

WRITING - 5

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	WR2500	5

Show Icon

August 2015

Quarter 1			
Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>In this unit, students will explore the narrative genre of fantasy or mystery. Students will learn that in a fantasy there are elements of things that cannot happen in the real world. (such as talking animals, time travel, etc.) And there are elements of suspense that may lead a reader to expect one conclusion, but are surprised with another outcome. The focus of the unit will be on using the narrative elements (character, plot, setting, conclusion) in a different way to develop an element of adventure.</p>	<ul style="list-style-type: none"> Character Plot Setting Conclusion <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit <p>Key Vocabulary: Point of view</p> <p>Character:(protagonist/antagonist, main character, secondary character)</p> <p>Setting</p> <p>Plot: conflict, rising action, falling action</p> <p>Conclusion: resolution</p> <p>Conventions: indent paragraphs, spell common words correctly, punctuation, capitalization, simple sentence structure</p> <p>Presentation: oral fluency, volume, eye-contact, illustration</p>		<p>Instructional Resources:</p> <ul style="list-style-type: none"> "The Mysteries of Harris Burdick" by Chris Van Allsburg and accompanying posters <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> Novel/Read Aloud: <i>My Side of the Mountain, Holes, Fable Haven</i> (fantasy) ITooch

September 2015

Book Review			
Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>In this unit students will learn to give an opinion related to a book and support it with reasons and evidence. They can state their opinion about a book and give evidence to support their ideas. The focus will be on analyzing the characters in the story – and giving their opinions and support of whether they thought the character was believable, likeable, interesting, or showed unique traits that make them an important part of the story.</p> <p>Teachers can provide examples of book reviews written by true reviewers, teachers, or other students. Before students write their own individual reviews, the class can participate in a shared writing activity for practice. For example, the class can write a book review together for a book that they have all read.</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> Forming an opinion Validating an opinion Word Choice Presentation Voice Author Study Summarizing Linking words/phrases <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit 	<p>organization: hook/lead, supporting details/evidence from text, opinions, facts, conclusion</p> <p>voice/word choice/ sentence fluency: persuasive language, transition words</p> <p>ideas: clear opinion statements</p> <p>-</p> <p>presentation: font size, layout, white-space, bold words, italics, graphics, oral fluency, volume, eye-contact</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> Storyworks Magazine Grade appropriate novels <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> BrainPop video: Opinion Writing YouTube video: <i>How to Write in Fifth Grade-Persuasive Essay-Hire Me for a Job</i>, YouTube video: <i>How to Write in Fifth Grade-How to Write a Hook</i> BrainPop: Facts and Opinion <p>BrainPop: debate</p>

October 2015

End of Quarter 1 - Beginning of Quarter 2			
Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>UNIT OF STUDY Overview</p> <p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>This unit focuses on students seeing the experiences in their lives worthy of writing about. Students will learn to craft stories from their lives, using details in a step by step order, and themselves as one of the characters. They will also learn strategies for elaboration in order to stretch out their stories. Teachers will teach students to focus their pieces by zooming in on the important idea or "small moment" of a piece and staying with that idea across several pages.</p>	<p>Point of View</p> <p>Character:(protagonist/antagonist, main character, secondary character)</p> <p>Setting</p> <p>Plot: conflict (self vs. self, self vs. environment, self vs. others), rising action, falling action</p> <p>Conclusion: resolution</p> <p>Conventions: indent paragraphs, spell common words correctly, punctuation, capitalization, simple sentence structure</p> <p>Presentation: oral fluency, volume, eye-contact, illustration</p>	<p>See Rubric</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> Storytown (Theme 1)– Line Drive, Thomas Edison, Rope Burn Pumpkin Festival <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> Adjectives Mastering the Mechanics P106 Read Aloud/Novel Suggestions: <i>There's a Boy in the Girls' Bathroom, The Landry News, War with Grandpa</i> BrainPop: Point of View Read, Write, Think: Story Map

<p>The writing process is highlighted as students learn how to cycle through generating ideas/collecting, choosing a seed idea, drafting, revising, editing, publishing, celebrating.</p> <ul style="list-style-type: none"> • Characters • Temporal words • Adding details • Expanding ideas <p>APPROXIMATE TIMEFRAME: Beginning of year (Theme 1 in Storytown)</p>			
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November 2015

Continue Writing Curriculum from Second Quarter			
Content ▾	Skills ▾	Assessment ▾	Resources ▾
NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.			

