

## Fifth Grade Writing

<b>Curriculum/Content Area:</b> Writing	<b>Course Length:</b> One Year
<b>Course Title:</b> Fifth Grade Literacy	<b>Date last reviewed:</b> 2013
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<p><b>Primary Resource:</b> Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

## Desired Results

**Course description and purpose:** Through these units, students will learn how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position. Students will learn use their knowledge of narrative craft to make their stories more thematic. Students will draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers. Students will also learn build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.

<p><b>Priority Standards - Anchor Standards</b></p> <p><b><u>Wisconsin Standards for English Language Arts</u></b></p> <p><b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p><b>WI.ELA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p><b>WI.ELA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p><b>WI.ELA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p><b>WI.ELA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p><b>WI.ELA.F1-Print Concepts:</b> Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p><b>WI.ELA.F2-Phonological Awareness:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p> <p><b>WI.ELA.F3-Phonics and Word Recognition:</b> Know and apply grade-level phonics and word analysis skills in decoding words. <i>K-5</i></p> <p><b>WI.ELA.F4-Fluency:</b> Read with sufficient accuracy and fluency to support comprehension. <i>2-5</i></p>
--

## Priority Standards - Fifth Grade

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Unit 1 - Narrative Craft

### Enduring Understandings

1. Students will be able to understand that

### Essential Questions

1. How can I draw on all that I know about

using strategies to develop real or imagined experiences or events will help them write narrative text.

2. Students will be able to understand that writers consider task, purpose and audience in order to write clearly.
3. Students will be able to understand that planning, revising, editing and rewriting will strengthen writing.
4. Students will be able to understand how to approach varied writing tasks.

narrative craft in order to write personal narratives that are true stories--that have characters, a theme, a setting, and that draw readers in?

2. 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 the moments inside the skin of the character?
3. How can I draft and revise my personal narrative, deliberately using craft moves so as to bring out the internal story and forward my ideas?
4. 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 that forward my larger meaning?

## Standards

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

## Learning Targets:

I can create an organizational structure (W 5.4)

- *Bend 1, Session 1, Starting with Turning Points*
- *Bend 1, Session 2, Dreaming the Dream of the Story*

- *Bend 2, Session 6, Flash-Drafting*
- *Bend 2, Session 7, What's This Story Really About?*
- *Bend 2, Session 8, Bringing Forth the Story Arc*
- *Bend 3, Session 15, Stretching Out the Tension*
- *Bend 3, Session 18, Editing*
- *Bend 3, Session 19, Mechanics*

I can introduce a topic clearly (W 5.4)

- *Bend 2, Session 6, Flash-Drafting*
- *Bend 2, Session 7, What's This Story Really About?*

I can provide a general observation and focus (W 5.4)

- *Bend 2, Session 6, Flash-Drafting*

I can orient the reader by establishing a situation and introducing a narrator and/or characters (W 5.4)

- *Bend 1, Session 2, Dreaming the Dream of the Story*
- *Bend 1, Session 4, Telling the Story From Inside It*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 2, Session 10, Adding Scenes from the Past and Future*
- *Bend 3, Session 15, Stretching Out the Tension*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*
- *Bend 3, Session 17, Every Character Plays A Role*

I can organize an event sequence that unfolds naturally (W 5.4)

- *Bend 1, Session 2, Dreaming the Dream of the Story*
- *Bend 1, Session 4, Telling the Story From Inside It*
- *Bend 1, Session 5, Taking Stock and Setting Goals*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 2, Session 10, Adding Scenes from the Past and Future*
- *Bend 3, Session 15, Stretching Out the Tension*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*
- *Bend 3, Session 17, Every Character Plays A Role*

I can use a variety of transitional words, phrases, and clauses to manage the sequence of events (W 5.4)

- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 3, Session 14, Taking Writing to the Workbench*

I can provide a conclusion that follows from the narrated experiences or events (W.5.4)

- *Bend 2, Session 8, Bringing Forth the Story Arc*
- *Bend 2, Session 11, Ending Stories*

I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W 5.4)

- *Bend 1, Session 4, Telling the Story From Inside It*
- *Bend 1, Session 5, Taking Stock and Setting Goals*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 2, Session 10, Adding Scenes from the Past and Future*
- *Bend 3, Session 13, Reading with a Writer's Eye*
- *Bend 3, Session 14, Taking Writing to the Workbench*

