Grade Level: 5 Subject: Writing

Trimester 1

Unit: Building A Writing Community	**Unit Length: 3 weeks**
Enduring Understanding(s): Writers develop habits and follow routines that help them grow as writers. Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them. Authors are always collecting ideas for writing. Writers develop writing stamina and independence through daily writing activities.	Essential Question(s):
Common Core Standards	**Common Core en español**
Text Type and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ***Production and Distribution of Writing*** 4. Produce clear and coherent writing (**including multiple paragraph texts**) 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.) 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 14.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. ***Range of Writing*** 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.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. ***Producción y redacción*** 4. Redactan textos claros y coherentes (incluyendo textos de varios párrafos) en cuales el desarrollo y la organización son adecuadas a la tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura, se definen en los estándares 1-3 antes mencionados.) 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión, corrección, rehacer la redacción o intentar un nuevo enfoque. (La corrección debe demostrar el dominio de los estándares del lenguaje 1–3, incluyendo el quinto grado, en las páginas 13-16.) 6. Con algo de orientación y el apoyo de adultos, usan la tecnología, incluyendo el Internet, para hacer y publicar escritos así como para interactuar y colaborar con los demás demuestran dominio suficiente de las habilidades con el teclado para escribir un mínimo de dos páginas en una sola sesión. ***Rango de escritura y redacción*** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie específicas a una disciplina, propósito y audiencia.
Assessment	
Summative: -Writing inventory -Collect baseline writing sample Students create a self portrait of themselves as writers and set writing goals for the year.	Other Formative Assessments: -anecdotal conferring notes of student's writing progress. -Quick writes/Journal samples

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Learning Plan

Mentor Texts for Building a Writing Community 3-6 The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- The Boy Who Loved Words by Roni Schotter
- Fireflies by Julie Brinkloe
- Owl Moon by Jane Yolen
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- Roller Coaster by Marla Frazee
- When I was Little by Jamie Lee Curtis
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- Nothing Ever Happens on 90th Street by Roni Schotter
- Amelia's Notebook by Maria Moss
- All the Places to Love by Patricia MacLachlan
- What you Know First by Patricia MacLachlan

Culturally Relevant Texts

- Baseball in April and Other Stories by Gary Soto
- The Leaving Morning by Angela Johnson
- When I am Old with You by Angela Johnson
- My Name is Maria Isabel by Alma Flor Ada
- The Day of Ahmeds Secret by Florence Parry Heide
- The Other Side by Jacqueline Woodson
- Smoky Night by Eve Bunting
- Goggles by Ezra Jack Keats
- Chicken Sunday by Patricia Polacco
- The Name Jar by Yangsook Choi
- The Fiesta Of The Tortillas by Jorge Argueta
- One Green Apple by Eve Bunting
- Snapshots from the Wedding by Gary Soto
- A Chair for my Mother by Vera Williams
- Abuelas Weave by Omar S. Castananda

Español

- Cuadros de familia by Carmen Lomas Garza
- En Mi Familia by Carmen Lopez Garza
- Me llamo Yoon by Helen Recorvits
- Graciela asombrosa by Mary Hoffman
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- EL Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez

Resources

Professional Resources:

Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
Revising after the End by Barry Lane
Writer's Notebook, Aimee Buckner
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Lesson Planning Resources available online:

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

The Noyce Foundation/Living the Writerly Life K-5
http://www.noycefdn.org/ecrwresourcescc.php

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Trimester 1

Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 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).	Estándares de lectura 3. Comparan y contrastan uno o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).
Speaking & Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando. b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas. c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás. d. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.
Language Standards ***2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing***. b. Use a comma to separate an introductory element from the rest of a sentence. e. Spell grade-appropriate words correctly, consulting references as needed.	Estándares de lenguaje **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** b. Usan una coma para separar un elemento de introducción del resto de la oración. e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: Ni esto, ni aquello).

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***2. Interacting via written English*** ***Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.***	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B Interpretive	***5. Listening actively*** Demonstrate active listening of read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***5. Listening actively*** Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive	***10. Writing*** a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
Part 2: Learning About How English Works			
A. Structuring	***2. Understanding cohesion*** b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	***2. Understanding cohesion*** b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	***2. Understanding cohesion*** b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.
B. Expanding	***3. Using verbs and verb phrases*** Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	***3. Using verbs and verb phrases Use*** various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics..	***3. Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X *because* X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using *and, but, so*).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.), to make a concession (e.g., She studied all night even though she wasn't feeling well.), or to provide reasons to support ideas (e.g., X is an extremely good book because X.).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*), or to provide reasons to support ideas (e.g., *The author persuades the reader by* X.).