December 2015

Second Quarter writing Curriculum			
Content ▾	Skills ▾	Assessment ▾	Resources ▾
NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.			

January 2016

End of Second Quarter/Third Quarter Beginning

Content ▾	Skills ▾	Assessment ▾	Resources ▾
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>Students will write an informational book. They will select a narrowed topic of interest and write to teach others about this topic.</p> <p>Students will learn strategies for researching information related to their topic, while also will learn skills to organize the information and research they gather about their chosen topic.</p> <p>Students will use informative text structure when writing. Fifth graders can begin to organize their informational writing with a descriptive (main idea with details), sequential, or comparison (compare/contrast) text structure.</p> <p>Students will add clarity to their informational text by adding a table of contents, headings, bold words, illustrations and diagrams, and possibly graphs and/or charts.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Native Americans • Early Presidents/Fathers of our country • Causes of wars in America • Explorers • Food Chain • Animal/plant adaptations • Paraphrasing/consolidating information from multiple sources • Citing sources/plagiarism • Main idea/details • Multimedia: Keynote, Prezi, etc. • Staying on topic • Grouping information/organization • Illustrations and captions 	<p>KEY VOCABULARY</p> <p><u>ideas</u>: select an idea (topic), narrow the idea (focus), elaborate the idea (development), choose research that supports the topic (details)</p> <p><u>organization</u>: hook/lead, develop the middle of the paper using clearly linked details, conclusion to satisfy the reader, outline</p> <p><u>voice</u>: appropriate vocabulary for informative text</p> <p><u>word choice</u>: paraphrase</p> <p><u>sentence fluency</u>: transition words/phrases, vary sentence length and structure</p> <p><u>presentation</u>: font size, layout, white -space, bold words, italics, graphics, captions, headings, revising, editing, publishing, works cited (resources)</p> <p>internet safety valid sources</p>	<p>Informative Rubric</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> • "Thomas Edison" • Social Studies • The Ocean Story • Field trips • National Geographic • Nonfiction Craft Lessons: Teaching Information Writing K-8, Informational Text (8 Mini-Lessons), pgs 118-135 • Explorations in Nonfiction Writing: Informational Writing Projects, pgs 1-50 <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> • BrainPop: biography • BrainPop: Citing Sources • BrainPop: online sources • BrainPop: Plagiarism • BrainPop: Choosing a Topic • BrainPop: Get Your Ideas Straight • BrainPop: Outline • BrainPop: Note taking skills • Appropriate Internet activity to teach citation validation: http://zapatopi.net/treeoctopus/ http://www.readwritethink.org/... http://www.readwritethink.org/... • StoryWorks magazine graphic organizers • BrainPop: Parallel Structure • Webby (located a bottom of page)

<ul style="list-style-type: none"> Presenting Note taking <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit Formatting 			
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February 2016

Second Quarter Writing Curriculum			
Content	Skills	Assessment	Resources
NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.			

