

# Elementary Writing Curriculum: Units of Study in Writing

## Grade 5

Unit 1: Narrative Craft			
<b>Overview</b>	<p>Writers will be able to independently use their learning to structure a story of an important moment; develop characters, setting, and plot throughout the story. Students will learn to use a blend of description, action, and dialogue in their writing. Students will apply appropriate grade-level language conventions.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers know and draw on many strategies to generate ideas for narrative writing.</li> <li>• Writers are decision makers.</li> <li>• Narrative writers write stories that carry significance.</li> <li>• Writers study mentor texts to learn and apply effective narrative elements in their writing.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Generating Personal Narratives	Students will draw on all they have previously learned about narrative writing to craft several powerful personal narratives. Students will raise the level of their work by writing from a point of view and will include details, true to the story.	Priority Standards across the Unit that will be addressed:  W.5.3a W.5.3b W.5.3d W.5.4 W.5.5
	Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing	Students will choose a narrative story seed idea to take through the writing process. Students will draw on narrative crafting techniques, such as pacing of events and writing to bring out a central idea, to highlight a theme within their narrative.	
	Bend III: Learning from Mentor Texts	Students will begin a new personal narrative with more independence. Using the mentor text <i>Eleven</i> , students will study and emulate the author's craft moves, in addition to applying the narrative writing skills developed in earlier bends.	
<b>Unit Resources</b>	Suggested Mentor Texts: <ul style="list-style-type: none"> <li>• <i>Eleven</i> by Sandra Cisneros</li> </ul>		

<b>Lesson Topics Across the Unit</b>	<p>Lesson 1: Starting with Turning Points</p> <p>Lesson 2: Dreaming the Dream of the Story</p> <p>Lesson 3: Letting Other Authors’ Words Awaken Our Own</p> <p>Lesson 4: Telling the Story from Inside It</p> <p>Lesson 5: Taking Stock and Setting Goals</p> <p>Lesson 6: Flash-Drafting: Putting Our Stories on the Page</p> <p>Lesson 7: What’s this Story Really About: Redrafting to Bring Out Meaning</p> <p>Lesson 8: Bringing Forth the Story Arc</p> <p>Lesson 9: Elaborating on Important Parts</p> <p>Lesson 10: Adding Scenes from the Past and Future</p> <p>Lesson 11: Ending Stories</p> <p>Lesson 12: Putting on the Final Touches</p> <p>Lesson 13: Reading with a Writer’s Eye</p> <p>Lesson 14: Taking Writing to the Workbench</p> <p>Lesson 15: Stretching Out the Tension</p> <p>Lesson 16: Catching the Action or Image that Produced the Emotion</p> <p>Lesson 17: Every Character Plays a Role</p> <p>Lesson 18: Editing: The Power of Commas</p> <p>Lesson 19: Mechanics</p> <p>Lesson 20: Reading Aloud Our Writing</p> <p>Lesson 21: Transferring Learning: Applying Narrative Writing Skills across the Curriculum</p>
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**Unit: Literary Essay**

<b>Overview</b>	<p>Writers will be able to independently use their learning to make a claim about a text, support it with reasons, and provide a variety of evidence for each reason. Students will discuss and unpack the way the evidence supports the claim and apply appropriate grade-level language conventions.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers draw on all they know about essay writing to plan, draft, edit and revise.</li> <li>• Essayists grow ideas and think analytically about a text to develop a claim.</li> <li>• Essayists craft claims that can be supported with evidence across a text.</li> </ul>
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<b>Unit Learning Bends</b>	<p>Bend I: Crafting a Literary Essay Around a Shared Text</p>	<p>Students will write a literary essay in which they develop and support a claim around a character or theme in a shared text. The digital text “Panyee Football Club” will be used throughout this bend.</p>	<p>Priority Standards across the</p>
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	Bend II: Lifting the Level of Interpretive Essay	This bend focuses on lifting the level of students’ interpretive writing skills. Students will self-select narrative texts they want to think more deeply about, and the teacher will introduce students to additional strategies to help them grow ideas.	Unit that will be addressed:  W.5.1a W.5.1b W.5.1c W.5.1d
	Bend III: Writing For Transfer	This bend focuses on helping students transfer all they know about crafting powerful literary essays to write any opinion text they may encounter in the future.	W.5.4 W.5.5 W.5.9a