- *Bend 3, Session 15, Stretching Out the Tension*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*
- *Bend 3, Session 17, Every Character Plays A Role*

I can use concrete words and phrases and sensory details to convey experiences and events precisely (W.5.4)

- *Bend 2, Session 7, What's This Story Really About?*
- *Bend 3, Session 14, Taking Writing to the Workbench*
- *Bend 3, Session 15, Stretching Out the Tension*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 1, Session 3, Letting Other Authors' Words Awaken Your Own*
- *Bend 2, Session 7, What's This Story Really About?*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1, Session 3, Letting Other Authors' Words Awaken Your Own*
- *Bend 2, Session 7, What's This Story Really About?*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1, Session 3, Letting Other Authors' Words Awaken Your Own*
- *Bend 2, Session 7, What's This Story Really About?*
- *Bend 2, Session 9, Elaborating on Important Parts*
- *Bend 3, Session 13, Reading with a Writer's Eye*
- *Bend 3, Session 16, Catching the Action or Image That Produced the Emotion*
- *Bend 3, Session 20, Reading Aloud Your Writing*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Book Text:

- *Eleven* by Sandra Cisneros
- *Papa Who Wakes Up Tired in the Dark* by Sandra Cisneros

## Unit 2 - Literary Essay: Opening Texts and Seeing More

### Enduring Understandings

### Essential Questions

1. Students will be able to understand that using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Students will be able to understand that writers consider task, purpose and audience in order to write clearly.
3. Students will be able to understand that planning, revising, editing and rewriting will strengthen writing.
4. Students will be able to understand how to draw evidence from text to support their thinking.

1. How can I read closely and write structured, evidence-based interpretive essays - including a compare and contrast essay?
2. 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?
3. How do authors write-to-grow ideas that are both central to the story and grounded in close reading?
4. How do I use evidence from the text and reflect on it to support my claim?
5. How can I transfer what I know about writing a literary essay to the challenge of writing a comparative literary essay?

### Standards:

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

### Learning Targets

I can introduce a topic or text clearly (W 5.4)

- *Bend 1, Session 3, Trying On Various Theses for Size*
- *Bend 2, Session 11, Beginnings/Endings*

I can state an opinion (W 5.4)

- *Bend 1, Session 3, Trying On Various Theses for Size*
- *Bend 2, Session 8, Developing Stronger Thesis Statements*

- *Bend 2, Session 11, Beginnings/Endings*

I can create an organizational structure (W 5.4)

- *Bend 1, Session 1, Inquiry into Essay*
- *Bend 1, Session 3, Trying On Various Theses for Size*
- *Bend 1, Session 5, Flash-Drafting*

I can link opinion and reasons using transitional words (W 5.4)

- *Bend 1, Session 4, Angling Mini Stories to Support a Point*
- *Bend 1, Session 5, Flash-Drafting*

I can provide a concluding statement or section related to the opinion presented. (W.5.4)

- *Bend 1, Session 5, Flash-Drafting*
- *Bend 2, Session 11, Beginnings/Endings*

I can use facts and details to support my purpose (W.5.4)

- *Bend 1, Session 3, Trying On Various Theses for Size*
- *Bend 1, Session 4, Angling Mini Stories to Support a Point*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 2, Session 7, Analyzing How Characters Respond to Trouble*
- *Bend 2, Session 8, Developing Stronger Thesis Statements*
- *Bend 2, Session 9, Choosing and Setting Up Quotes*

I can provide a general observation and focus (W 5.4)

- *Bend 1, Session 1, Inquiry into Essay*
- *Bend 1, Session 2, Reading With a Writerly Awakeness*
- *Bend 1, Session 4, Angling Mini Stories to Support a Point*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 2, Session 7, Analyzing How Characters Respond to Trouble*
- *Bend 2, Session 8, Developing Stronger Thesis Statements*

I can group related information logically include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W 5.4)

- *Bend 1, Session 2, Reading With a Writerly Awakeness*
- *Bend 1, Session 3, Trying On Various Theses for Size*

I can link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) (W 5.4)

- *Bend 1, Session 2, Reading With a Writerly Awakeness*
- *Bend 1, Session 5, Flash-Drafting*

