

Unit Overview

This unit is designed so that students can perform research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal or more formal argumentative or explanatory contexts. It also requires students to read multiple texts on the same subject. In this unit, students will be crafting informational texts within a content area study related to history. To glean relevant information, students will need to delve deeply into informational texts, discerning significant ideas and supporting information, synthesizing and comparing across texts, and considering their structure and craft as mentor texts.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 5 Book 2 and the Writing Workshop Book in the kits.

Overarching State Standards Aligning with Grade 5 Unit 2, <i>Narrative Craft</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.2, W.5.7, W.5.8 , W.5.10	RI.5.2, RI. 5.3, RI 5.5, RI.5.7	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
2	W.5.2.a.b., W.5.4, W.5.5, W.5.10	RI.5.2, RI. 5.3	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3,
3	W.5.2.d , W.5.5, W.5.7, W.5.8 , W.5.9	RI.5.1, RI.5.2, RI.5.3, RI.5.4 , RI.5.9	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
4	W.5.2.D, W.5.5	RI.5.3	SL.5.1, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.6
5	W.5.2, W.5.5, W.5.7, W.5.8, W.5.9.b , W.6.2B	RI.5.1, RI.5.4, RI.5.9 , RI.6.1	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3,
6	W.5.2.b,c,d, W.5.5, W.5.9.b, W.6.2.c	RI.5.3, RI.5.5	SL.5.1 , SL.5.4	L.5.1, L.5.2, L.5.3,
7	W.5.2, W.5.7, W.5.8 , W.5.9b	RI.5.1, RI.5.7, RI.5.9	SL.5.1	L.5.1, L.5.2, L.5.3
8	W.5.2, W.5.5 , W.5.10, W.6.2.e	RI.5.1, RI.5.4, RI.5.7, RI.5.9	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3, L.5.6
9	W.5.2.a,e, W.5.6, W.5.7, W.5.8	RI.5.9	SL.5.1, SL.5.2, SL.5.3, SL.5.4	L.5.1, L.5.2, L.5.3, L.5.6
10	W.5.2, W.5.4, W.5.5, W.5.7, W.5.8 , W.5.9b	RI.5.1, RI.5.7, RI.5.9, RI.5.10	SL.5.1, SL.5.2 , SL. 5.4	L.5.1, L.5.2, L.5.3, L.5.5
11	W.5.2.a,b,c,d,e, W.5.7, W.5.8, W.5.9.B	RI.5.1, RI.5.2, RI. 5.4, RI.5.7, RI.5.9	SL.5.1, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.4.c, L.5.6
12	W.5.2, W.5.8	RI,5,1, RI.5.5, RI.5.6	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5
13	W.5.2, W.6.2.e	RI.5.5 , RI.5.10	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
14	W.5.2, W.5.8	RI.5.1, RI.5.5, RI.5.6	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5
15	W.5.2.a, W.5.5, W.6.2.e	RI.5.5	SL.5.1	L.5.1, L.5.2, L.5.3,
16	W.5.2.a , W.5.5, W.6.2.e	RI.5.7, RI.5.10 , RI.6.7	SL.5.1, SL.5.3, SL.5.5	L.5.1, L.5.2, L.5.3, L.5.6
17	W.5.2.a,e	RI.5.1, RI.5.10	SL.5.1	L.5.1, L.5.2.d , L.5.3,
18	W.5.2 , W.5.7, W.5.8, W.5.9.B	RI.5.10, RFS.5.4	SL.5.1	L.5.1, L.5.2 , L.5.3,
19	W.5.2, W.5.5	RI.5.10	SL.5.1	L.5.1, L.5.2, L.5.3, L.6.2.a
20	W.5.2, W.5.6	RFS.5.4	SL.5.1	L.5.3

*Bold indicates Priority Standards that are a major emphasis.

Overarching State Standards Aligning with Grade 5 Unit 1, <i>Narrative Craft</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	
1	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>			L.5.6 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
2	<p>W.5.2.a.b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for</p>			

	<p>conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>W.5.10 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.</p>			
3	<p>W.5.2.d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>		<p>L.5.6 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
4	<p>W.5.2.d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>		

	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 page 29.)			
5	<p>W.5.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. 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>	<p>RI.5.9 . Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
6	<p>W.5.2.b,c,d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>W.5.9.b Draw evidence from literary or</p>	<p>RL.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	

	<p>informational texts to support analysis, reflection, and research.</p> <p>b. 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> <p>W.6.2.c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>			
7	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>			
8	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>			
9				
10	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from</p>		<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including</p>

	<p>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.</p>			<p>similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
11	<p>W.5.2.a,b,c,d,e Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 . Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>L.5.4.c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.6 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

	<p>information in notes and finished work, and provide a list of sources.</p> <p>W.5.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. 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>			
12	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		
13	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>		

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.6.2.e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>e. Establish and maintain a formal style.</p>			
14				
15	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> <p>W.6.2.e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>e. Establish and maintain a formal style.</p>			
16	<p>W.5.2.a Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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>	<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>		

	<p>W.6.2.e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>e. Establish and maintain a formal style.</p>			
17	<p>W.5.2.a,e Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>			<p>L.5.2.d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>
18	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or</p>			<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>section related to the information or explanation presented.</p>			<p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>19</p>	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p>			<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>

