

5th Grade, Shared Writing Unit 3: FAIRNESS

What's Fair? ¿Qué es justo?

9 weeks (24 sessions)

STAGE 1: DESIRED LEARNING

Essential Question: What's Fair? ¿Qué es justo?

Essential Writing Tasks:

1. **Identity Poetry Book-** Mode: *Narrative* Genre: *Autobiography, Poem*

Format: *Handwritten book, Poetry oral presentation*

Students write five different poems to represent their identity. They also design a cover page and write Title and About the Author pages in order to create the poetry book.

2. **School Community Need-** Mode: *Expository* Genre: *Nonfiction*

Format: *Handwritten*

Students explore some spaces around their school and determine an area or component that they'd propose be changed to make it more fair (ex- accessible, equitable, etc) for all. This would be something that will benefit all students and/or make the school community more equitable and accessible for all.

Looking Back: Unit 1's theme of identity serves as a prerequisite for this Unit. In Task 1: Identity Poetry Book, there are connections to the best parts of them, how identities and experiences impact who we are, and how writers write from specific points of view when considering the message intended for the audience.

In Task 2: School Community Need, students continue to keep the concept of a community at heart. This was explicit content and a theme in Unit 1 that will extend into this Unit 3 writing task as students analyze and evaluate the opportunities that all students do/don't have in their school community.

Looking Ahead: Throughout the year, students will write in multiple modes, within different genres, and using a variety of formats. There will be overlap because it's important to revisit each. There will be a variety of fiction and nonfiction writing within the modes as well. In the last unit, the themes of identity and change will continue to emerge in new ways.

In Unit 4, students will continue to consider the lives and perspectives of others and their own. Our global water system and access to it will be a foundational concept that'll serve as the springboard for one of the writing tasks. They'll take a close look at how some people in communities around the world use water. They'll choose a country to highlight and create an informational infographic in Canva to show someone who might visit that country what to expect and be prepared for.

STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Unit 3 Overview:

Writing tasks are organized by one of three stages of the writing process- **Learn/Plan, Draft, and Revise**. There is a **Present** stage only when it's a required part of the task. It won't be included in every one. Interacting with the writing process to practice, develop, express, and communicate their ideas will support students as they develop their craft and identity as writers. Students will strengthen their writing, speaking, and listening stamina by continuously evaluating their work, gathering feedback, and revising. Within the stages, there are sessions that focus on specific writing skills and strategies for the conventions and craft of writing. In 5th Grade, conventions and craft often overlap. Sometimes the convention is the craft (ex- using single word sentences is a convention that is also part of the craft/purpose of the message). Each stage leads to the next stage in the writing process.

Some sessions are designed to take one day. Many sessions will take multiple days. That is indicated in the Unit 3 Task Outline on the following page and in the sessions themselves.

The two writing tasks included in this unit:

The first is a collection of identity-themed poems that students write and compile into a book.

Mode: *Narrative* Genre: *Nonfiction, Autobiography, Poem*

Format: *Handwritten book, Poetry oral presentation*

Students write five different poems to represent their identity. They also design a cover page and write Title and About the Author pages in order to create the poetry book.

The second writing task is a proposal to improve their school community in some way.

Mode: *Expository* Genre: *Nonfiction*

Format(s): *Handwritten*

Students explore some spaces around their school and determine an area or component that they'd propose be changed to make it more fair (ex- accessible, equitable, etc) for all. This would be something that will benefit all students and/or make the school community more equitable and accessible for all.

While the unit targets specific writing skills and strategies, that doesn't mean others can't be incorporated when they emerge organically. We practice, strengthen, and develop writing skills and strategies throughout life. The goal is to encourage writers to use and develop them all year.

