

<b>Launch &amp; Unit 1: Narrative – Narrative Craft</b>			
<b>Timeframe: September through Mid-October</b>			
<b>Assessment</b>			
<ul style="list-style-type: none"> <li>• Mid-September (after Launch) – Pre On-Demand Assessment for a baseline</li> <li>• Mid-October – Post On-Demand Assessment and Published Pieces (with Celebrations)</li> </ul>			
<b>Mentor Text: Launch</b>		<b>Mentor Text: Unit 1</b>	
Easy Grammar, NoRedInk.com, IXL - ELA		Teacher’s own narrative, students samples in Pathways, core literature (ex: <i>Shiloh</i> ), “Eleven,” by Sandra Cisneros, “Papa Who Wakes up Tired in the Dark from <i>The House on Mango Street</i> by Sandra Cisneros, Pathways (from Units of Study), If...Then...Curriculum (from Units of Study)	
		Common Core Standards: W.5.3, W.5.8, W.5.10, RL.5.2, SL.5.1, SL.5.4, L.5.1, L.5.2, L.5.3	
<b>Teaching Points</b> - Many of these teaching points can be and sometimes need to be taught over multiple sessions.			
<b>Launch</b>	<b>Bend 1: Generating Personal Narratives</b>	<b>Bend 2: Moving Through the Writing Process: Rehearsings, Drafting, Revising, and Editing</b>	<b>Bend 3: Learning from Mentor Texts</b>
Students will learn WW Procedures: <ul style="list-style-type: none"> <li>• Materials – writer’s notebook, pen/pencil, iPad</li> </ul> Procedures including: coming to the rug, desk, work, and organization of writing notebook, conferencing, and general expectations during WW.	1. Writers generate seed ideas by thinking about turning points in your life that can include people, places and things. * Gather seed ideas and develop entries.	6. Writers decide how they will start the story (the where and the how) by making a mental movie of what happened. * Flash draft narrative from selected seed idea.	11. Writers use tools to help them with their writing by using the Narrative Writing Checklist. * Revise draft using checklist.
3 week review of writing in general Grammar: <ul style="list-style-type: none"> <li>• parts of speech, nouns, verbs, subject, predicate, prepositions, sentence types, etc.)</li> <li>• Fragments, Run-ons, Sentences</li> <li>• Paragraph writing including: topic sentences, paragraph body, and concluding sentences</li> <li>• Writing genres: Narrative, Informational, Argumentative</li> </ul>	2. Writers create perspective by standing in the character’s shoes. * Gather seed ideas and develop entries.	7. Writers revise from top to bottom by asking themselves what the story is <i>really</i> about. (BTTH) * Revise flash draft.	12. Writers improve their stories by looking at mentor texts and noticing an author’s specific writing technique. * List techniques and skills admired in own notebooks.
	3. Writers gather seed ideas by looking to other authors’ words to inspire them. * Gather seed ideas and develop entries.	8. Writers consider the structure and traits of a story by thinking about how stories usually go. * Revise draft using “story mountain”.	13. Writers improve their stories by looking at mentor texts and using an author’s specific writing technique in their own writing. * Revise draft by adding an author’s technique.
	4. Writers develop seed ideas by looking at mentor texts. * Gather seed ideas and develop entries.	9. Writers make readers slow down and pay attention to those specific scenes by elaborating on particular parts. * Revise draft by adding show vs. tell, dialogue, and small actions.	14. Writers add tension by looking at the structure of the story and telling it bit by bit by stretching it out using details. * Revise draft by stretching out tension.
	5. Writers improve their writing by using a narrative writing checklist. * Pick seed idea to draft for narrative.	10. Writers craft a strong ending by leaving the reader with something big at the end. * Revise draft by adding a strong ending.	15. Writers aim to put the exact thing that happened in the story by using internal thinking. * Revise draft by adding internal thinking and emotion.
			16. Writers improve their story by ensuring that every character, main or secondary, plays a role in forwarding the larger meaning of the story. * Revise draft by paying attention to the roles of all characters in a story.
		17. Writers use inquiry to understand that every punctuation mark has a hidden power. To bring its hidden power to your own writing, you have to know that punctuation mark’s secret. * Use inquiry to focus on punctuation, and revise draft using skills learned.	
			Post on-demand assessment – 2 days

