throughout the unit. You may choose to begin this unit by asking students to write one scene or vignette from a fiction story within a 45 minute class period to let you know what your students understand about fiction writing. This will help you see where you will need to focus this unit: storytelling rather than summarizing, show versus tell, problem-solution structure, crafting leads, etc.

One major goal of this unit is to write with greater volume throughout the writing process. As a result, it is important for you to encourage students to spend more time planning and using mentor texts to help them in their writing goals. Also, you can teach students to rehearse their stories before they write, developing character and plot. Another goal is to teach students where realistic fiction stories come from- everyday experiences. Finally, you must teach into both character/ story development AND small group/ conferring strategies.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Choose and write realistic fiction topics that are rooted in everyday experiences

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential question: How can draw on all that I know about narrative craft in order to write personal narratives that are true stories--that have characters, a theme, a setting, and that draw readers in?

- Bend I:How can I flash-draft a bunch of personal narrative entries, coming up with ideas by thinking about turning point moments and places that matter, and then writing as if I am reliving
- Bend II:How can I flash-draft a bunch of personal narrative entries, coming up with ideas by thinking about turning point moments and places that matter, and then writing as if I am reliving

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers continue to write entries in *Writer's Notebook*
- Writers explore ideas that will become fiction stories
- Writers explore techniques for story telling
- Writers plan/rehearse their stories multiple times before putting pen to paper
- Writers write a short fiction story with two or three characters and two or three scenes

<p>☐ Bend III: How can I emulate a writer I admire, learning from that writer to write with tension, perspective, imagery, and complex sentence structure, and to do all this in ways</p>	
<p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories of information using words, phrases, and clauses (e.g. <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 	<p>Instructional Focus:</p> <p><u>Bend I: Collecting Ideas, Rehearsing Our Writing, and Learning to Live Inside the World of Our Story as it Develops</u></p> <ul style="list-style-type: none"> • Today is an important day because we're going to begin collecting ideas for fictional stories in our writer's notebooks, and I want to teach you where writers look to find those ideas. The most important thing I can teach you is this: We get ideas for fiction, just as we get ideas for personal narratives and essays, by paying attention to the moments and issues in our own lives!(See page 1 in Writing Fiction) • Almost any writer I’ve ever known has also considered him or herself a reader. This is because, as writers, we can learn a lot from books. Today I want to teach you one way books can help you develop your own story ideas. Specifically, writers know they can look at the blurbs on the back of books and let those story ideas spark their own by changing characters, setting, and even parts of the problem the blurb describes. • Today, I want to teach you that writers collect ideas for stories not only by finding bits of life or entries that could grow into whole stories, but also by paying attention to the stories we wish existed in the world. Sometimes we get ideas for stories by thinking, "How can I write a story for people like me, so we can see ourselves in books?(See page 15 in Writing Fiction) • I am going to teach you that fiction writers don't just go from choosing a story idea to writing a draft. Instead a fiction writer lives with a story idea for a time. Specifically, I will teach you thinking-on-the-page strategies that fiction writers use to live with our characters and to rehearse for our drafts. (See page 27 in Writing Fiction)

- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)

- Today I want to teach you that although there are oodles of things we can think about as we develop our characters, there are just one or two things that we must think about as we develop our characters. Specifically, I want to teach you this: Every fiction writer needs to know what his or her characters want, what they yearn for, and what keeps these characters from getting what they want. I also want to teach you that when we know what our characters yearn for, we don't just come right out and say it. We show what our characters want by putting examples of this into little small moments, into what fiction writers call scenes. (See page 43 in Writing Fiction)
- Today I want to teach you that after we develop our characters, we draft possible story mountains. And I want to teach you something new about plotting your story, something that will help you whenever you write fiction from now on. It is the fiction writer's job to make every part so interesting that the reader can't wait to turn the page. We make the problem worse and worse through the story. Story mountains can help you do that because they remind you that you have to keep giving the characters something that makes it harder and harder to climb toward their goal. (See page 59 in Writing Fiction)

Bend II: Drafting that Leads Quickly to Revising, and Revising Using All We Know to Bring Out the Heart of Our Stories

- I want to remind you today that when we want to create a scene, we are creating drama. We sometimes use a line of dialogue—we make a character talk. Or we describe a small action—we make the character move or react physically to what is going on in the scene. (See page 73 in Writing Fiction)
- Today I want to teach you that just when a writer is most fired up to write, most ready to charge into page after page of writing, we force ourselves to pause. We pause, rewind, listen to what we've written.

- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

And we revise it. We revise our lead because by doing so, we revise our entire story. Sometimes, we do this with help from a pro. (See page 99 in *Writing Fiction*)

- Today what I want to teach you is this: Before writers actually get going on a draft, we think a lot about ways to make a draft into a really good story. But once we're actually in the midst of the story, most of us try, above all, to lose ourselves in the story. We become the characters, and writing is a bit like a drama, happening to us. (See page 87 in *Writing Fiction*)
- Today I want that writers can add scenes from the past and future... (Session X, *Raising the Quality of Narrative*)
- Today I want to teach you that we need to be sure to "turn on the lights" in our stories We need to show the place and time, so that our readers don't have a disoriented feeling, asking, "wait, where is this? What's going on?"(See page 115 in *Writing Fiction*)
- Writers imagine ways the physical setting can reflect the internal setting (feelings) of the character. If our character is feeling agitated and distraught we may describe the physical setting in the same way. Writing details can create a chaotic environment.
- Today I want to remind you that even when we move heaven and earth to write our drafts really well, we will each shift from drafting to revision. And specifically, I want to teach you that revision means just what the words says—re-vision. To see again. We can put on special lenses, lenses that allow us to reread our writing with one particular question or concern in mind. We might, for example, reread looking specifically to see if our character development satisfies us, or to see if we've shown the passage of time effectively, or to study the way we've used varied sentence lengths and punctuation to create rhythm and suspense in a story. (See page 133

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references

in Writing Fiction)

- Today I want to teach you that writers take our time with endings, weighing and considering, drafting and revising until we find one that fits. We know that a just-right ending will feel as if it is tailored exactly to fit our particular story. We know this ending will tie up loose ends, resolve the unresolved difficulties, and bring home the story's meaning. (See page 133 in Writing Fiction)
- Today I want to remind you that even when we move heaven and earth to write our drafts really well, we will each shift from drafting to revision. And specifically, I want to teach you that revision means just what the words says—re-vision. To see again. We can put on special lenses, lenses that allow us to reread our writing with one particular question or concern in mind. We might, for example, reread looking specifically to see if our character development satisfies us, or to see if we've shown the passage of time effectively, or to study the way we've used varied sentence lengths and punctuation to create rhythm and suspense in a story. (See page 133 in Writing Fiction)
- Today as you continue drafting your story, you'll want to draw on everything you've ever learned about how to write stories well in order to make your new draft as spectacular as it can be. Specifically, I want to teach you that most writers set up spaces in which we can do our best work. We can put items and words into those spaces that remind us of all we resolve to do and be as writers. (See page 155 in Writing Fiction)

as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Today I want to be sure you realize that there is a place that we, as writers, can go to get new lenses with which to view our drafts. And this is the place: We can go to stories that resemble the ones we hope to write. We can let specific parts (or aspects) of a story matter to us. We can feel the lump in our throat, see ourselves pull in close at a favorite part, or sense ourselves getting hooked by the story. Then we can ask, "What did this author do that seems to work so well?" We can reread our own draft, asking, "Are there places in my draft where I could use that same technique?" This rereading can lead us to effective rewriting. (See page 165 in *Writing Fiction*)
- Writers choose emblematic details to reveal characters... (See Session X in *Memoir*)
- Writers use metaphors to bring out characters' feelings... (See Session XIII in *Memoir*)

Bend III: Editing and Getting Ready for Publication

- Today I am going to teach you that before or after you edit your draft for other concerns—paragraphing, punctuation, and so forth—you will want to check your spelling. Usually this means eyeing each word and thinking, "Does this look right?" It also means rereading the letters in each word to double-check that those letters actually do spell the word you have in mind. When a writer is uncertain whether a word is correctly spelled, we generally mark that word and then we try spelling the word again and again. We draw on all we know and on the help we can locate to assist us with those spellings. (See page 155 in *Writing Fiction*)

- Ensure subject-verb and pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two*; *there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

Sample Assessments:

- Conferring notes
- Make a checklist using the "essential mini- lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.
- Student Portfolio- see 4th Grade Portfolio
- Checklist/Portfolio Requirements
- Writing in notebook
- On-demand writing sample
- Published realistic fiction story

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Students can explore topics to write about related to any subject matter.