I can provide a concluding statement or section related to the information or explanation presented. (W.5.4)

- *Bend 1, Session 5, Flash-Drafting*
- *Bend 2, Session 11, Beginnings/Endings*

I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W 5.4)

- *Bend 1, Session 2, Reading With a Writerly Awakeness*
- *Bend 1, Session 4, Angling Mini Stories to Support a Point*

- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 2, Session 7, Analyzing How Characters Respond to Trouble*
- *Bend 2, Session 8, Developing Stronger Thesis Statements*
- *Bend 2, Session 9, Choosing and Setting Up Quotes*

I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.5.4)

- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 2, Session 8, Developing Stronger Thesis Statements*
- *Bend 2, Session 9, Choosing and Setting Up Quotes*

I can orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (W 5.4)

- *Bend 1, Session 3, Trying On Various Theses for Size*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 2, Session 10, Supporting a Claim with Analysis of Craft*

I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W 5.4)

- *Bend 2, Session 9, Choosing and Setting Up Quotes*
- *Bend 2, Session 10, Supporting a Claim with Analysis of Craft*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 1, Session 1, Inquiry into Essay*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 3, Session 14, Transferring What You Know to Any Opinion Text*
- *Bend 3, Session 15, Tackling Any Challenges That Come Your Way*
- *Bend 3, Session 16, Logically Ordering Reasons and Evidence*
- *Bend 3, Session 17, Applying Your Past Learning to Today's Work*
- *Bend 3, Session 18, Analyzing Writing and Goal Setting*
- *Bend 3, Session 19, Becoming Essay Ambassadors*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1, Session 1, Inquiry into Essay*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 3, Session 14, Transferring What You Know to Any Opinion Text*
- *Bend 3, Session 15, Tackling Any Challenges That Come Your Way*
- *Bend 3, Session 16, Logically Ordering Reasons and Evidence*
- *Bend 3, Session 17, Applying Your Past Learning to Today's Work*
- *Bend 3, Session 18, Analyzing Writing and Goal Setting*
- *Bend 3, Session 19, Becoming Essay Ambassadors*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1, Session 1, Inquiry into Essay*
- *Bend 2, Session 6, Writing to Grow Ideas*
- *Bend 3, Session 14, Transferring What You Know to Any Opinion Text*
- *Bend 3, Session 15, Tackling Any Challenges That Come Your Way*
- *Bend 3, Session 16, Logically Ordering Reasons and Evidence*

- *Bend 3, Session 17, Applying Your Past Learning to Today's Work*
- *Bend 3, Session 18, Analyzing Writing and Goal Setting*
- *Bend 3, Session 19, Becoming Essay Ambassadors*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

- 

#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

## Unit 3 - The Research Based Argument Essay

### Enduring Understandings

1. Students will be able to understand that using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Students will be able to understand that writers consider task, purpose and audience in order to write clearly.
3. Students will be able to understand that planning, revising, editing and rewriting will strengthen writing.
4. Students will be able to understand that conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.

### Essential Questions

1. 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?
2. How can I study different perspectives in a controversial issue, take a stand, and then write an argument - with reasons and examples - supporting my argument?
3. 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?
4. How can I draw on everything I 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 argument?

### Standards

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

## Learning Targets

I can introduce a topic or text clearly (W 5.4)

- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 2, Session 10, Rehearsing the Whole, Refining a Part (Homework)*
- *Bend 3, Session 16, Taking Opportunities to Stand and Be Counted*

I can state an opinion (W 5.4)

- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 3, Session 16, Taking Opportunities to Stand and Be Counted*

I can create an organizational structure (W 5.4)

- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 1, Session 5, Redrafting to Add More Evidence*
- *Bend 2, Session 9, Bringing a Critical Perspective to Writing*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 3, Session 16, Taking Opportunities to Stand and Be Counted*
- *Bend 3, Session 21, Paragraphing Choices*

I can link opinion and reasons using transitional words (W 5.4)

- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 3, Session 20, Evaluating the Validity of Your Argument*

I can provide a concluding statement or section related to the opinion presented. (W.5.4)

- *Bend 2, Session 10, Rehearsing the Whole, Refining a Part*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*