March 2016

How To Writing			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p><u>organization</u>: hook/lead, supporting details/evidence from text, opinions, facts, conclusion</p> <p><u>voice/word choice/sentence fluency</u>: persuasive language, transition words</p> <p><u>ideas</u>: clear opinion statements</p> <p>-</p> <p><u>presentation</u>: font size, layout, white-space, bold words, italics, graphics, oral fluency, volume, eye-contact</p> <p>hook/lead</p> <p>materials/supply lists</p> <p>steps in sequence</p> <p>conclusion to engage the audience</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> Simple Machines project Sequencing Transitional words Presentation Organization Multimedia Formatting <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit <p>Lesson Topics:</p> <ul style="list-style-type: none"> Simple Machines project Sequencing Transitional words Presentation Organization Multimedia Formatting <p>Conventions and Grammar</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> Simple Machines project Sequencing Transitional words Presentation Organization Multimedia Formatting <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit 	See Rubric.	<p>SUPPORTING TEXT</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> "It Takes Talent" (Lettie Brown and Grundy) Peanut butter and jelly Simple Machines Nonfiction Craft Lessons: Teaching Information Writing K-8, "Using Specifics with How-to Writing, pg 90" Writing Mini-Lessons for Upper Grades, Focused Writing: "How-To" Writing,(9 Mini-Lessons) pgs 108-117 <p>Mentor Text Ideas:</p> <p>Nonfiction Craft Lessons: Teaching Information Writing K-8, "Using Specifics with How-to Writing, Appendix E, pg 119</p> <ul style="list-style-type: none"> BrainPop: Writing in Sequence Language Arts textbook

<ul style="list-style-type: none"> o Address conventions and grammar throughout the unit <p>multimedia/presentation tools (iMovie, video, PicCollage, iPad)</p>			
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April 2016

End of Third quarter/Beginning of Fourth quarter			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference. The focus of this unit is to provide students with practice responding to questions about a piece of text within a given time frame. They will learn how to use their tools of brainstorming, drafting, revising, and editing all within a short period of time. They will also focus on giving details from a given text to support their ideas.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Paraphrasing • Summarizing • Responding • Re-writing question/prompt • Main Idea/details • Showing evidence/proving an opinion • Compare/Contrast <p>Conventions and Grammar</p> <ul style="list-style-type: none"> o Address conventions and grammar throughout the unit 	<ul style="list-style-type: none"> • Evidence • Citing sources • Compare • Contrast • Textual Evidence • Supporting Details • multimedia 	<p>See Rubric.</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> • ACE style of writing • All textbooks • Storyworks Magazine • Venn Diagrams/other graphic organizers • Multimedia resources: 2 sources

May 2016

Fourth Quarter			
Content	Skills	Assessment	Resources
<p>NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference. In this unit students will learn to give an opinion related to a book and support it with reasons and evidence. They can state their opinion about a book and give evidence to support their ideas. The focus will be on analyzing the characters in the story – and giving their opinions and support of whether they thought the character was believable, likeable, interesting, or showed unique traits that make them an important part of the story.</p> <p>Teachers can provide examples of book reviews written by true reviewers, teachers, or other students. Before students write their own individual reviews, the class can participate in a shared writing activity for practice. For example, the class can write a book review together for a book that they have all read</p>	<p>Lesson Topics:</p> <ul style="list-style-type: none"> • Forming an opinion • Validating an opinion • Word Choice • Presentation • Voice • Author Study • Summarizing • Linking words/phrases <p>Conventions and Grammar</p> <ul style="list-style-type: none"> o Address conventions and grammar throughout the unit 	<p>organization: hook/lead, supporting details/evidence from text, opinions, facts, conclusion</p> <p>voice/word choice/ sentence fluency: persuasive language, transition words</p> <p>ideas: clear opinion statements</p> <p>-</p> <p>presentation: font size, layout, white-space, bold words, italics, graphics, oral fluency, volume, eye-contact</p>	<p>Instructional Resources:</p> <ul style="list-style-type: none"> • Storyworks Magazine • Grade appropriate novels <p>Mentor Text Ideas:</p> <ul style="list-style-type: none"> • BrainPop video: Opinion Writing • YouTube video: <i>How to Write in Fifth Grade-Persuasive Essay-Hire Me for a Job</i>, • YouTube video: <i>How to Write in Fifth Grade-How to Write a Hook</i> • BrainPop: Facts and Opinion <p>BrainPop: debate</p>

June 2016

Content	Skills	Assessment	Resources