**Unit Resources** Suggested Mentor Text:  

- “Panyee Football Club” video

**Lesson Topics across the Unit**

Lesson 1: Inquiry into Essay  
Lesson 2: Growing Ideas Means Reading with a Writerly Wide-Awakeness  
Lesson 3: Trying on Various Theses for Size  
Lesson 4: Angling Mini-Stories to Support a Point  
Lesson 5: Flash-Drafting a Literary Essay  
Lesson 6: Writing to Grow Ideas  
Lesson 7: Analyzing How Characters Respond to Trouble  
Lesson 8: Developing Stronger Thesis Statements  
Lesson 9: Choosing and Setting Up Quotes  
Lesson 10: Supporting a Claim with an Analysis of Craft  
Lesson 11: Beginning and Endings  
Lesson 12: Editing Seminar Stations  
Lesson 13: Celebration  
Lesson 14: Transferring What You Know to Any Opinion Text  
Lesson 15: Tackling Any Challenges that Come Your Way  
Lesson 16: Logically Ordering Reasons and Evidence  
Lesson 17: Applying Your Past Learning to Today’s Work  
Lesson 18: Analyzing Writing and Goal-Setting  
Lesson 19: Becoming Essay Ambassadors

**Unit: Journalism**

**Overview**

Writers will be able to explain different aspects of a subject and include a variety of information such as examples, details, dates, and quotes. Writers will be able to write a news article or feature article that contains the 5 W’s (who, what, where, when, and why).

**Enduring Understandings**

- Journalism is a form of writing that blends what writers know about other genres.

	<ul style="list-style-type: none"> <li>Journalists write concise and focused news reports.</li> <li>Journalists cycle through the writing process quickly.</li> <li>Journalists write feature articles to explore an event or issue more in depth.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Reporting on Events: Lifting the Level of Journalism Writing	In this bend, students will write several concise and focused news reports. Students will learn to use the tone and language of journalists, while also writing with structure and clarity. Students will produce many quick articles, as they move from drafting to revising and editing in a short time span.	Priority Standards across the Unit that will be addressed:  W.5.2a W.5.2b W.5.5 W.5.7 W.5.10
	Bend II: Developing a Feature Article: From Seed Idea to Published Piece	This bend allows students to explore connections between news articles and feature articles before researching to write their own feature article. This bend follows the writing process as students create and publish their writing.	
<b>Unit Resources</b>	Teachers will curate a variety of articles to share as mentor texts from sites such as: <ul style="list-style-type: none"> <li>Common Lit</li> <li>Scholastic Kids</li> <li>Newsela</li> </ul>		
<b>Lesson Topics across the Unit</b>	Session 1: Generating Ideas Session 2: Notice Details in Writing Session 3: Drafting: Get to the Point Early on Using the Inverted Pyramid Session 4: Generating Ideas: Overlooked and Underappreciated Stories Session 5: Making Revisions and Setting Goals Session 6: Drafting: Explain What/How/Why Something Happened and What Might Come Next Session 7: Use All You Know to Revise Writing Session 8: Revising: Representing Issues and Events Accurately Session 9: Editing Centers Session 10: Celebrating: Publish a Class Newspaper Session 11: Inquiry: What Is a Feature Article? Session 12: Drafting a Feature Article Session 13: Continue Drafting a Feature Article Session 14: Generating Topics Session 15: Generating Ideas: Consider Audience Session 16: Elaborate Writing by Adding Facts, Details, and Quotes Session 17: Teach Information by Interviewing Others Session 18: Rehearse Before Drafting: Trying Different Ways		

<p>Session 19: Crafting Leads and Endings</p> <p>Session 20: Using Tools to Help Revise</p> <p>Session 21: Using Mentor Texts to Help Revise</p> <p>Session 22: Editing Writing</p> <p>Session 23: Celebration: Publishing a Class Newspaper</p>
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**Unit 4: Research-Based Argument Essay**