I can use facts and details to support my purpose (W.5.4)

- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 1, Session 3, Using Evidence to Build Arguments*
- *Bend 1, Session 4, Using Quotations to Bolster and Argument*
- *Bend 1, Session 6, Balancing Evidence with Analysis*
- *Bend 2, Session 8, Taking Arguments Up a Notch*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 2, Session 12, Evaluating Evidence*
- *Bend 2, Session 13, Appealing to an Audience*
- *Bend 2, Session 17, Everyday Research*

- *Bend 3, Session 20, Evaluating the Validity of Your Argument*

I can group related information logically include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W 5.4)

- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 1, Session 6, Balancing Evidence with Analysis*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 2, Session 12, Evaluating Evidence*
- *Bend 2, Session 17, Everyday Research*
- *Bend 3, Session 21, Paragraphing Choices*

I can link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) (W 5.4)

- *Bend 1, Session 4, Using Quotations to Bolster and Argument*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 3, Session 20, Evaluating the Validity of Your Argument*

I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W 5.4)

- *Bend 1, Session 1, Investigating to Understand An Argument*
- *Bend 1, Session 2, Flash-Drafting Arguments*
- *Bend 1, Session 3, Using Evidence to Build Arguments*
- *Bend 1, Session 4, Using Quotations to Bolster and Argument*
- *Bend 1, Session 6, Balancing Evidence with Analysis*
- *Bend 2, Session 8, Taking Arguments Up a Notch*
- *Bend 2, Session 9, Bringing a Critical Perspective to Writing*
- *Bend 2, Session 10, Rehearsing the Whole, Refining a Part*
- *Bend 2, Session 11, Rebuttals, Responses, and Counterclaims*
- *Bend 2, Session 12, Evaluating Evidence*
- *Bend 2, Session 13, Appealing to an Audience*
- *Bend 2, Session 17, Everyday Research*

I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.5.4)

- *Bend 1, Session 4, Using Quotations to Bolster and Argument*
- *Bend 2, Session 9, Bringing a Critical Perspective to Writing*
- *Bend 2, Session 13, Appealing to an Audience*
- *Bend 3, Session 20, Evaluating the Validity of Your Argument*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 1, Session 1, Investigating to Understand An Argument*
- *Bend 2, Session 8, Taking Arguments Up a Notch*
- *Bend 2, Session 9, Bringing a Critical Perspective to Writing*
- *Bend 2, Session 13, Appealing to an Audience*
- *Bend 2, Session 14, A Mini Celebration*
- *Bend 2, Session 15, Argument Across the Curriculum*
- *Bend 3, Session 21, Paragraphing Choices*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1, Session 1, Investigating to Understand An Argument*
- *Bend 2, Session 8, Taking Arguments Up a Notch*
- *Bend 2, Session 9, Bringing a Critical Perspective to Writing*
- *Bend 2, Session 13, Appealing to an Audience*
- *Bend 2, Session 14, A Mini Celebration*
- *Bend 2, Session 15, Argument Across the Curriculum*
- *Bend 3, Session 21, Paragraphing Choices*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

- 

#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

## Unit 4 - The Lens of History: Research Report

### Enduring Understandings

1. Students will be able to understand that using strategies to examine and convey complex ideas will help them write informative texts.
2. Students will be able to understand that writers consider task, purpose and audience in order to write clearly.
3. Students will be able to understand that planning, revising, editing and rewriting will strengthen writing.
4. Students will be able to understand that conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.

### Essential Questions

1. How can I raise the level of my information writing, in particular my research report writing, by establishing structure, development and language?
2. How can I add onto my flash-draft writing in ways that bring the lens of history to writing?
3. How can I work on writing a cohesive research report that draws readers in and that is packed with specific information?