Technology Integration

- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Help your peers by offering writing suggestions and posting writing for feedback on a classroom blog or forum
- Create a storyboard/ Beginning, Middle, End Chart on Comic Life
- Reenact stories using green screen technology

Media Literacy Integration

- Skype with students in other classes or schools and share their writing

	<p>Global Perspectives</p> <ul style="list-style-type: none"> • Students can write about their thoughts and feelings of world events and issues.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- 2008-2009 DRAFT Teachers College Curriculum Calendar, pages 122-30
- Book 3- Writing Fiction Big Dreams Tall Ambitions from The Units of Study for Teaching Writing 3-5
- The Art of Teaching Writing by Lucy Caulkins

Mentor Texts:

- Homecoming by Cynthia Voigt
- Every Living Thing by Cynthia Rylant
- Tequila Worm (the chapter “Taco Head”) by Viola Canale
- Chicken Soup for Kids (the chapter “Going, Going, Gone)

Unit Description: Informational Writing

Informational writing, sometimes referred to as explanatory writing, is writing that is designed to “examine a topic and convey information and ideas clearly”. Its overall purpose is to teach important information. These texts are generally marked by a thesis or opinion and evidence that is parceled into paragraphs. Informational writing is often marked by topics and sub-topics that are signaled with headings and subheadings, and with accompanying portals for information, including glossaries and text boxes or sidebars, and diagrams, charts, graphs, and other visuals.

An informational writer’s purpose is to help readers become informed on a topic that feels very important to the reader. It is the kind of writing that kids will encounter in much of their nonfiction reading. It’s also the kind of writing for which it is easy to find lots of accessible mentor texts for kids. Students learn that writing with focus is as important in information writing as it is in narrative writing.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Students will create texts that provide information about a subject marked with headings and subheadings.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Question: How can I raise the level of my information writing, in particular my research report writing, by establishing structure, development and language.

Bend I: How can I flash draft a report (even before I am ready to write a good one) and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers write to provide the reader with information about a particular subject or topic.
- Writers develop supporting information by establishing structure, development, and language.
- Writers study mentors to help revise their writing.

<p>Bend II: How can I work on writing a research report that is well-written—that draws readers in, that is packed with specific information, that is structured in a cohesive way.</p>	
<p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories of information using words, phrases, and clauses (e.g. <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Use narrative techniques, such as dialogue, description, and 	<p><u>Bend I: Launching the Unit: Information Writers Try On Topics, then Revise those Topics with an Eye Toward Greater Focus</u></p> <ul style="list-style-type: none"> • Today I want to teach you that writers of information books study published writing, imagining the books they will create and paying close attention to ways that published authors entice readers to learn about a topic. • Today I want to teach you that information writers grow potential topic ideas in their notebooks, thinking, ‘If I had to teach a course to the other kids in the class, what would I teach?’ • Today I want to teach you that some information writers write potential back of the book blurbs, imagining how their books might go and why those books would interest readers. • Today I want to teach you that information writers try on possible topics, choosing one that they feel they could teach really well. • Today I want to teach you that information writers make a plan for how their books could go. One way they do this is by creating a table of contents for their work, determining the chapters that could go in their books. <p><u>Bend II: Writers Gather a Variety of Information to Support their Non-fiction Books</u></p> <ul style="list-style-type: none"> • Today I want to teach you that information writers gather the information that will fill up the pages of their books. Along the way, they make decisions about how much and what kind of research to conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source. • Today I want to teach you that information writers record not just facts, but ideas. They can use thought prompts to say more about

<p> pacing, to develop experiences and events or show the responses of characters to situations. </p> <ul style="list-style-type: none"> • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 	<p>pieces of information that they collect.</p>
<p><u>Production and Distribution of Writing</u></p> <ul style="list-style-type: none"> • 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) • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29) • With some guidance and support from adults, 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. 	<p><u>Bend III: Writers Draft the Pages of Books, Starting with Sections They are Most Eager to Write</u></p> <ul style="list-style-type: none"> • Today I want to teach you that one way information writers rehearse for drafting is to teach all they know about their topic to a partner. They take note of places where they need to collect more information and make a plan to find out more about that particular subtopic. • Today I want to teach you that information writers often start by drafting the pages they are most fired up to write. As they draft, they keep in mind that they are setting up their readers to be experts. • Today I want to teach you that information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details. • Today I want to teach you that information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and side-bar definitions.
<p><u>Research to Build and Present Knowledge</u></p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research • Apply <i>grade 5 Reading standards</i> to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story 	<p><u>Bend IV: Information Writers Study Mentor Authors and Revise in Predictable Ways</u></p> <ul style="list-style-type: none"> • Information writers study mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic. • Today I want to teach you that information writers include not only information but some of their own thinking about the information. Information writers might return to their notebooks to grow ideas, drawing on thought prompts such as “This is important because...”

or drama, drawing on specific details in the text {e.g. how characters interact}”)

- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards
Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

and “This is connected to...” in order to say more.

- Today I want to teach you that information writers stay on the lookout for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.
- Today I want to teach you that information writers don’t just teach information with words, they teach information with illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features.
- Today I want to teach you that information writers zoom in to study the structure of each sub-section. They sure that the information is in the right section, that is, that each detail fits with the subtopic. Writers also zoom in on paragraphs within each sub-section, thinking about whether the information in each paragraph fits together. Another way that writers study the structure of each subsection is to make sure they start with a sentence or two that tells the reader what they will be learning about.
- Today I want to teach you that writers revise the introduction of their information books, thinking about how they can set their readers up to be experts in the topic and how they can draw readers in right from the start.
- Today I want to teach you that information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. A powerful kind of concluding section in an information book is structured like an essay, with a thesis and some examples.
- Today I want to teach you that information writers use transition

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references

words to move from detail to detail and to connect subtopics to the main topic.

Bend V: Editing, Publishing, and Celebrating

- Today I want to teach you that information writers edit carefully, taking care to make sure spelling and punctuation are accurate so that readers can best learn the information. Writers might use published resources to make sure vocabulary words are spelled correctly.
- Today I want to teach you that information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final essay
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Write on favorite topics
- Math how-to writing
- Feature story on science topics
- Make lists on where in life we read for information

as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Technology Integration

- Use Inspiration for note taking features.
- Use the reference page on Elementary Connections for kid friendly research sites citation templates.
- Use Inspiration for note taking features.
- Hyperlink text to website where information is coming from.
- Use the track changes feature in Word to keep original language from primary source.
- Using Voice Thread, to post an opinion about a topic and have others share opposing viewpoints
- Develop an i-movie taking the affirmative or negative positions about a topic.
- Develop an outline of the essay in Inspiration.

Media Literacy Integration

- Foster creative skills through encouraging the production of media messages about the topic.

Global Perspectives

- Research opinions of those around the world on the topic students are writing about.

<p>Language Progressive Skills by Grade</p> <ul style="list-style-type: none"> • Ensure subject-verb and pronoun-antecedent agreement. • Choose words and phrases for effect. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g. <i>to/too/two</i>; <i>there/their</i>) • Choose punctuation for effect. • Recognize and correct inappropriate shifts in verb tense. • Use punctuation to separate items in a series. 	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- Teacher's College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 3
- Teacher's College Reading Curricular Calendar, Fifth Grade, 2010-2011* Unit 4

Mentor Texts:

- Apples, Gibbons, Gail
- Bug-a-licious, Goldish, Meish
- Bugs! Bugs! Bugs!, Dussling Jennifer
- Butterflies and Moths, Kalman, Bobbie
- Emperor Penguin, Goldish, Meish
- Every Living Thing, Rylant, Cynthia
- Fireflies!, Brinkloe, Julie

- Food for Thought, Robbins, Ken
- Hockey in Action, Walker, Niki
- How do Fish Breathe Underwater?
- Insect Bodies, Aloian, Molly
- Ladybugs, Llewellyn, Claire
- The Pain and the Great one, Blume, Judy
- Pro Football's Most Spectacular Quarterbacks, Sandler, Michael
- The Pumpkin Book, Gibbons, Gail
- Seals and Sea Lions, Kalman, Bobbie
- Surprising Sharks, Davies, Nicola
- Ubiquitous, Sidman, Joyce

Unit Description: Research-Based Essay

A focus for this unit is that in this ever-changing world of immediate communication, readers and writers need to be more than passive receptacles and echoers of the line of the day. Writers still need to develop an original thought, frame it, lead it to revising and editing -the classic skills required to produce a research essay.

In this unit, you'll teach children the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide logically ordered reasons in its defense and also dismember possible counterclaims. You will want to tap into reading workshop time for children to do the extensive reading and researching of topics that will provide the information for the argument essay.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Structure of a Research-Based essay
- Develop opinions that can be supported by research information

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Question: How can I write research based argument essays in which I take a position and get readers to care about it, and use examples, quotations and/or information to develop reasons supporting the position.

