

Unit Overview

In this unit students are offered the chance to write about connections between texts and themselves, and trying their hand at writing essays interpreting characters. The unit asks students to discern meaning, convey events and experiences precisely, and logically link opinions and evidence. The unit brings together the learning from personal essay to the art of a memoir. The emphasis of the first part of the unit is to help students to write lots, to work productively and cycle through the writing process with independence and a sense of repertoire. Then time will be spent helping children meld the learning they have done with narrative and opinion writing. The unit will focus on getting students to write long and strong by providing them choice of topics—topics that they know a lot about and are passionate about— knowledge from their lived experience.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 5 Book 4 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 5 Unit 4, *Shaping Texts: From Essay and Narrative to Me*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.1, W.5.3, W.5.4 , W.5.5, W.5.10	RL.5.2, RL.5.9, RL.5.10	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
2	W.5.4, W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
3	W.5.1, W.5.3, W.5.4	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
4	W.5.3 , W.5.4	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
5	W.5.3, W.5.5 , W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
6	W.5.3, W.5.4 , W.5.5, W.5.10	RL.5.2, RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
7	W.5.1, W.5.3, W.5.5	RFS.5.4	SL.5.1	L.5.1, L.5.2 , L.5.3
8	W.5.1, W.5.3, W.5.5 , W.5.7	RL.5.2	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
9	W.5.2, W.5.3, W.6.1.d	RL.5.1, RL.5.3 , RL.5.2, RL.5.5	SL.5.1, SL.5.2	L.5.1, L.5.2, L.5.3
10	W.5.3.d, W.5.5	RL.5.1, RL.5.2	SL.5.1, SL.5.2	L.5.1, L.5.2, L.5.3, L.5.6
11	W.5.3.b,d , W.5.4, W.5.5	RL.5.1, RL.5.2 , RL.5.5	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.3, W.5.5 , W.5.10	RL.5.1, RFS.5.4	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
13	W.5.3 , W.5.4, W.5.5	RL.5.1, RL.5.2, RL.5.3 , RL.5.10	SL.5.1	L.5.1, L.5.2, L.5.3
14	W.5.3, W.5.4, W.5.5, W.5.10	RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
15	W.5.1 , W.5.3, W.5.5	RL.5.1, RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
16	W.5.3.b,d , W.5.4, W.5.5	RL.5.1, RL.5.2	SL.5.1, SL.5.4	L.5.1, L.5.2, L.5.3
17	W.5.3, W.5.5 , W.6.1.d	RL.5.1, RL.5.2, RL.5.4, RL.5.5	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
18	W.5.3, W.6.3.d	RL.5.2, RL.5.4	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.5.a
19	W.5.5	RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
20	W.5.3, W.5.6	RFS.5.4	SL.5.1, SL.5.4, SL.5.6	L.5.3

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 5 Unit 4, *Shaping Texts: From Essay and Narrative to Me*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards
1	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
2	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.		
3		RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
4	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
5	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.		
6	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.		
7	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.		

8	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.</p>	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	
9		<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 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).</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>
10	<p>W.5.3.d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.</p>		
11	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	
12	<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.</p>		
13	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 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).</p>	
14	<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>		

Grade 5 Unit 5- Shaping Texts: From Essay and Narrative to Memoir

Writing Workshop: Apr./Jun.

15	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</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.</p>		
16	<p>W.5.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas/themes; speak clearly at understandable pace.</p>
17	<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.</p>		
	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.6.3.d Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	
19	<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.</p>	<p>RFS.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
20		<p>RFS.5.4 Read with sufficient accuracy and fluency to support comprehension.</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/ expressing their own clearly.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● Memoir writing draws heavily on personal narratives but includes specific craft moves that separate the two genres . ● Memoirist let literature influence their writing. ● Writer of memoirs dive deep into their topics by studying how other authors write with depth. ● Published texts help writers to get ideas for ways to structure their own pieces. ● Memoirs contain narratives that carry meaning. 	<ul style="list-style-type: none"> ● How does process shape the writer’s product? ● How do writers incorporate narrative techniques into memoir writing? ● How do writers use a variety of techniques to form a memoir that is personal and engaging? ● How do writers reflect on previous writing and reading to form new ideas? 	<ul style="list-style-type: none"> ● Write literary essays that are analytical in nature. ● Write memoirs, which engage readers and use a variety of techniques. ● Use the writing process to improve their writing. ● Revise writing using the narrative checklist.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts from UoS Writing Book 4. ● Create and refer to anchor charts. ● Study pages from exemplar writer's notebooks. ● Provide and present mentor texts as models. ● 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. 	<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. ● 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>Mentor Text</p> <ul style="list-style-type: none"> ● Suggestions from UoS Writing Book 4. <p>UNIT 4 The Research-Based Argument Essay</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> ● Article: “Nutrition in Disguise” (CD-ROM Starter Set) ● Article: “Chocolate Milk: More Harmful than Healthful” (CD-ROM Starter Set) <p>Exemplars</p> <ul style="list-style-type: none"> ● Student exemplar letter by Jack (CD-

<ul style="list-style-type: none"> ● 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. ● Use technology to publish a piece of writing. ● Plan to celebrate the conclusion of classroom writing projects 		<p>ROM Session 3)</p> <ul style="list-style-type: none"> ● Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (CD-ROM Session 3) ● Student exemplar letter by Clair (second draft) (CD-ROM Session 5) ● Student exemplar essay by Jack (evidence and analysis) (Session 6, FIG 6-1) ● Student exemplar letter by Kennedy (final) (CD-ROM Session 7) ● Student exemplar notes by Nick (CD-ROM Session 8) ● Student exemplar essay “Why Chocolate Milk Should Stay” by Jack (conclusion) (Session 10, FIGS 10-2 and 10-3) ● Student exemplar essay “Why Chocolate Milk Should Stay” by Jack (counterclaim, rebuttal) (Session 11, FIG 11-5) ● Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (CD-ROM Session 19) <p>Additional Texts and Resources</p> <ul style="list-style-type: none"> ● Starter Resource Set: Chocolate Milk
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		<p>(CD-ROM article texts and links to videos)</p> <ul style="list-style-type: none">● Article: "Nutrition in Disguise"● Link to Video: "Flavored Milk: Tasty Nutrition"● Article: "Chocolate Milk: More Harmful than Healthful"● Link to Video: Sugar Overload● Article: "Sugary Drinks Can Be Unhealthy, But is Cow's Milk Unhealthy, Too?" <p>Text Set Bibliographies (CD-ROM links)</p> <ul style="list-style-type: none">● Chocolate Milk (with video links and additional resources)● Competitive Sports in Schools● Green Energy● Bottled Water● Link to Book: Emily Post on Etiquette (CD-ROM Session 7)● Link to Video: A House of Cards Collapsing (CD-ROM Session 12)● Link to Video: Scenes from the movie, The Great Debaters (CD-ROM Session 22)
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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.