### Standards

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

## Learning Targets

I can create an organizational structure (W 5.4)

- *Bend 1, Session 1, Organizing for the Journey Ahead*
- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 3, Note-Taking and Idea-Making for Revision*
- *Bend 1, Session 4, Writers of History Pay Attention to Geography*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 1, Session 7, Assembling and Thinking about Information*
- *Bend 1, Session 8, Redrafting Our Research Reports*
- *Bend 2, Session 12, Organizing Information for Drafting*
- *Bend 2, Session 13, Finding a Structure to Let Writing Grow Into*
- *Bend 2, Session 15, Creating Cohesion*
- *Bend 2, Session 16, Using Text Features to Write Well*

I can use facts and details to support my purpose (W.5.4)

- *Bend 1, Session 3, Note-Taking and Idea-Making for Revision*
- *Bend 1, Session 4, Writers of History Pay Attention to Geography*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 1, Session 7, Assembling and Thinking about Information*
- *Bend 1, Session 8, Redrafting Our Research Reports*
- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 12, Organizing Information for Drafting*
- *Bend 2, Session 13, Finding a Structure to Let Writing Grow Into*
- *Bend 2, Session 14, Finding Multiple Points of View*
- *Bend 2, Session 15, Creating Cohesion*
- *Bend 2, Session 18, Mentor Texts Help Writers Revise*

I can introduce a topic clearly (W 5.4)

- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 17, Crafting Introductions and Conclusions*

I can provide a general observation and focus (W 5.4)

- *Bend 2, Session 14, Finding Multiple Points of View*

- *Bend 2, Session 15, Creating Cohesion*
- *Bend 2, Session 17, Crafting Introductions and Conclusions*

I can group related information logically include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W 5.4)

- *Bend 1, Session 1, Organizing for the Journey Ahead*
- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 3, Note-Taking and Idea-Making for Revision*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 1, Session 7, Assembling and Thinking about Information*
- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 14, Finding Multiple Points of View*
- *Bend 2, Session 15, Creating Cohesion*
- *Bend 2, Session 16, Using Text Features to Write Well*

I can link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) (W 5.4)

- *Bend 1, Session 8, Redrafting Our Research Reports*
- *Bend 2, Session 13, Finding a Structure to Let Writing Grow Into*
- *Bend 2, Session 19, Adding Information Inside Sentences*

I can provide a concluding statement or section related to the information or explanation presented. (W.5.4)

- *Bend 2, Session 17, Crafting Introductions and Conclusions*

I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W 5.4)

- *Bend 1, Session 1, Organizing for the Journey Ahead*
- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 3, Note-Taking and Idea-Making for Revision*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 1, Session 7, Assembling and Thinking about Information*
- *Bend 1, Session 8, Redrafting Our Research Reports*
- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 11, Primary Source Documents*
- *Bend 2, Session 14, Finding Multiple Points of View*
- *Bend 2, Session 16, Using Text Features to Write Well*
- *Bend 2, Session 18, Mentor Texts Help Writers Revise*

I can use precise language and domain-specific vocabulary to inform about or explain the topic (W.5.4)

- *Bend 1, Session 8, Redrafting Our Research Reports*
- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 18, Mentor Texts Help Writers Revise*

I can orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (W.5.4)

- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 14, Finding Multiple Points of View*

I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W.5.4)

- *Bend 2, Session 10, Drawing Inspiration from Mentor Texts*
- *Bend 2, Session 14, Finding Multiple Points of View*
- *Bend 2, Session 18, Mentor Texts Help Writers Revise*

I can use concrete words and phrases and sensory details to convey experiences and events precisely (W.5.4)

- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 2, Session 17, Crafting Introductions and Conclusions*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *All Sessions in this Unit*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 2, Session 17, Crafting Introductions and Conclusions*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1, Session 2, Writing Flash-Drafts*
- *Bend 1, Session 5, Writing to Think*
- *Bend 1, Session 6, Writers of History Draw on an Awareness of Timelines*
- *Bend 1, Session 9, Celebrating and Reaching Toward New Goals*
- *Bend 2, Session 17, Crafting Introductions and Conclusions*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Text:

- *Who Settled the West? (Life in the Old West series)* by Bobbie Kalman

### Unit 5 - Poetry Anthologies

#### Enduring Understandings

1. Students will be able to understand that writers consider task, purpose and

#### Essential Questions

1. How can I use word choice, figurative language, line space and other narrative

<p>audience in order to write clearly.</p> <ol style="list-style-type: none"> <li>2. Students will be able to understand that planning, revising, editing and rewriting will strengthen writing.</li> <li>3. Students will be able to understand how to approach varied writing tasks.</li> </ol>	<p>techniques learned from mentors to write poems about one topic, but highlighting a variety of themes?</p> <ol style="list-style-type: none"> <li>2. How can I take on different perspectives and approaches within the same topic through the creation of a shared, class anthology of poems?</li> <li>3. How can I show that I understand that drafting and revision go hand-in-hand when writing poetry?</li> <li>5. How can I use revision strategies to help me zoom in on what my poem is really about?</li> <li>6. How can I publish in meaningful ways, editing and publishing to highlight the messages and themes I want to bring forth?</li> </ol>
---	---