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers learn a variety of strategies for researching a topic
- Writers a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic

<p>Bend I: How can I study different perspectives in a controversial issue, take a stand, and then write an argument—with reasons and examples—supporting my side?</p> <p>Bend II: How can I revise my argument, taking it up a notch, by doing more research and evaluating evidence, anticipating and addressing counter-arguments, and writing to appeal to an audience.</p> <p>Bend III: How can I draw on everything I have learned about argument writing in order to find a cause or an issue, to plan and execute my own writing process so I write a credible, persuasive</p>	<ul style="list-style-type: none"> • While taking notes, researchers examine the many sides of a topic. • Research essayists search their notes for an arguable claim and build up their essay around this
<p>Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories of information using words, phrases, and clauses (e.g. <i>in contrast, especially</i>). 	<p>Instructional Focus:</p> <p><u>Bend I: Research Essayists Collect Information and Make Notes</u></p> <ul style="list-style-type: none"> • When argument writers begin to research a topic, they investigate and collect information about both sides of the issue. • Essayists take research notes in precise, thoughtful ways because we expect to use these notes later when we begin drafting an essay on this topic. We record the most important information about a topic and also some of our questions and reactions to this information. • Researchers’ notes don’t look the same even when we’re making notes from the exact same texts. Each one of us is an author of our own notes, so we can make choices about whether we want to make sketch-notes or lists, timelines or webs, idea clusters or Post- it charts, tables or Venn Diagrams. When we make notes for our future use, researchers don’t just use one way—we make a choice about the most efficient and effective way to write our notes. • While making notes, researchers discover that a specific note-making format often works best in a certain situation. For example, if the text is expository, it makes sense to use boxes and bullets to record it; if it is narrative, it makes more sense to make a timeline. If we’re

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

comparing and contrasting or listing pros and cons, we might make a T-Chart. If we're comparing three or more categories, we may make a table with three or more columns. Researchers make note-making efficient by choosing the best way to record a particular kind of information.

- Research notes are short and to the point. While making notes, researchers try to paraphrase and shorten text, using our own words where we can. We certainly don't lift extensively from the text—and where we do lift a quote, we make sure to use quotation marks and cite the source.
- Research notes don't just record what the text says. They also contain our responses to this text. We are the authors of our notes, so we make sure to include our own ideas, feelings and questions alongside the information that we're recording. We do this because we know that when we use these notes to write essays, our opinions will be as important as the information we're gleaning from texts.
- Researchers treat our notes as valuable tools. We store and organize these notes efficiently; we constantly revisit and categorize old notes as we add new ones. We take care to keep them in a folder or notebook from where we may easily access them when we need to.
- Researchers add relevant quotes to make their arguments more powerful.

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished

Bend II: While Making Notes, Researchers Examine the Many Sides of a Topic

- When we know a topic well enough (when we've read enough about it), researchers begin see all its sides. We can then ask, "Are there two ways to look at this topic?" e.g. One way to look at snails is as

work, and provide a list of sources.

- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

pests that destroy crops. Another way to look at snails is as valuable food, rich in protein. In our notes, we can record and compare both these faces, revisiting the text to collect examples for each face of our topic.

- A way to uncover two sides of a topic is to note that various authors can have different positions while writing about it. We ask questions such as “What is this author trying to make me feel about the topic? Why is the author trying to make me feel this?” In our notes, we note and compare the feelings that different texts evoke and we list the craft choices or illustration details of each text that contribute to making us feel this way.
- Another way that researchers cover the many faces of a topic is to think, “How might different groups of people see this topic? How are different groups of people affected by this topic?” For example, if our topic is Forests, the different groups associated with this topic would include: environmentalists, timber businessmen, carpenters, consumers, local residents and nesting animals. In our notes, we try to think and jot how each of these groups might see certain elements about this topic differently.
- Researchers consider the two faces of a topic to ask ourselves, “What is MY stance, MY position on this?” We don’t just pick any old stance to call our own, we look over our notes and all we’ve read about the topic to find a stance with the most compelling reasons or evidences to believe in and list these.

Bend III: Research Essayists Search Our Notes for an Arguable Claim and We Build Up Our Essay Around This

- Once researchers have enough notes on a topic to compare and contrast its different faces and issues, we start to look at the bigger picture of this topic and ask, “What are some of the big issues and ideas that are important to write more about?” To do this, we first look through our notes to separate undisputed facts about this topic from arguable claims.

- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.

- One way to find a strong arguable claim for our topic is to look across our notes to study the many faces of our topic that we've recorded, or the different feelings that writers have tried to inspire for this topic, or the perspective of different people on this topic. We pick the most compelling of these and try to jot more arguments in its favor. Questions to Help Writers Analyze Evidence/Fortify Their Thinking:

Thinking:

- Why did I include this evidence?
- How does this evidence relate back to my claim?
- What makes this particular quote or statistic so important?
- How is this evidence changing my thinking?

- When possible arguments about a topic begin to occur to us, essayists capture these in a claim or thesis statement. One way to write the thesis statement (claim) of an argument essay, is to start by stating something that an opposite side might say but then add, what we would like to argue instead. (Although some people believe...it may actually be argued that...)
- Once we know the argument that we want to forward, essayists look back at all our notes to come up with a list of reasons or examples that may serve as evidence of our argument. We jot each of these down and elaborate them further to form different paragraphs for the essay.
- Essayists also look at the possible evidence to support the opposite side's argument. We jot all possible evidence that may support the counterclaim, adding a transition like: Nevertheless, But, However, Despite this...to refute each argument, showing that it is inaccurate, incomplete, not representative of all situations, or deficient in some other way. In this way, essayists develop a paragraph or two in which we discredit the counterclaim.

Bend IV: Essayists Develop and Revise Our Paragraphs Until We Have a Strong Essay

- Essayists revise the order in which we present the reader with

- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms,

information. We wonder what to put first, what to present next and what to reveal at the end.

- Sometimes essayists paraphrase and cite portions from texts. When we do this, we use our own words to summarize a point in the book. At other times, we quote directly from the text, in which case we use quotation marks. In both cases, we make sure to cite the book and author that we're referring to.
- Essayists write like an "insider" to a topic by using domain-specific vocabulary. We stay on the lookout for places where we might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.
- Essayists sometimes insert an anecdote (narrative writing) into our essays to create a powerful impact on the reader by providing an example of something compelling about our topic.
- Argument writers strengthen their claims by making sure their evidence doesn't depend on flawed reasoning.
- Essayists revise the introduction of our information books, thinking about how we can set readers up to be experts in the topic and how we can draw readers in right from the start.
- Essayists revise our concluding section, taking care to sum up the important information and also leave readers with some big ideas.

Sample Assessments:

antonyms, homographs) to better understand each of the words.

- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb and pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two; there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final essay
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Write a research essay about a curriculum topic in science or social studies.

Technology Integration

- Use the reference page on Elementary Connections for kid friendly research sites citation templates.
- Use Inspiration for note taking features.
- Hyperlink text to website where information is coming from.
- Use the track changes feature in Word to keep original language from primary source.
- Using Voice Thread, to post an opinion about a topic and have others share opposing viewpoints
- Develop an i-movie taking the affirmative or negative positions about a topic.
- Develop an outline of the essay in Inspiration.

Media Literacy Integration

	<ul style="list-style-type: none"> • If possible; create a website or blog where the class’s essays are published • Set up a system for peers to respond to each other’s essays (online or on paper) • Share with a monitored external audience –Skype <p>Global Perspectives</p> <ul style="list-style-type: none"> • Research opinions of those around the world on the topic students are writing about.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ☐ *Teacher’s College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 4

Mentor Texts: **This is a new unit of study. Recommended mentor texts will be forthcoming.**

- See suggestions on www.readingandwritingproject.com in the Treasure Chest for 5th grade writing

Unit Description: Historical Fiction (OPTIONAL UNIT)

This unit is a return to fiction writing, yet giving students greater control and ability to become skillful and independent writers. This unit also should parallel the reading work your students are doing where they are in genre study book clubs. The genres described in this unit are Historical Fiction, Fantasy, and Mystery.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Exploring fiction in various genres
- Becoming skillful fiction writers

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Question: How can I draw on all I know about reading historical fiction to rise to the challenge of reading even more complex historical fiction texts? How can I read in a way that lets me trace themes in these stories and think about the author's craft?

Bend I: Deep Comprehension and Synthesis of Complex Story

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Quality writing traits from past units can help you write in various genres today.