## Unit 2: Informational – Lens of History: Research Reports

**Timeframe: End of October through Mid-January**

### Assessment

- Last week of October – Pre On-Demand Assessment for a baseline
- Mid-January – Post On-Demand Assessment and Published Pieces (with Celebrations)

### Mentor Text

Teacher's own informational writing, nonfiction mentor texts, student samples in Pathways book, If...Then...Curriculum (from Units of Study)

*They're Off! The Story of the Pony Express*

*Amazing Impossible Eerie Canal* by Cheryl Harness

*Who Settled the West?* by Bobbie Kalman,

Common Core Standards: 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

**Teaching Points** - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

### Band 1: Writing Flash-Drafts about Westward Expansion

1. Writers organize their possible topics by sorting them into categories.  
\*Make a list of topic ideas and organize them.
2. Writers understand the genre that they will be writing about by looking at other informational writing texts.  
\* Look at mentor texts and highlight characteristics and traits of that writing.
3. Writers read and collect information by taking notes and reflecting on their research.  
\* Topic has been chosen. Notes have started. This will take several days, to be sure.
4. Writers plan their research by choosing an appropriate textural structure for their topic. (Note: we are making this TP more general in order to not limit informational writing to historical topics.)  
\* Draft has begun. Keep in mind what is most important for your topic.
5. Writers own their research by creating their own questions and reflecting on their topic.  
\* Continue drafting.
6. Writers keep their writing cohesive by connecting events/subjects that are tied together.  
\* (This point is vague, but appears to be saying that writers connect thoughts/events/subjects together to link research together rather than just list facts that are unrelated.)
7. Letter to Teacher #1: Be sure that you have a grasp on what your students are up to at this point.  
\* All drafts must be done at this point. Then revision will happen.
8. Writers revise their writing by re-envisioning what they want their research to be about and making adjustments.  
\* Revise draft or redraft with new focus.
9. Letter to Teacher #2: Look at checklist and apply rubric to it. Share the rubric with the kids. Mini-celebration.  
\*Revisions are finished.

### Band 2: Writing Focused Research Reports that Teach and Engage Readers

10. Writers improve their own writing by looking for compelling techniques through nonfiction mentor texts/videos for inspiration, and then applying that to their own writing.  
\* Inquiry-based learning through mentor texts. Still working on revised draft.
  11. Writers make their research meaningful by adding information including primary sources, visual aids, info-graphics, media and more to their work.  
\* Add visual aids with captions to your work.
  12. Letter to Teacher #3: Check in with kids. Continue to apply all of the TPs that you have learned.  
\* Reassess organizational information. Create strategy group for students who lack organization.
  13. Writers revise their writing by looking at their structure and format, and by keeping their audience in mind as they revise.  
\* Step back and reassess format including structure, visual aids, etc.
  14. Writer use perspective in their writing by looking at multiple points of view, and by considering that in their writing.  
\* View writing through a different lens, and consider revising writing accordingly.
  15. Writers connect their content within their writing by using transitions and linking words.  
\* Review transitions and linking words so that content is connected.
  16. Writers organize their content by using text features including text boxes, diagrams, charts, glossary, headings, subheadings, etc.  
\* Add text features to informational writing.
  17. Writers introduce their writing by explaining its structure through a table of contents.  
\* Add a table of contents to informational writing.
  18. Letter to Teacher #4: Meet with writers and create your own lesson to suit the needs of your students.  
\* Create your own mini lesson.
  19. Writers clarify the information to the reader by using correct punctuation within each sentence.  
\* Review grammar including: colons, semi-colons, ending punctuation marks, hyphens, quotation marks, parentheses, and commas.
  - 20: Writing celebration!
- Post on-demand assessment – 4 days