**Standards**

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**Learning Targets**

I can introduce a topic or text clearly (W.5.4)

- *Bend 1, Session 1, Poets brainstorm meaningful class topics and lessons within that topic so that a clear message is conveyed to readers*
- *Bend 2, Session 4, Poets can collect ideas by observing, listening to others and reading mentor texts so that they can write long to “explore it” or write a “first try” poem*
- *Bend 2, Session 5, Poets can come up with ideas by reading poetry and talking about it with a partner so that they can write original poems*

- *Bend 2, Session 6, Poets can gather ideas by combing through previous notebook entries that might evoke inspiration*
- *Bend 2, Session 7, Poets can write down what they think or feel by making observations so they can find new ideas and write new poems*
- *Bend 2, Session 8, Poets can generate ideas by listening to and reading song lyrics so that a catchy phrase or lyrical line can play in a poet's head and eventually spur bigger ideas to write about*

I can use a variety of transitional words, phrases, and clauses to manage the sequence of events (W.5.4)

- *Bend 3, Session 13, Poets aim for meaning and find a way to describe what matters by taking prose they've written and breaking it up into poetry*
- *Bend 3, Session 14, Poets experiment with line breaks in order to get their reader to think or feel a certain way about their poem*
- *Bend 3, Session 15, Poets experiment with line breaks in order to get their reader to think or feel a certain way about their poem*
- *Bend 3, Session 16, Poets experiment with line breaks by thinking about meter- the number of beats/ syllables in a certain line- to create a specific tone or mood*

I can provide a conclusion that follows from the narrated experiences or events (W.5.4)

- *Bend 3, Session 19, Poets craft a powerful ending by thinking about the meaning they want to leave with their reader and ending with a special image to reveal the main idea or perspective*

I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W.5.4)

- *Bend 1, Session 2, Poets use all they know about writing by using dialogue, internal thinking, descriptive details and other craft moves so that they can make their poems stronger and more purposeful*
- *Bend 1, Session 3, Poets take on the voice, or persona, of someone/thing else by stepping into the shoes of that character or object so that they can write from various perspectives*
- *Bend 3, Session 16, Poets consider how their poem looks visually considering craft like white space, capitalization, length of lines and punctuation and how these contribute to the tone, mood or meaning of the poem*
- *Bend 3, Session 16, Poets carefully consider their word choice and make deliberate decisions in order to convey meaning through imagery and the way words sound*

I can use concrete words and phrases and sensory details to convey experiences and events precisely (W.5.4)

- *Bend 1, Session 2, Poets use all they know about writing by using dialogue, internal thinking, descriptive details and other craft moves so that they can make their poems stronger and more purposeful*
- *Bend 2, Session 9, Poets can choose a previously written poem or entry to write a new poem by changing a word here and there or changing the perspective*
- *Bend 2, Session 10, Poets can continually revise their poems by adding an image from the setting or a detail about an object so they can transform their poem*
- *Bend 2, Session 11, Poets add details to their poems by including surprising details or emotions in order to transform their entire poem*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 3, Session 12, Poets talk to partners about their entries so that they can uncover the deeper, connected meaning in their poems in or to begin to plan for a collection of poems that shows different sides of their chosen topic*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.

(SL.5.1)

- *Bend 3, Session 12, Poets talk to partners about their entries so that they can uncover the deeper, connected meaning in their poems in or to begin to plan for a collection of poems that shows different sides of their chosen topic*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.

(SL.5.1)

- *Bend 3, Session 12, Poets talk to partners about their entries so that they can uncover the deeper, connected meaning in their poems in or to begin to plan for a collection of poems that shows different sides of their chosen topic*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

- 

#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

Recommended Mentor Texts:

***We Never Know How High We Are*** by Emily Dickinson

***Eletelephony*** by Laura Elizabeth Richards