<p>Elements How can I help my students to get lost in the grand drama of historical fiction while also attending to the challenging work of tracing setting, plot, and characters across a text? How can I develop a deeper understanding of the characters and the setting by learning about that period in time? (approximately a week and a half)</p> <p>Bend II: Interpreting Complex Texts How can I help my students draft and revise their interpretations based on their growing understanding of both the story and the interpretation itself? (approximately a week)</p> <p>Bend III: Becoming More Complex Because We Read How can I almost write the story of my own reading—noticing things in the text that perhaps no one else notices, thinking and questioning what I see, letting nonfiction spark new ideas. (approximately a week and a half)</p>	<ul style="list-style-type: none"> • It is challenging work to trace setting, plot, and characters across a text. • Writers need to learn about a time period to develop a deeper understanding of the character and setting. • Depending on genre, writers focus on characters, setting, or plot cues. • Various genres have specific terminology associated with that genre. • Student draft and revise their interpretation of the story based on growing understanding.
<p>Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Writing Standards Types and Purposes</p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. 	<p>Instructional Focus: <u>Bend I: Rehearsal Involves Collecting, Selecting, and Developing Story Ideas</u></p> <ul style="list-style-type: none"> • Today I'm going to teach you that historical fiction writers rehearse differently because we aren't just writing stories, we are writing historical fiction. We learn as much as we can about the time period in which our stories will be set, paying attention especially to the people and the issues that matter to them, and to the fabric of daily life—to the transportation, the clothes, the meals, the setting. As we read about the era, we're thinking, "So how might MY story go?" and we collect details that could end up as part of our own stories. • Historical fiction writers actively look to be inspired and jot those story ideas down as quickly as possible before moving on to another source of inspiration. We might study photographs or artwork and imagine story lines for the images we are seeing. We might listen to music from the times, touch artifacts, pore over primary documents and think—what stories are hidden here?

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories 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 concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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

- Today I'm going to teach you that historical fiction writers can collect possible story ideas by thinking of our own lives and how the desires and problems of our own lives might play out in another time period. We can think about what is at the core of our desires and problems (freedom, fitting in) and then think about what these might look like in the time period we are studying.
- Today I'm going to teach you that historical fiction writers develop both the internal and external characteristics for characters that live in our chosen story idea. We do this work, remembering to draw on what we know about the time period and to make our character true to the times. (Adapted from Session III, Developing Believable Characters in Writing Fiction: Big Dreams, Tall Ambitions)
- Today I'm going to teach you that historical fiction writers consider the struggles and motivations of their character, considering both those that are personal and those that comes from the historical period. Sometimes these struggles and motivations are more universal in nature and could happen at any time (wanting friendship, needing food). Other times these motivations and struggles are unique to the time period (choosing which government to support, packing a trunk to go to the New World). We can explore both of these possible routes and write long about how our characters can grapple with both. The thinking and writing we do around struggles and motivations will help us ultimately land on a possible story that we want to develop into a published piece. (See Session IV, Giving Characters Struggles and Motivations in Writing Fiction: Big Dreams, Tall Ambitions)

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out

- Today I'm going to teach you that historical fiction writers plan our pieces thoughtfully, making sure to hold in our minds our characters' motivations, possible obstacles, and the historical time period. Using a combination of quick sketches and a few words in a story booklet can help us keep in mind the action in our stories. Better still, we can make several story booklets quickly so we can try lots of different ways our stories can go so we can make sure our best ideas are the ones that go towards our draft.

Bend II: Drafting and Revision: Crafting a Compelling Historical Fiction Story

- Today I'm going to teach you that historical fiction writers don't just draft any old sloppy way. Instead, we keep in mind everything we know about good writing and try to be right inside the time period, experience the events of each scene, and then go to draft while walking in the character’s shoes. (Session XII, Feeling and Drafting the Heart of Your Story in Writing Fiction: Big Dreams, Tall Ambitions)
- Today I'm going to teach you that historical fiction writers continue researching along side their writing. They are careful to check historical accuracy. They look at both their entire draft plan and the specific details they have been developing and ask questions like, “Does this feel true to the time period? Do I know a more specific way to describe this... piece of clothing, item in the house, person’s name, etc.?”
- Today I'm going to teach you that when historical fiction writers are on a roll in our writing and we are writing fast and furiously, we

assigned roles.

- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)

don't want to stop everything and go fact-checking when we find ourselves unsure of a little historical fact or detail. Instead, we want to put in a blank space or another word as a place holder. Then, when we have finished the draft, we can go back and do some quick research to fill in those gaps.

- Today I'm going to teach you that historical fiction writers look to places in our stories where our readers might be asking, "Where is this happening?," and revise those places with more historically accurate descriptions of the setting. We can go back into our notes, return to artifacts and images, and read mentor texts to help us revise in order to make sure that the settings in our stories are clear and historically accurate. (Session IX, Orienting Readers with Setting in Writing Fiction: Big Dreams, Tall Ambitions)
- Today I'm going to teach you that historical fiction writers are careful to revise our endings, making certain they are the kinds of endings our stories deserve. We know that there are different ways the character's story can end, but that the historical context needs to remain true. (Session X, Writing Powerful Endings in Writing Fiction: Big Dreams, Tall Ambitions)

Bend III: Editing and Publishing: Preparing the Historical Fiction Story for Readers

- Today I'm going to teach you that historical fiction writers carefully

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.

reread our writing, looking for the words we chose to use to describe objects, places, or people, and then look back to our research to see if there are more historically specific ways to name them.

- Today I'm going to teach you that historical fiction writers can read our writing aloud, noting how words, punctuation, and other structures help to set the mood, tone, and content of their pieces. (Session XIV, Editing with Various Lenses in Writing Fiction: Big Dreams, Tall Ambitions)
- Today I'm going to teach you that historical fiction writers publish and celebrate in ways that help our readers best get lost in the worlds we've created. Sometimes we might include illustrations or photographs within our writing, or we might even act out parts of our stories, trying to speak just as people from that time period would.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final story
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Set a historical fiction piece in a time period being studies in social studies.
- Include scientific principals in the fantasy story.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb and pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two; there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

Technology Integration

- Use the elementary connections page to research time periods for stories
- Develop a diary or journal in Word about the events occurring in the story, add hyperlink or pictures
- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Help your peers by offering writing suggestions and posting writing for feedback using the track changes feature of Word.

Media Literacy Integration

- Show video clips about various time periods students are writing about
- Show students how to search for information about the topic on the Internet
- Encourage students to share information in class that they have gotten from various media sources (inside or outside of class)

Global Perspectives

- Research and portray world opinions and perspectives into the historical fiction story.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration

	<p>Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- Teacher's College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 5
- Teacher's College Reading Curricular Calendar, Fourth Grade, 2010-2011* Unit 5
2008-2009 DRAFT *Teachers College Curriculum Calendar*, pages 45-57
- The Art of Teaching Reading* by Lucy Caulkins
- Write Your Own Historical Fiction Story* by Tish Farrell
- Thinking Through Genre: Units of Study in Reading and Writing Workshop Grades 4-12* by Heather Lattimer
- But That's Another Story* by Sandy Asher

Suggested Mentor Texts

- Pre and Post Civil War**
- Henry's Freedom Box* by Ellen Levine
- The Blue and the Gray* by Eve Bunting
- Follow the Drinking Gourd* by Jeanette Winter
- Molly Bannaky* by Chris Soentpiet

- Westward Expansion/ Prairie Life**
- Cheyenne Again* by Eve Bunting
- Orphan Train* by Verla Kay
- What You Know First* by Patricia Maclachlan

- World War II**
- The Butterfly* by Patricia Polacco
- A New Coat for Anna* by Harriet Ziefert
- Baseball Saved Us* by Ken Mochizuki

- Pre-Columbian through American Revolutionary War (Including Colonial Period)**

- Katie's Trunk* by Ann Turner
- Encounter* by Jane Yolan

- The Civil Rights Movement**
- Freedom on the Menu: The Greensboro Sit-Ins* by Carole Boston Weatherford
- A Sweet Smell of Roses* by Angela Johnson

- The Great Depression**
- The Babe and I* by David Adler
- Pop's Bridge* by Eve Bunting

Unit Description: Fantasy (OPTIONAL UNIT)

This unit is a return to fiction writing, giving students greater control and ability to become skillful and independent writers. This unit should parallel the reading work your students are doing where they are in genre study book clubs. To return to another narrative unit helps students develop narrative writing craft such as changing perspectives, symbolism and metaphor, atmospheric settings, and development of minor characters.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Exploring fiction in various genres
- Becoming skillful fiction writers

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of

Enduring Understandings

What will students understand about the big ideas?