## Unit 3 (4): Argument – The Research-Based Argument Essay

**Timeframe: End of January through Mid-March**

### Assessment

- Last week of January – Pre On-Demand Assessment for a baseline
- Mid-March – Post On-Demand Assessment and Published Pieces (with Celebrations)

### Mentor Text

Teacher’s own argument writing, student samples in Pathways book

*Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk*

*Chocolate Milk: More Harmful Than Helpful*

Video: “Sugar Overload and Flavored Milk”

“Every Living Thing,” a scene from the film “The Great Debators”

Common Core Standards:W.5.1, W.5.4, W.5.7, W.5.8, RI.5.1, RI.5.2, RI.5.7, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2.d, L.5.3

**Teaching Points** - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

<b>Bend 1: Establishing and Supporting Positions</b>	<b>Bend 2: Building Powerful Arguments</b>	<b>Bend 3: Writing for Real-Life Purposes and Audiences</b>
<p>1. Writers compose arguments by thinking of points for both sides to an argument. * Look at mentor texts for opposing sides of an argument. Note: consider practicing debating using debates from Scholastic News.</p>	<p>8. Writers strengthen their argument by thinking about the information they need to prove their point. * Add new evidence (and possible new perspective and considerations) to the writing.</p>	<p>16. Writers select a new argumentative topic and look at the different perspectives on that topic by looking at other mentor texts or media. * Select your own topic.</p>
<p>2. Writers organize their opinion and reasons in an argument essay by using boxes and bullets. * Draft (try on) possible topics by using an organizational tool like T-charts to view opposing sides of an argument from a topic of your choice.</p>	<p>9. Writers see connections and contradictions within their argument by knowing the information well. * Look for patterns within their writing in order to show deep thinking.</p>	<p>17. Writers decide what evidence they want to include in their argument by collecting deliberate and thoughtful information. * Search for strong evidence to support your claim and take notes on it. (We advise to teach what a relevant, reliable source is and to teach Google search techniques at their point.)</p>
<p>3. Writers prove their point by poring over research materials to analyze evidence that will support their claim. * Class picks the same claim about chocolate milk (or teacher’s choice) and takes notes for both sides of the argument.</p>	<p>10. Writers revise their work by envisioning themselves going through the process of writing from the beginning, middle, and end. 10.a. Writers add an introduction and a powerful conclusion by using a chart of suggestions (pgs. 101-104) * Look for any holes that make their argument weak. Or look for arguments that aren’t well developed that may require more research for further development. ** Write an introduction and conclusion for the argument.</p>	<p>18. Writers use everything they know about writing an argument essay to plan a timeline, which includes a deadline. * Write the draft with a deadline in mind.</p>
<p>4. Writers spice up their writing by using quotations to bolster their argument. * Add quotations from text to support the class claim.</p>	<p>11. Writers strengthen their claim and persuade the reader by addressing counterclaims to an argument. * Add counterclaims and/or rebuttals to an argument.</p>	<p>19. Letter to Teacher #5: Help writers make their arguments more powerful by reminding them to use all techniques learned in this unit and in every other unit. * Teach a mini-lesson on how what we have learned in this unit can also be applied in other writing genres including strong leads, powerful endings, micro-stories, and informational writing.</p>
<p>5. Letter to Teacher #1: Help students add more evidence to their writing. * Look for quotes and evidence to add to their writing.</p>	<p>12. Writers evaluate their evidence by asking themselves “How do I know?” and being able to give an exact answer. * Refer to examples on pgs. 122-123 to evaluate evidence.</p>	
<p>6. Writers write a strong argument by including just the right balance of research and your own thinking and explanations. * Add research and reflection/explanation to their writing.</p>		