Major craft, convention, and grammar skills and strategies explicitly taught in this unit: *brainstorming, topic/main ideas/details, structures for organizing ideas and to plan writing, effective introductions, effective conclusions, appealing to an audience, figurative language-alliteration, personification, onomatopoeia, transitions, punctuation, tools to support various writing modes, spelling, paragraphing (with indenting), commas after clauses, and rules for titles.*

Unit 3 Shared Writing Teacher Resources

- [Routines Used from *The Writing Strategies Book*](#) (Serravallo) Several sessions in this unit were modeled after or directly retrieved from Jennifer Serravallo's book [The Writing Strategies Book \(2017\)](#). Pages are linked where they occur. If you'd like to peruse the book/its activities, it is in your school's PD.
- [Shared Literacy \(Reading and Writing\) Scope and Sequence by Unit](#)

Unit 3 Tasks Outline

Task 1: Identity Poetry Book
Nonfiction

Mode: Narrative Genre: Autobiography, Poem Format: handwritten (with the option to type/print), book			
Writing Process Stage	Session #	Session Name	Days/ Sessions
Cycle 1: What is a poem, and how can it reflect a poet's identity?			6
Learn/Plan	1	What is a poem? ¿Qué es un poema?	2
	2	How do poets express their identities through poetry? ¿Cómo expresan los poetas sus identidades a través de la poesía?	1
Learn/Draft	3	How can I express my identity with a poem? ¿Cómo puedo expresar mi identidad con un poema?	2
Learn	4	How can I make my poem sound authentic and original? ¿Cómo puedo hacer que mi poema suene auténtico y original?	1
Cycle 2- What other types of poems can I write to reflect my identity?			11
Learn/Draft	5	What is a Cinquain? ¿Qué es un Cinquain?	1
	6	What is a Five Senses Poem? ¿Qué es un poema de Los Cinco Sentidos?	2
	7	What is a Color Poem? ¿Qué es un Poema de Color?	2
	8	What is an I Am Poem? ¿Qué es un poema Yo Soy?	2
	9	How can I create a poetry book? ¿Cómo puedo crear un libro de poesía?	2
	10	What do I need to do so I can publish my book? ¿Qué necesito hacer para poder publicar mi libro?	2
Cycle 3- How can we enjoy our poetry together?			4
Plan/Present	11	How can we enjoy our poetry together? ¿Cómo podemos disfrutar juntos de nuestra poesía?	4
TOTAL DAYS/SESSIONS			21
Task 2: School Community Need Nonfiction			

Mode: Persuasive/Expository Genre: Nonfiction Format: Handwritten			
Writing Process Stage	Session #	Session Name	Days/ Sessions
Learn/Plan	1	What is expository writing? ¿Qué es la escritura expositiva?	1
	2	What does our school offer to its students? ¿Qué ofrece nuestra escuela a sus estudiantes?	2
	3	What does our school need to be more equitable and accessible to all students? ¿Qué necesita nuestra escuela para ser más equitativa y accesible para todos los estudiantes?	1
Plan	4	What should my main idea be, and how will I explain it? ¿Cuál debería ser mi idea principal, cómo la explicaré?	3
	5	How do writers make their paragraphs flow? ¿Cómo hacen los escritores que fluyan sus párrafos?	1
Draft	6	What makes a great introductory paragraph? ¿Qué hace que un párrafo introductorio sea excelente?	1
	7	Adding Middle Paragraphs- Three Reasons with Details Agregar párrafos intermedios: tres razones con detalles	2
	8	What makes a great concluding paragraph? ¿Qué hace que un párrafo final sea excelente?	1
Revise	9	How can I strengthen my message? ¿Cómo puedo fortalecer mi mensaje?	2
	10	How can I make my writing appeal to the reader? ¿Cómo puedo hacer que mi escritura atraiga al lector?	2
	11	Check for Writing Conventions Verifique las convenciones de escritura	1
	12	What are the last edits and revisions before I write my final copy? ¿Cuáles son las últimas ediciones y revisiones antes de escribir mi copia final?	2
	13	Writing a Final Draft Escribir un borrador final	3
TOTAL DAYS/SESSIONS			21