<p style="text-align: center;"><i>learning?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do fiction writers write in various genres? <input type="checkbox"/> How is historical fiction different from other genre writing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Quality writing traits from past units can help you write in various genres today. • Depending on genre, writers focus on characters, setting, or plot cues. • Various genres have specific terminology associated with that genre.
<p>Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include 	<p>Instructional Focus: <u>Bend I: Collecting Ideas for Fantasy Fiction: Finding Story Ideas Which Have Depth and Significance</u></p> <ul style="list-style-type: none"> • One way fantasy writers get ideas for stories, as strange as it might sound, is by studying our own lives. We can re-read our writing notebooks, think about issues that matter to us, or simply moments in our lives and then re-imagine these things as fantasy story ideas. We can turn our fear of the dark into a story about a brave peasant boy who lives in a world of darkness and must learn to cast a spell to bring back the sun. • Another way that writers might begin collecting ideas for fantasy is by thinking about possible plots, or quests. We can use a lot of what we know from writing realistic fiction and create story blurbs that include some of what we already know and are changed just a bit to reflect the nature of a story based on a quest: “Somebody had to...because...but...so...yay!”

formatting (e.g. 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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.

- Writers can begin collecting ideas for fantasy stories by thinking about characters – using all the strategies they know about developing characters from other kinds of fiction (internal, external, motivations, etc.) Since the main character in fantasy is a hero, it is often tempting to make the character perfect, but just like in realistic fiction the best characters need to feel ‘real’ with flaws, weaknesses, and strengths, and develop the character knowing that she or he will change by the end of the quest.
- From reading fantasy, we’ve learned that fantasies have very purposeful settings. We know that settings can be magical, non-magical, or the setting can begin in our world and the characters can move into a magical world. Today I want to teach you that if you want to begin, or end up in, a magical place, you can imagine that setting as if it were our world and all that it entails, but different somehow. You can play a mind game of “what if?” to help your imagination get going.

Bend II: Developing Your Story: Shaping Fantastical yet Believable Characters and Plots

- Writers are powerful. We have the power to change the people who read our stories. When we choose a story idea, we want to choose an idea that has the potential to change the way a reader thinks, feels, or acts. Once we’ve chosen that idea, we need to take the seed that we began with, and set about developing the other elements of the story. If we chose a seed from character development, we still need to develop setting and plot. If we chose plot, we’ll need to develop character and setting. Use the same strategies from the last few days to develop what you need to.
- Writers can develop setting by visualizing the place and thinking about how the place affects the character. To do this, you might consider sketching out a map of your world, the way many C.S. Lewis did with Narnia or Tolkien did with Middle Earth.
- Today I want to teach you that writers plan our stories in a way that works best for us. We have already learned several ways to plan this

Research to Build and Present Knowledge

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

year: timelines, story booklets, story mountains, and more. When you go off to write today, think of the planning method that will help you do your best writing work.

Bend III: Drafting and Revising: Crafting a Compelling Fantasy Fiction Story

- As the famous poet Robert Frost once said, “No tears for the writer, no tears for the reader. No surprise for the writer, no surprise for the reader.” For a fantasy writer to write a convincing fantasy story he or she must first get lost in that story. Today, I want to teach you that one of the best ways for writers to begin drafting fantasy stories is to close our eyes and allow ourselves to get as lost in the stories we are about to write, let our imaginations picture every little thing we are about to draft on paper, and then begin to write. We know that as we draft, we want to get lost in the stories of our own imaginations, much the way we get lost on the stories we read in reading workshop. When the writer gets lost in his or her own story, it is more likely the reader will get lost in it.
- Today, I want to teach you that fantasy writers draft knowing that they are going to have to do a little convincing to get their readers to suspend disbelief, and make a world that rings true. One of the ways to do this is to make the world of the story as realistic-feeling as possible, even if the ideas are completely unrealistic. We can study the writers we’ve been reading and notice how one of the strategies they use is to use as much specificity as possible. For example, it’s not just a piece of paper, but rather a piece of parchment rolled into a scroll and wound tight with twine.
- Today, I want to teach you that another way to be sure to suspend disbelief for our readers is to make sure that anything magical that is important to the story, is introduced fairly early on so that the reader is not taken by surprise when that element is used. In other words, if the prince is going to be rescued from the giant by a magic shoe, the magic shoe needs to have been shown earlier in the story.
- Today, I want to teach you that it is important in every story that the writer stays in the moment whenever possible, by writing in scene

discussion.

- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.

with action, thoughts, dialogue, etc. Not just writing in summary. This is even more crucial in fantasy because so much of the story comes from the writer's imagination, so nothing can be taken for granted. Something as simple as a table, that in realistic fiction people could completely understand, needs to be described if it is important or different. Is the table actually a magical creature? Is it made from a sacred wood? Does it talk? These are things the reader needs to be shown—not just told.

- Today, I want to teach you that some very big work in fantasy is knowing how to grapple with passage of time. In other words, when to write in the moment, or in scene, and when it makes sense to write in summary. In general, important plot points should be written in scene and swaths of time that move us from one plot point to the next can be told in summary. It often helps to look at mentor authors to see how they accomplish this.

Bend IV: Editing and Publishing: Preparing the Fantasy Story for Readers

- Today, I want to teach you that in addition to doing the usual fixing up to make sure that everything in our writing is correct, we can also edit for craft. One thing we might consider is cadence—how different speakers will have a different rhythm to the way that they speak. For example, the rhythm of the king's speech will probably be different than a peasant's. We can show that difference in cadence by using different kinds of punctuation.
- Today, I want to teach you that fantasy stories have a very identifiable sound and language. The vocabulary in particular can really stand out. For example, instead of a singer, we might find a minstrel. Instead of a meal, there might be a feast. When writing fantasy stories we want to be sure to use fantasy-type vocabulary throughout the story, not just at the beginning. Additionally, if there are no words that already exist for creatures, places and things in our stories, we might need to create our own language and make sure it's

- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or, neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph, photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries,

consistent throughout the story.

- Today, I want to teach you that when fantasy writers are editing we want to pay special attention to spelling—after all nothing pulls a reader out of a story faster than a misspelled word. We want to make sure all our spelling is correct, and we also want to make sure that even words we made-up are spelled according to conventional rules. Long vowel sounds should be spelled the way we would expect them to be spelled, for example.
- Publishing with an audience in mind: When writers have completed all the hard work of finishing their pieces, they know they have one last step—to publish their pieces. Fantasy writers to special care to fancy up their writing so that it reflects the hard work they have put into the pieces.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final story
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Set a historical fiction piece in a time period being studied in social studies.

thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb ad pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two; there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- Include scientific principals in the fantasy story.

Technology Integration

- Use the elementary connections page to research time periods for stories
- Develop a diary or journal in Word about the events occurring in the story, add hyperlink or pictures
- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Help your peers by offering writing suggestions and posting writing for feedback using the track changes feature of Word.

Media Literacy Integration

- Work as a class to create a mock media production such as a newspaper or skit of the fantasy stories student write.

Global Perspectives

- Read fantasy stories from around the world or use fantastical elements (settings, mythological creatures) that can be found around the world.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and

Professional Resources:

- Teacher's College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 5
- Teacher's College Reading Curricular Calendar, Fourth Grade, 2010-2011* Unit 5
- The Art of Teaching Reading* by Lucy Caulkins
- Thinking Through Genre: Units of Study in Reading and Writing Workshop Grades 4-12* by Heather Lattimer
- But That's Another Story* by Sandy Asher
- The Wand in the Word: Conversations with Writers of Fantasy* edited by Leonard Marcus
- Writing Magic: Creating Stories that Fly* by Gail Carson Levine
- The Writer's Complete Fantasy Reference* edited by Writer's Digest Books
- Four British Fantasies: Place and Culture in the Children's Fantasies of Penelope Lively, Alan Garner, Diana Wynne*
- Jones, and Susan Cooper* by Charles Butler

Suggested Mentor Texts

~Fantasy

- *The Dragon and the Unicorn* by Lynn Cherry
- *Princess Smartypants* by Babette Cole
- *The Paperbag Princess* by Robert Munsch
- *The Frog Prince Continued* by Jon Scieszka

Unit Description: Literary Essay

This unit is designed to equip children to write expository essays that advance an idea about a piece of literature. It relies on students' prior knowledge of personal essays; except now, there is an emphasis on writing about text. For this unit, you will need to decide which pieces of literature students will study- short texts of book club texts. If you plan to have students write about short texts (which would be a good precursor to test-prep), you should provide students with a small folder containing 3-4 possible texts to study.