Additional TP’s continued on next page

## Unit 3 (4): Argument – The Research-Based Argument Essay

Bend 1: Establishing and Supporting Positions	Bend 2: Building Powerful Arguments	Bend 3: Writing for Real-Life Purposes and Audiences
7. Letter to Teacher #2: Share checklist with students and explain rubric. * Writing is complete and checklist is analyzed.	13. Writers appeal to the audience by using persuasive techniques. * Refer to charts on pg. 133-135 and add to writing.	20. Writers evaluate the validity of their argument by analyzing their evidence and noticing flaws. * Revise with the intention of looking for flaws: holes in their argument, language, and tone. Refer to chart on pg. 187.
	14. Letter to Teacher #3: Mini-celebration with panel presentations, reflections, and goal settings. * Share out and present the arguments.	21. Writers revise their writing and decide how to present information by using paragraphs with transitional phrases. * Revise by focusing on paragraphing and transitions.
	15. Letter to Teacher #4: Debate a new topic from “Strayed” from <i>Every Living Thing</i> by Cynthia Rylant. * Practice debating a topic within the class.	22. Writing celebration! Show a scene from the film, “The Great Debaters”.
		Post on-demand assessment – 3 days

## Unit 4 (3): Narrative – Shaping Texts from Essay and Narrative to Memoir

**Timeframe: End of March through Mid-May**

### Assessment

- Last week of March – Pre On-Demand Assessment for a baseline
- Mid-May – Post On-Demand Assessment and Published Pieces (with Celebrations)

### Mentor Text

Boxes and Bullets from 4<sup>th</sup> grade persuasive unit

*Eleven* by Sandra Cisneros

*Quietly Struggling* by Kelly Bowland Houhne

*The House on Mango Street* by Sandra Cisneros

Common Core Standards: 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

**Teaching Points** - Many of these teaching points can be and sometimes need to be taught over multiple sessions.

<b>Bend 1: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose</b>	<b>Bend 2: Structuring, Drafting and Revising</b>	<b>Bend 3: A Second Memoir</b>
1. Writers understand the traits of what they will be writing about by looking at mentor texts. * Begin a chart and list traits of a memoir	7. Writers structure their texts by reading texts that other authors have written. * Read excerpts from mentor texts like <i>The House on Mango Street</i> by Sandra Cisneros * Refer to chart on page 64 to see structure.	12. Writers understand characters better by analyzing the events, feelings, and actions within the memoir. * Pick a second entry for a second memoir draft.
2. Writers interpret their life stories by looking for big ideas, themes, and issues that appear in their journal entries and memories. * Revisit past entries and highlight big ideas.	8. Writers use their talents, knowledge, and skill in order to write well. * Pick an entry and begin drafting first memoir.	13. Letter to the teacher #3. * Write a flash draft of second memoir using all of the previously learned teaching points.
3. Writers understand that big themes have small moments within them. * Continue to collect small moment entries and share with the class. Teacher charts thematic ideas.	9. Letter to Teacher #1: Gives time for conferencing and reteaching of previous lessons. * Draft should be complete so that student and teacher can conference.	14. Writers link one idea to the next by using transitions. * Use transitions to link ideas within their second draft.
4. Writers listen to other literature and make a text to self-connection to write more powerfully. * Gather more entries.	10. Writers add internal feelings and external events by using a story mountain. * Create a story mountain with internal feelings and external events from the first draft that students have written.	15. Writers highlight important events, feelings, thoughts, and actions within their memoir by using descriptive details. * Add descriptive details to 2 <sup>nd</sup> memoir.
5. Writers use metaphors or collections of stories or thoughts to help study how authors write before planning their own process. * Gather more entries.	11. Letter to the Teacher #2: Editing mini-lesson. * Students will edit their first memoir by using the editing checklist.	16. Writers revise their draft by analyzing their writing from the perspective of the reader. * Use revision and editing strategies for 2 <sup>nd</sup> memoir.
6. Memoirists discover deep insights by naming ways that other writers use deep insights in order to write with depth. * Research mentor texts and go back to their own writing and underline great sentence starters.		17. Writers create the message of their story by taking the most important detail of the story and highlight it's importance. * Use metaphors to help tell your message within their memoir.
		18. Writers edit their writing to hear the rhythm of their words. * Edit writing so that it sounds right and communicates the ideas they want to convey.
		19. Writing celebration!
		Post on-demand assessment – 2 days