				<p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to st off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?) and to indicate direct address (e.g., Is that you, Steve?)</p> <p>d.Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a.Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b.Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.6.2.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a.Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>
20			<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of</p>	

			others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Writers must read multiple texts to develop essential questions for research. Writers gather and critique information from different sources for specific purposes. Writers support ideas and opinions with facts and details from the text in a clear, concise manner. Writers can identify the main ideas and important details to form a summary. Writers need to understand how the author’s purpose and point of view influence the text. Writers recognize the importance of using text features in their informational writing. Good writers use resources as needed. Good writers edit and revise their writing. 	<ul style="list-style-type: none"> How do writers, write to persuade and /or inform? How does the research process shape the final product? How does determining and recording main ideas, and key facts and details aide your research? How do researchers share their ideas and findings? How does technology enhance research and reporting? How do we summarize and paraphrase information effectively? How do we use meaningful quotations to support ideas? How do writers integrate the ideas they have gained from what they have read? How does engaging in collaborative discussions enhance writing and help generate ideas? 	<ul style="list-style-type: none"> Write informational texts. Summarize and paraphrase effectively. Cite sources within their writing. Conduct research and use technology to share findings. Participate in meaningful discussions to broaden knowledge. Revise and edit their work. Use domain specific vocabulary.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts from UoS Writing Book 2. Create and refer to anchor charts. Study pages from exemplar writer's notebooks. Provide and present mentor texts as models. 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> provide support as needed during individual teaching sessions. provide feedback in small group setting. 	<p>Mentor Text</p> <ul style="list-style-type: none"> Suggestions from UoS Writing Book 2. <p>UNIT 2 The Lens of History: Research Reports</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> Who Settled the West? (Life in the Old

<ul style="list-style-type: none"> ● Teach children to read like writers using mentor texts ● Provide checklists to assess and develop on-going goals. ● Use booklets, pages, and/or writer's notebooks for daily writing. ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to life. ● Set mini goals to revise and edit as you move through writing pieces. ● Tap, sketch, or jot across the pages as a way of planning stories, books. ● Explore and try a variety of beginnings and endings to your writing piece ● Write long and strong to build stamina.. ● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas. ● Use technology to research information about a specific topic. 	<ul style="list-style-type: none"> ● provide personal copies of teaching charts. ● provide modified and/or alternate grade level checklists and rubrics. ● provide modified writing paper. ● provide appropriate writing partners. 	<p>West series) by Bobbie Kalman (Trade book pack)</p> <p>Exemplars</p> <ul style="list-style-type: none"> ● Student exemplar report by Kayleigh (CD-ROM Sessions 2 and 20) ● Student exemplar: Ashley’s cut-and-paste revision (CD-ROM Session 3) <p>Additional Texts and Resources</p> <ul style="list-style-type: none"> ● Westward Expansion Map (CD-ROM Session 4) ● Online Resources for Westward Expansion Research (including a list of videos on subtopics) (CDROM Sessions 3 and 9 lists) ● Westward Expansion Master Timeline (CD-ROM Session 6) Suggested Texts to Read Aloud (CD-ROM Session 10 list) ● Transcontinental Railroad (CD-ROM Session 10 link to video) https://www.youtube.com/watch?v=M3OM_UnnCNM&feature=youtu.be ● William Swain Letter Online Resources (CD-ROM Session 11 list) William Swain
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<ul style="list-style-type: none">● Use technology to publish a piece of writing.● Plan to celebrate the conclusion of classroom writing projects		<p>Letter Transcript (CD-ROM Session 11 text)</p> <ul style="list-style-type: none">● Online Sources for Gathering Primary Document Resources (CD-ROM Session 11 list)● Photograph: Pony Express Rider (CD-ROM Session 14 photo link)● Photograph: Transcontinental Railroad / Golden Spike (CD-ROM Session 14 photo link) <p>Suggested Texts and Resources</p> <p>Information Books</p> <ul style="list-style-type: none">● Daily Life in a Covered Wagon by Paul Erickson● Westward Expansion (The Story of America) by Greg Roza <p>Information Books – Narrative Structure</p> <ul style="list-style-type: none">● They’re Off! The Story of the Pony Express by Cheryl Harness● Amazing Impossible Erie Canal by Cheryl Harness
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		<p>Information Book – Ideas on Formats</p> <ul style="list-style-type: none">● Castle by David Macaulay <p>Information Books – Text Features</p> <ul style="list-style-type: none">● They’re Off! The Story of the Pony Express by Cheryl Harness (annotated timeline, “Around the World in the Days of the Pony Express”)● Life of a Miner by Bobbie Kalman (border of illustrations of “Boomtowns and Mines of the West”) <p>Texts to Read Aloud</p> <ul style="list-style-type: none">● They’re Off: The Story of the Pony Express by Cheryl Harness● The Amazing Erie Canal by Cheryl Harness● If You Traveled West in a Covered Wagon by Ellen Levine● Saga of the Sioux by Dwig Zimmerman● Wagon Trains and Settlers by Ellen Todras● The Life of a Miner by Bobbie Kalman● Lewis and Clark: Explorers of the
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		<p>American West by Steven Kroll</p> <ul style="list-style-type: none">● Daily Life in a Covered Wagon by Paul Erickson● Lewis and Clark by George Sullivan● John Sutter and the California Gold Rush by Matt Doedon● Lewis and Clark; Opening the American West by Ellen Rodger● Who Settled the West by Bobbie Kalman● Westward Expansion by Greg Roza
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 5 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.