Framework:

- Simple essay
- Simple comparative essay
- More complex comparative essay

Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<ul style="list-style-type: none"> • Writing about reading • Supporting ideas with text evidence 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>Essential Question: How can I read closely, and write structured, evidenced-based interpretive essays, including a compare and contrast essay?</p> <p>Bend I: Writing Powerful, Interpretive Essays Off of One Text How can I draw on everything I know about writing about reading and about essays to go through the entire process of writing a literary essay about a story? In doing so, can I write-to-grow ideas that are central to the story and are also grounded in close reading, and can I use evidence from the text and reflection to support my claim?</p> <p>Bend II: Writing Across Texts—Once, and Then Again with Increased Skill How can I transfer what I know about writing a literary essay to the challenge of writing a comparative literary essay</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers grow ideas that are central to the story, grounded in close reading, with text evidence, and reflection to support the claim.
Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
<p>Writing Standards Types and Purposes</p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) 	<p>Instructional Focus:</p> <p>Bend I: Expressing Ideas about Texts</p> <ul style="list-style-type: none"> • Today I want to teach you that readers read as deeply as possible by putting themselves <i>inside</i> the story, then writing about that experience from our perspective. • Today I want to teach you that readers rely on the clues from a short text to envision, picture or create the world in which the story takes place, then write about that world to understand it more clearly or create ideas about the importance of that world.

- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

- Today I want to teach you that readers pay *close* attention to texts and notice details from this *wide-awake* attentiveness, then write long about what they notice.
- Today I want to teach you that readers read from the point of view of the characters to see what the characters sees, then write about what the characters sees to develop perspective about that issue or topic.
- Today I want to teach you that readers identify one text they want to write about, then collect *Writer's Notebook* entries just about this one text.
- Today I want to teach you that readers pause as they read to observe what is happening to a character and then grow an idea using “thought patches” such as: *The thought I have about this... This makes me realize.* We then extend or elaborate our “thought patches” by using “thought prompts” such as: *The surprising thing about this... The important thing about this is... The thought this gives me... I* using concrete details, quotations, or other information and examples related to the topic.
- Today I want to teach you that readers rephrase their “thought passages” by first writing their “thought passage” and then adding *that is... in other words...* and rephrasing the idea, and then entertain possibilities to their “thought passage” by saying: *could it be... perhaps... some may say that... and extending ideas by saying: furthermore... this connects with... on the other hand but you might ask... this is true because ...I am realizing*

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)

Bend II: Choosing & Developing Seed Ideas

- Today I want to teach you that readers identify a seed idea that is central to the story and provocative using one of the following

- With some guidance and support from adults, 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on

structures:

This story is about... (someone), who is... (how?) at the start of the story, but then ends up... (how?)

This is about (name) who learns... Early in the text... Later in the text...

When I first read... I thought it was about (the external plot driven story,) but now, rereading it, I realize it is about (the internal story)

- Today I want to teach you that readers identify a seed idea by rereading and asking, “What is this story really about?”
- Today I want to teach you that readers develop a clear thesis statement from the seed idea making sure it is a claim or an idea.
- Today I want to teach you that readers organize information in folders; one folder for each topic sentence.
- Today I want to teach you that readers tell stories in the service of an idea or claim, use summaries to support their idea or claim, collect information needed to build case for their idea or claim, or cite references from a text that addresses their idea or claim.
- Today I want to teach you that readers use specific vocabulary: narrator, point of view, and scenes to develop their ideas about a story.

Bend III: Drafting

- Today I want to teach you that readers write an introductory paragraph that includes tiny summary of the story.
- Today I want to teach you that readers write a closing paragraph that links the story’s message to the writers own life, to another story, or to a social issue.

Bend IV: Writing Across Texts-Once and Then Again with Increased Skill

- After writing and receiving feedback on their first essay, they are then

grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and

asked to repeat the cycle and applying all learned to writing with two texts.

- Today I want to teach you that readers can think about how different texts can offer views on a subject that are in some ways similar and some ways different.
- Readers are aware that authors of different texts use different craft moves on the same topic.
- Writers will write one simple compare and contrast essay followed by a more in depth subject matter essay.
- Today will teach your students one way to organize information for a comparative essay. One structure is called "block" essay structure. Using the block structure, students write one body paragraph, or one section of the body that may include more than one paragraph, all about *one* text, text A, and the second body paragraph or section to write about the second text, text B. Thus, the bullets in a boxes and bullets plan would have one bullet for one text and one bullet for the second text.
- A second possible structure has more synthesized body paragraphs: Each body paragraph includes discussions of *both* texts. It could be that one body paragraph explores the similarities in the texts, and another the differences. This structure is commonly called "point by point."

Bend V: Revision & Editing

- Today I want to teach you that readers read as deeply as possible by putting themselves *inside* the story, then write about that experience.
- Today I want to teach you that readers ask, "How does this story intersect with my life?", and then write about the connections in their essay.
- Today I want to teach you that readers imagine how to support thesis

interjections in general and their particular sentences.

- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

in a few paragraphs using boxes and bullets formats.

- Today I want to teach you that readers celebrate by publishing their literacy essays.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final essay
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Students will write opinion essays about books from reading
- Students will write opinion essays about topics from science, social studies, and math

Technology Integration

- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Help your peers by offering writing suggestions and posting writing for feedback using the track changes feature of Word.
- Using Inspiration or Smart Notebook compare and contrast ideas about a text.

Media Literacy Integration

- Write a podcast
- Help your peers by offering writing suggestions and posting writing for feedback on a classroom blog or forum

Global Perspectives

- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb ad pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two*; *there/their*)
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.

Use punctuation to separate items in a series.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the world-wide web.
- Students could interview people on Skype to gather information on their topic.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- Teacher’s College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 7
- Teacher’s College Reading Curricular Calendar, Fifth Grade, 2010-2011* Unit 7

- 2008-2009 DRAFT *Teachers College Curriculum Calendar*, pages 58-61
- Book 5-*Literary Essays: Writing About Reading* from *The Units of Study for Teaching Writing Grades 3-5*
- The Art of Teaching Reading* by Lucy Caulkins

- Suggested Mentor Texts**
- Every Living Thing* by Cynthia Rylant
- Picture Books by Eve Bunting
- “The Marble Champ” from *Baseball in April* by Gary DeSoto

Unit Description: Test Prep

This is a unit where you are encouraged to look over the entire unit and make some decisions about it. If you teach very proficient writers, you might decide to progress more quickly through this unit, or to bypass some portions of it, as the plans have been written with a special eye on the need to scaffold strugglers so they can do competent work on the tests’ required essays.

Literary essay practice offers the bridge between reading and writing. This writing will be logical, thesis-driven writing. In the past, the writers have been given the opportunity to develop ideas well, and put together revised parts into a draft. Across this unit, it is suggested that from day one your students draft whole literary essays. It is also suggested that students are given repeated practice writing flash essays (one time period essays) so they internalize the form and voice of the literary essay.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- write an essay in a timed writing session
- generate work of developing accountable theories about texts
- elaborate in writing on their reading work

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How are developed essays generated in one writing session?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Writers express ideas about texts.
- Writers develop ideas about texts through repetition and practice.

Areas of Focus: Proficiencies (National Core Standard Alignment)

Writing Standards

Types and Purposes

- 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

Examples, Outcomes, Assessments

Instructional Focus:

Bend I: Using interactive writing can aide in launching their essay writing.

- Co-create a quick literary essay with each student (or partnership

an organizational structure in which ideas are logically groups to support the writer's purpose.

- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.d. *consequently, specifically*)
- Provide a concluding statement or section related to the opinion presented.
- Writer informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

writing a version of the literary essay that the class is working on “in the air” at first, later on paper. Say aloud exact words that they might write, receive coaching, and then put on paper . (see p5 &6 Unit 7-Literary Essay and Test Preparation in Writing2011 for sample script and details on “air writing” and coaching)

- Today I want to teach you that writers begin by looking over the text quickly thinking “*What idea do I have about this book that I could write about in an essay?*” We then jot ideas (grow ideas about the character, theme, facts, questions, interpretations) we have about the book as we skim through.
- Today I want to teach you that writers craft essays around a writer's claim about the protagonist (what kind of person the character is, character changes, or what the main character learns). We provide evidence form the text to support ideas.
- Today I want to teach you that writers will state their claim, find places in the text to support the claim, writing a paragraph about each bit of evidence.
- Today I want to teach you that essays start with opening sentences using the title, author, and claim.
- Today I want to teach you that essays can end with sentences “*now, as I think about my idea that..... I realize that.....*”
- Today I want to teach you that writers rehearse the essay, locating places in the text that support the claim
- Today I want to teach you that writers take the first part of the text. Say in a new paragraph, “*early in the text, there are examples of ..repeat the claim. One example is the time when.....*”
- Today I want to teach you that writers are sure to cite detailed actions and words, unpacking this example by writing, “*This*

audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

shows...” and refer back to the claim.