<b>Overview</b>	<p>Students will be able to independently use their learning to give reasons that support their opinion. Students will provide a variety of evidence for each reason, discuss and unpack the way that their evidence supports their claim, and use age-appropriate language conventions.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>To develop a strong argument, writers need to suspend judgment and read critically.</li> <li>Argument writers structure their writing to include claims supported by reasons and backed by evidence.</li> <li>Writers learn to craft effective arguments by studying the arguments of others.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: Establishing and Supporting Positions	Students will research both sides of an issue to develop a solid argument. They will read critically to consider the different perspectives behind the arguments and begin to plan and write their own argument essay.	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.5.1a</p> <p>W.5.1b</p> <p>W.5.4</p> <p>W.5.7</p>
	Bend II: Building Powerful Arguments	Students will return to research and consider the various methods for notetaking. Students will learn to evaluate evidence, determining which evidence best supports their claim.	
	Bend III: Writing for Real-Life Purposes and Audiences	Students will draw on all they know about writing to craft an argument essay. They will write another argument essay on a topic of their choosing, following the same procedure to analyze texts, weigh evidence, and consider logical reasoning.	

<b>Unit Resources</b>	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>Article: "Nutrition in Disguise: What the Midwest Dairy Council Says about Chocolate Milk"</li> </ul>
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	<ul style="list-style-type: none"> <li>Article: “Chocolate Milk: More Harmful than Healthful”</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Investigating to Understand an Argument</p> <p>Lesson 2: Flash-Drafting Arguments</p> <p>Lesson 3: Using Evidence to Build Arguments</p> <p>Lesson 4: Using Quotations to Bolster an Argument</p> <p>Lesson 5: Redrafting to Add More Evidence</p> <p>Lesson 6: Balancing Evidence with Analysis</p> <p>Lesson 7: Signed, Sealed, Delivered</p> <p>Lesson 8: Taking Arguments Up a Notch</p> <p>Lesson 9: Bringing a Critical Perspective to Writing</p> <p>Lesson 10: Rehearsing the Whole, Refining a Part</p> <p>Lesson 11: Rebuttals, Responses, and Counterclaims</p> <p>Lesson 12: Evaluating Evidence</p> <p>Lesson 13: Appealing to the Audience</p> <p>Lesson 14: Panel Presentations, Reflection, and Goal Setting</p> <p>Lesson 15: Argument across the Curriculum</p> <p>Lesson 16: Taking Opportunities to Stand and Be Counted</p> <p>Lesson 17: Everyday Research</p> <p>Lesson 18: Taking Stock and Setting Writing Tasks</p> <p>Lesson 19: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful</p> <p>Lesson 20: Evaluating the Validity of Your Argument</p> <p>Lesson 21: Paragraphing Choices</p> <p>Lesson 22: Taking Positions, Developing Stances</p>		
<b>Unit: Fantasy Writing</b>			
<b>Overview</b>	<p>Writers will be able to independently use their learning to structure a fantasy story so that it reads like a story with fantastical elements; develop characters, setting, and plot throughout the story, use a blend of description, action, and dialogue; and apply appropriate grade-level language conventions.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Writers write short stories to develop imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</li> <li>Writers produce short stories that are appropriate to task, purpose, and audience, and reflect coherent development and organization.</li> <li>Writers begin with a story arc, and develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Collect Ideas for Fantasy Fiction and	Students will be writing with high volume as they fill their notebooks with ideas for fantasy writing. They will spend multiple	

	Develop a Story with Depth, Significance, and Believability	days generating ideas, writing blurbs, and developing different characters and problems for each, before deciding on their seed idea.	Priority Standards across the Unit that will be addressed:  W.5.3a W.5.3b W.5.4
	Bend II: Draft and Revise: Craft a Compelling Fantasy Fiction Story	Students will fast-draft, revise, and edit their fantasy stories. Students will also have the opportunity to do some self-reflection and goal-setting.	
	Bend III: Develop, Draft, and Revise a Second Fantasy Short Story	Students will move through the writing process with more independence. Students should study mentor texts and emulate what they notice as they draft and revise their second story.	
	Bend IV: Edit and Publish- Prepare the Fantasy Story for Readers	Students will choose one of the two stories they've drafted to prepare for publication. Revision work should focus on developing the theme of the story.	
<b>Unit Resources</b>	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>• Paperbag Princess</li> <li>• Mufaro's Beautiful Daughters</li> <li>• Merlin and the Dragons</li> <li>• Stranger in the Mirror</li> <li>• Raising Dragons</li> <li>• The Rainbabies</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Session 1: Dreaming up Ideas for Fantasy Stories  Session 2: Generating Ideas and Writing Blurbs for Possible Stories  Session 3: Developing Different Characters and Problems for Each before Deciding on a Seed Idea  Session 4: Developing Story Ideas by Considering Setting, Thinking First of the World They Want to Write about and Then Thinking about Problems That Could Come up in That Fantasy World  Session 5: Planning the Theme for a Fantasy Story  Session 6: Select a Seed Idea and Develop Writing by Planning Out Setting, Characters and Plot  Session 7: Drafting a Fantasy Story: Keep in Mind Story Arc  Session 8: Drafting: Focus on Strong Scene Development  Session 9: Revision: Making Elements of Stories More Believable by Including Specific Descriptions about Key Characters, Settings, and Objects</p>		