- Today I want to teach you that writers cite a second example, again using the transitional phrases as in the first paragraph and again unpacking this.
- Today I want to teach you that writers don’t retell the whole story, instead they cite little detailed actions or words and how they make your point.

Bend II: Revising Quickly

- Today I want to teach you that writers revise essays to meet the criteria-indent, use of transitional phrases, and organization of ideas.
- Today I want to teach you that revising is sometimes done by cutting an essay into pieces and moving sections of the essay around to create a sense of organization.
- Today I want to teach you that writers remember that after writing an essay, they shift from being writers to being readers and read over our drafts and revise as needed

Bend III: Comparing and Contrasting Ideas

- Today I want to teach you that writers think out big ideas they have noticed in their reading that cuts across multiple sources.
- Today I want to teach you that writers focus on theme or life lesson that we notice in more than one text and possibly in their own lives as well (*see p 11 Unit 7-Literary Essay and Test Preparation in Writing2011 for sample thesis statements for compare/contrast two texts*). This type of essay may have a thesis statement followed by two paragraphs supports claims.
- Today I want to teach you that writers name themes compared/contrasted and how the different authors approach this theme. Writers can compare key scenes, repeated images, or patterns

sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific

across texts.

- Today I want to teach you that writers unpack and elaborate on their observations about the texts-specifics matter: proper names, exact quotes, precise actions.
- Today I want to teach you that writers alternate between flash-draft writing and revising them for meeting the criteria.
- Today I want to teach you that writers include introductory paragraphs. There are various ways of doing such as: (*see p 12-13 Unit 7-Literary Essay and Test Preparation in Writing2011 for sample templates for opening sentences*)
- Today I want to teach you that writers revise their essays by writing closings. Closing paragraphs are a good place to link the stories' message to the writer's own life or as an alternative, link to a social issue in the world.
- Today I want to teach you that writers read and revise their essay, often with a partner, looking for places where there are gaps and fill those gaps as they revise:
 - Decide when to paraphrase and when to cite directly*
 - Make more sophisticated transitions*
 - Writing one-sentence retellings of texts to include in the introduction*
 - Comment on how an author's craft decisions effect the reader*
 - Build out conclusions that illustrate the significance of the thesis statement and/ or relate to real life*
 - Elaborate on evidence by staying focused on the part of the story that best supports an idea, citing specific details (rather than retelling the whole story).*
 - Revising to include forecasting sentences at important points, especially a the beginning of paragraphs. These sentences let the reader know what the next part will mostly be about*

Sample Assessments:

- Conferring notes

expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or*, *neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

- Skills checklist
- Student Portfolio- see 4th grade Portfolio
- Checklist/ Portfolio Requirements
- Writing in notebook
- Final essay
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Activities

Correlates to any science, math, or social studies unit of study

- Create how-to sheets for test prep, evaluate test prep strategies, create a list as to why knowing how to test is important and what are important tests people take in life (drivers, certification, etc)

Technology Integration

- Use Inspiration to brainstorm ideas for your writing topic

Media Literacy Integration

- Use print media (books, newspapers, magazines) to practice reading and comprehension skills and develop essays from those readings.

Global Perspectives

- Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the world-wide web.
- Students could interview people on Skype to gather information on their topic.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

- Ensure subject-verb ad pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. *to/too/two*; *there/their*)
- Choose punctuation for effect.

<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. <p>Use punctuation to separate items in a series.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- Teacher's College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit
- Literary Essays*

Mentor Texts:

- The Other Side* by Jacqueline Woodson
- Those Shoes* by Maribeth Boelts
- The Tiger Rising* by Kate DiCamillo and *The Year the Swallows Came Early* by Kathryn Fitzmaurice

Unit Description: Content Area Writing/ Expert Projects

In this unit, you will want to get students writing powerfully about information they have gained in various content areas. In essence, students will be writing about topics and subjects they have studied in class. One of the most important aspects of this unit is to teach students to make choices about genre. Students will be writing to learn (reading & taking notes, accumulating information), reading as a writer (studying mentor texts and choosing genre), and then publishing.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> • Participating in a common class study • Observing closely, asking big questions, and following procedures to find out about those questions • Adding to their knowledge base by thinking like science writers 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Question: How can I use all that I know about nonfiction reading and research to learn about a topic?</p> <p>Bend I: Developing & Growing Ideas How can I organize a learning life that allows me to read across multiple texts, studying an aspect of west expansion from multiple perspectives (approximately a week and a half)</p> <p>Bend II: Building Theories and Reading Critically How can I build theories from studying multiple perspectives on a topic? How can I start to see how different authors approach the same topic differently, swaying their readers to think in particular ways? How do I want to sway people learning from me? (approximately a week and a half)</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Group study can add to one's knowledge of a topic • Every topic inspires 'big questions' that might be asked. • Observing closely and following procedures can assist in finding answers to those big (and smaller) questions • Science writing often has formats which differ from prose writing • Theories can be built from studying multiple perspectives on a topic.

<p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Writing Standards <u>Types and Purposes</u></p> <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.d. <i>consequently, specifically</i>) • Provide a concluding statement or section related to the opinion presented. • Writer informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories of information using words, phrases, and clauses (e.g. <i>in contrast, especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • 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. • Use concrete words and phrases and sensory details to convey experiences and events precisely. 	<p>Instructional Focus: <u>Bend 1: Developing & Growing Ideas</u></p> <ul style="list-style-type: none"> • Social scientists write in many ways for many purposes. We write to capture what we are learning and what we are thinking. We write to grow our ideas. • Social scientists use notebooks as collections of many kinds of writing. We use observational writing (recording as much detail as possible from what we observe), sketches with labels and captions, notetaking, annotated timelines, and questions/ wonderings. • Researchers go back to sketches and observations to say more about our ideas. We write in words, phrases, sentence, and even paragraphs about what we have seen and sketched. We use prompts such as “I notice...” “I see...” or “This reminds me of...” • Social scientists think deeply about the topics we study. We consider cause and effect. We compare and contrast information. We evaluate what we find, and we draw inferences making personal connections to our topics. • Social scientists chunk parts of the text and ask ourselves, “What is the most important part of this? What facts support that important part?” • Social scientists try to hypothesize answers to questions we have about topics of interest. We use prompts such as “I wonder why...” or “How come...” to push our thinking. • Social scientists think through possible answers to questions and wonderings about topics. We use prompts such as “maybe...” “Could it be...” “But what about...” and “The best explanation is...” • Historians not only write about what they observe or notice, we

- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 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)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
- With some guidance and support from adults, 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

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Apply *grade 5 Reading standards* to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”)
- 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

write about what we think of these observations and noticings. We look back over our collections and write long about our thinking using prompts such as “I know some things about...” “One thing I know...” “Another thing I know...” “This makes me realize...” “I used to think...but now I think...” “My thinking changed because...”

Bend 2: Studying Mentors and Writing Drafts

- Writers present facts in a neutral way, but use stories and images to implicitly create an angle for our subject.
- Writers write to stir up feelings as well as to inform.
- Writers study mentors for craft moves such as layout and structure.
- Writers consider how our writing will be structured. We decide what format it will take: compare/contrast, cause/effect.
- Non-fiction writers write with great detail about topics. To do this, we use content-specific vocabulary and partner sentences that explain, define and teach the reader.
- Writers write with independence and stamina. We plan out time, use partners, read mentor texts, and review all that we have learned about writing so far.
- Writers elaborate upon our ideas. We do this by saying more about detailed drawings or diagrams we’ve created, add captions and labels, and support new vocabulary words in greater detail.
- Writers use partners to make our writing better. We ask our partners, “Did that make sense?” or “Do you feel like there is anything missing?” or “What questions do you still have about my topic after you read the page?”
- Writers make sure our writing is focused. We reread our work making sure each page is focused on single events.

evidence support which point[s]”)

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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

Bend 3: Revising, Editing, Publishing

- Writers review all of our notes to decide which parts will be turned into a book. We ask ourselves, “Will others be interested in reading about...?”
- Writers rely on revision strategies we know to make our writing better. We incorporate partner sentences, make sure our writing is in a good order, include content-specific vocabulary, and add extra pages of charts, diagrams, timelines, captions, front covers, back covers, and blurbs.
- Writers make sure that our writing is structured. We check to make sure we have included clear topic sentences and detailed supports.
- Writers include perspective in our writing. We consider if we want our writing to have a slant or angle, or if we want to include our own perspectives on the topic.
- Writers check for frequently misspelled words.
- Writers fancy up our work. We use photographs, pictures, diagrams, bold and underlined words.

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio Checklist/ Portfolio Requirements
- Writing in notebook
- Final essay
- Draft work
- Partner/ conference notes

clearly at an understandable pace.

- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their particular sentences.
- Form and use the perfect (e.g. *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g. *either/or, neither/nor*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g. *Yes, thank you*), to set off a tag questions 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?*).
- Use underlining quotations marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

Instructional Strategies:

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Write a research essay about a curriculum topic in science or social studies.

Technology Integration

- Develop a brochure about one aspect of the Civil War..
- Using green-screen technology create a skit transporting students into a picture from the time period of the Civil War..

Media Literacy Integration

- Summarize knowledge about a topic in a final report that employs other forms of media beyond the standard written report (e.g. computer-illustrated report, audio or video production, photographic illustration)
- Have students work in groups to illustrate their understanding of a topic by creating mock media productions

Global Perspectives

- Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the world-wide web.
- Students could interview people on Skype to gather information on their topic.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
- Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *photograph*, *photosynthesis*).
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- 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*)

Language Progressive Skills by Grade

<ul style="list-style-type: none"> • Ensure subject-verb and pronoun-antecedent agreement. • Choose words and phrases for effect. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g. <i>to/too/two</i>; <i>there/their</i>) • Choose punctuation for effect. • Recognize and correct inappropriate shifts in verb tense. <p>Use punctuation to separate items in a series.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- *Teacher's College Reading Curricular Calendar, Fifth Grade, 2011-2012* Unit 8
- *Teacher's College Reading Curricular Calendar, Fifth Grade, 2010-2011* Unit 8
- *The Art of Teaching Reading* by Lucy Caulkins
- *Subjects Matter* by Smokey Daniels

Mentor Texts:

- *National Geographic*
- *Archaeology* magazine
- *Cobblestone*
- *Shimmy Shimmy Shimmy like My Sister Kate: Looking at the Harlem Renaissance* by Nikki Giovanni
- *On My Journey Now: Looking at African American History Through the Spirituals* by Nikki Giovanni
- *Rose That Grew From Concrete* by Nikki Giovanni
- *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow

- Songs by Bob Dylan
- *Octopus* by Harry Abrams
- *Under the Sea: Hidden World* by C. Delafosse
- *A Look Inside Sharks and Rays* by K. Banister
- *Shark Attack!* DK Readers

Unit Description: Conventions of Writing (YEARLONG, GRADE-LEVEL REQUIREMENTS)

Throughout the units of study, students will be accountable for learning conventional grammar and various conventions of writing when appropriate. Therefore, this content description has been created to identify those skills that should be taught and mastered by the end of the school year. Knowing and observing proper grammar and conventions of writing it makes it possible to communicate ideas more clearly. These skills should NOT be taught in isolation via ditto or worksheet. Instead, they should be taught through conferences, small groups skill sessions, revision lessons and other areas on an as needed basis. Skills covered in this description include: text layout, grammar, capitalization, punctuation, handwriting and word processing.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
<ul style="list-style-type: none"> • Identify conventional grammar, capitalization, punctuation, and handwriting appropriate per grade level. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • Which conventions of writing are important for me to learn and master? 	Students will understand that... <ul style="list-style-type: none"> • Knowing and observing proper conventions of writing makes it possible to communicate ideas more clearly.
Areas of Focus: Proficiencies (National Core Standard Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Students will understand that knowing and observing proper conventions of writing makes it possible to communicate ideas more clearly. <u>Text Layout</u>
Writing Standards Types and Purposes <ul style="list-style-type: none"> • 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 groups to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.d. *consequently*, *specifically*)
- Provide a concluding statement or section related to the opinion presented.
- Writer informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- 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.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

- Use layout of print and illustrations to convey the meaning in a text
- Use the size of print to convey meaning in printed text
- Use layout, spacing, and size of print to create titles, headings, and subheadings.
- Use underlinings, italics, and bold print to convey meaning
- Arrange print on the page to support the text’s meaning and to help the reader notice important information.
- Use indentation or spacing to set off paragraphs.

Grammar

- Write complete sentences with noun and verb agreement
- Use conventional sentence structure for complex sentences with embedded clauses
- Write simple and compound sentences
- Vary sentence structure and length for reason of craft
- Use a range of sentence types (declarative, interrogative, imperative, exclamatory)
- Write uninterrupted and interrupted dialogue with correct punctuation
- Use split dialogue correctly
- Write sentences in past, present, future, present perfect, and past perfect tenses.

Parts of Speech

- Use nouns and pronouns that are in agreement (Mike/he)
- Use objective and nominative case pronouns correctly (me, him, her; I, he, she)
- Use indefinite and relative pronouns correctly (everyone, both; who whom)
- Use prepositions and prepositional phrases correctly
- Use verbs that are often misused (lie, lay; rise, raise)
- Use verb and objects that are often misused (to her and me; she and I)
- Use nouns, adjectives and adverbs correctly

Production and Distribution of Writing

- Produce clear and coherent writing in which the development

<p>and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p> <ul style="list-style-type: none"> • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29) • With some guidance and support from adults, 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. 	<p><u>Tense</u></p> <ul style="list-style-type: none"> • Maintain consistency of tense • Write sentences in past, present, future, present perfect, and past perfect tenses <p><u>Paragraphing</u></p> <ul style="list-style-type: none"> • Use paragraph structure (indented or block) to organize sentences that focus on one idea • Create transitions between paragraphs to show the progression of ideas • Use paragraphing to show speaker changes in dialogues
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research • Apply <i>grade 5 Reading standards</i> to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text {e.g. how characters interact}”) • Apply <i>grade 5 Reading standards</i> 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]”) 	<p><u>Capitalization</u></p> <ul style="list-style-type: none"> • Use capital letters for the first word of a sentence • Use capital letters appropriately for the first letters in days, months, holidays, city and state names, and titles of books • Use capital letters correctly in dialogue • Use capitalization for specialized functions (emphasis, key information, voice) • Use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Learn about the possibility of using punctuation and its effect on readers by studying mentor texts • Notice effective or unusual use of punctuation marks by authors • Try out new ways of using punctuation • Understand and use ellipses to show pause or anticipation, usually before something surprising • Use dashes to indicate a longer pause or slow down the reading to emphasize particular information • Consistently use periods, exclamation points, and question marks as ending marks
<p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, 	

purposes, and audiences.

Speaking and Listening Standards Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

- Use commas and quotation marks correctly in writing interrupted and uninterrupted dialogue
- Use apostrophes in contractions and possessives
- Use commas to identify a series and introduce clauses
- Use brackets to set aside a different idea or kind of information
- Use colons to indicate something is explained or described
- Use commas and parentheses to set off parenthetical information
- Use hyphens to divide words
- Use indentation to identify paragraphs
- Use semicolons to divide related parts of a compound sentence

Sample Assessments:

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio Checklist/ Portfolio Requirements
- Writing in notebook
- Final stories/ essays
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

- Students can draw from and write about school experiences which occurred over the school year in any subject
- Write a research essay about a curriculum topic in science or social studies.
- Students will write opinion essays about books from reading
- Students will write opinion essays about topics from science, social studies, and math
- Set a historical fiction piece in a time period being studied in social studies.

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Knowledge and Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

- Include scientific principals in the fantasy story.

Technology Integration

- Use the world-wide web to research topics for essays
- Brainstorm topic using Inspiration
- Type final product in Microsoft Word
- Use Microsoft Word to check grammar and spelling

Media Literacy Integration

- Summarize knowledge about a topic in a final report that employs other forms of media beyond the standard written report (e.g. computer-illustrated report, audio or video production, photographic illustration)
- Have students work in groups to illustrate their understanding of a topic by creating mock media productions

Global Perspectives

- Students will understand their place in the world by writing about what matters most to them and how it may differ from others in the world.
- Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the world-wide web.
- Students could interview people on Skype to gather information on their topic.
- Students can research various perspectives on historical events via the Internet.
- Students can create characters from various cultures and perspectives

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.
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Professional Resources:

- *The Continuum of Literacy Learning, K-8* by Fountas and Pinnell
- *The Power of Grammar: Unconventional Approaches to the Conventions of Language* Mary Ehrenworth, Vicki Vinton
- *The Resourceful Writing Teacher: A Handbook of Essential Skills and Strategies* Jenny Mechem Bender
- *Practical Punctuation: Lessons on Rule Making and Rule Breaking in Elementary Writing* Dan Feigelson
- *Getting Grammar: 150 New Ways to Teach an Old Subject* Donna Hooker Topping
- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* Jeff Anderson
- *Revising and Editing: Using Models and Checklists to Promote Successful Writing Experiences* Les Parsons (2001)