	<p>Session 10: Developing Meaning in Stories by Balancing the Use of Details Related to Dialogue, Action, and Setting</p> <p>Session 11: Elaboration in Writing to Bring Deeper Meaning for the Reader</p> <p>Session 12: Editing: Key Moves with Punctuation</p> <p>Session 13: Editing Centers: Writers Reflect and Set Goals</p> <p>Session 14: Generating Story Blurbs</p> <p>Session 15: Analyzing Mentor Texts to Notice Sentence Length, Sentence Variation, Use of Dialogue, Word Choice, and Punctuation</p> <p>Session 16: How to Advance the Theme of the Story</p> <p>Session 17: Revising: Looking at “Expert” Vocabulary</p> <p>Session 18: Final Publication and Celebration</p>
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**Unit 2: Lens of History**

<b>Overview</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>independently use their learning to incorporate different kinds of information to teach about a subject, including short essays, stories, or how-to sections</li> <li>explain different aspects of a subject, including a variety of information such as examples, details, dates, and quotes</li> <li>use trusted sources and give credit when appropriate, researching any details that would add to the writing</li> <li>work to make the information understandable to readers by referring to earlier parts of the text and summarize background information</li> <li>apply grade-level appropriate language conventions.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Writers make effective choices about the structure of their writing.</li> <li>Writers use their knowledge of specific types of writing when preparing to write.</li> <li>Informational writers begin with a quick draft and then revise using various lenses.</li> <li>Informational writers immerse themselves in nonfiction text.</li> </ul>		
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<b>Unit Learning Bends</b>	Bend I: Writing Flash-Drafts	Students will write quick drafts of research reports, while focusing on making choices of how to structure their work and organize information into subsections. Students will then revise their work using various lenses, such as looking for patterns, considering geography and timelines, and hypothesizing, to revise their initial thinking as they move towards a revised report.	Priority Standards across the Unit that will be addressed:
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	Bend II: Writing Focused Research Reports that Teach and Engage Readers	Students will turn their attention to writing a more focused research report. As students return to research, they will read more closely and purposefully. Students will consider craft, structure and perspective when studying mentor texts, as well as when drafting their work. Teachers may choose to have students align this research with the subtopics addressed during reading.	W.5.2a W.5.2b W.5.2d W.5.7 W.5.8
<b>Unit Resources</b>	Teachers will utilize a variety mentor texts and articles regarding events during the Civil Rights movement.		
<b>Lesson Topics across the Unit</b>	Lesson 1: Organizing for the Journey Ahead Lesson 2: Writing Flash-Drafts Lesson 3: Notetaking and Idea-Making for Revision Lesson 4: Writers of History Pay Attention to Geography Lesson 5: Writing to Think Lesson 6: Writers of History Draw on an Awareness of Timelines Lesson 7: Assembling and Thinking about Information Lesson 8: Redrafting Our Research Reports Lesson 9: Celebrating and Reaching Toward New Goals Lesson 10: Drawing Inspiration from Mentor Texts Lesson 11: Primary Source Documents Lesson 12: Organizing Information for Drafting Lesson 13: Finding a Structure to Let Writing Grow Into Lesson 14: Finding Multiple Points of View Lesson 15: Creating Cohesion Lesson 16: Using Text Features to Write Well Lesson 17: Crafting Introductions and Conclusions Lesson 18: Mentor Texts Help Writers Revise Lesson 19: Adding Information inside Sentences		