

Link Community Charter School
Grade 5 ELA: Writers Workshop Scope and Sequence

Time line	Unit Description/ Topic	Standards: CCCSS	Essential Questions	Content: What will students know?	Skills: What will students be able to do?	Resources
Q1	Generating Personal Narratives	W.5.1, W.W.5.3., W.5.4., W.5.5, W.5.8, W.5.10	How do does reading inspire writing? How does writing inspire reading?	Students will know how to define, identify, and write a memoir. Students will know how theme permeates through writing.	SWBAT identify and use "turning-points" in a story to write personal narratives SWBAT use a checklist to assess writing	Lucy Calkins, Grade 5 Unit 1 - Narrative Craft
Q1	Moving through the Writing Process: Rehearsing, Drafting, Revising, and Editing	W.5.3, W.5.5, W.5.10	Why is editing and revising essential to the writing process? How do writers spotlight and elaborate on the important sections of a text? What are the components of a typical story arc?	Students will know how to identify story resolutions. Students will know how to properly read and complete an editing checklist. Students will know story arc components.	SWBAT plan and demonstrate proper structure in their writing SWBAT write a whole revision after editing an initial draft SWBAT identify story structures SWBAT use writing techniques to place emphasize on intended parts of a story SWBAT end stories by resolving the conflict of the story	Lucy Calkins, Grade 5 Unit 1 - Narrative Craft

Q1	Learning From Mentor Texts	W.5.2., W.5.3, W.5.4, W.5.5, W.5.1, W.5.6, W.5.7, W.5.9	<p>What is a mentor text?</p> <p>How are mentor texts helpful in brainstorming and drafting?</p> <p>What is suspense?</p> <p>How and why do writers create suspense in a story?</p>	<p>Student will know punctuation marks.</p> <p>Students will know why elaboration in a story is important.</p> <p>Students will know how to develop a character effectively in a story.</p> <p>Students will know how to apply narrative writing skills to other types of writing.</p>	<p>SWBAT emulate the techniques of writers they admire.</p> <p>SWBAT expand on each component of a story in their writing</p> <p>SWBAT write about characters in their story that influence and support the story's message</p> <p>SWBAT use punctuation to support emphasizing important parts of a story</p>	Lucy Calkins, Grade 5 Unit 1 - Narrative Craft
Q2	Writing Flash-Drafts about Westward Expansion	W.5.2., W.5.3., W.5.4., W.5.4., W.5.5., W.5.5., W.5.6., W.5.7., W.5.8., W.5.9.	<p>How are historians and historical writers like hungers and gatherers?</p> <p>Why is the writing process an actual "process"?</p>	Student learning will cover the history, causes, effects, and key figures and events of Western Expansion.	<p>SWBAT organize information to help draft essays</p> <p>SWBAT to use both their reading and writing skills to elaborate on their ideas</p> <p>SWBAT identify how history and perspective shape writers' opinions</p> <p>SWBAT utilize prior ideas to inspire new writing ideas and topic</p> <p>SWBAT evaluate and utilize a wide range of research to form an argument</p>	The Lens of History by Lucy Calkins and Emily Butler Smth

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Q2	Writing Focused Research Reports that Teach and Engage Readers	W.5.2., W.5.3., W.5.4., W.5.4., W.5.5., W.5.5., W.5.6., W.5.7., W.5.8., W.5.9.	How are writers and teachers alike? How is writing similar to teaching?	Student learning will cover utilizing primary source texts, identifying points of view, practicing developing original ideas from texts.	SWBAT use figurative language, hooks, and making various connections to draw in readers' interest in a topic. SWBAT analyze and incorporate primary sources into their writing. SWBAT categorize information and research by type and degree of relevance and importance SWBAT identify if a portion of research is either objective or subjective by studying points of view SWBAT form patterns in their writing for consistency and accessibility readers SWBAT relevant text features to structure informational essays SWBAT craft effective introductions and conclusions for informational essays SWBAT practice effective punctuation techniques to maximize using evidence SWBAT practice show and practice how writing is a form of	The Lens of History by Lucy Calkins and Emily Butler Smth
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Q3	Generating Ideas about Our Lives and Finding Depth in the Moments We Choose	W.5.1, W.W.5.3., W.4.4., W.5.5, W.5.7, W.5.10	How does theme influence writing? What is a memoir? Why is being able to write one's own memoir an important feat?	Students will know how to define, identify, and write a memoir. Students will know how theme permeates through writing.	SWBAT write, read, and analyze memoirs SWBAT analyze themes in a text SWBAT use texts to inspire writing	
Q3	Structuring, Drafting, and Revising a Memoir	W.5.2., W.5.3, W.5.4, W.5.5, W.5.10	Why is text structure important? How can the structure of a text influence the effectiveness of a text?	Students will know the appropriate text structure for a memoir. Students will know the use and purpose of a memoir. Students will know how to edit a text to maximize effectiveness.	SWBAT plan and demonstrate proper structure in their writing SWBAT self-assess and self-edit their writing	

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Q3	Second Memoir	W.5.2., W.5.3, W.5.4, W.5.5, W.5.1, W.5.6, W.5.10	<p>Why is knowing how to flash draft a memoir a key skill?</p> <p>What does writing a memoir challenge writers to do and know?</p> <p>How does reflecting on one's self and past experience develop writing, specifically memoirs?</p>	<p>Students will know flash-drafting.</p> <p>Students will know know metaphor and figurative language.</p> <p>Students will know how to pinpoint and analyze metaphor and figurative language.</p>	<p>SWBAT analyze their previous writing to find inspiration for new writing topics</p> <p>SWBAT draft a memoir in single period</p> <p>SWBAT discern which text structures are most fitting for which writing topics</p> <p>SWBAT expound on smaller ideas in their writing and transform them into big ideas</p> <p>SWBAT edit in order to emphasize their intended message</p>	
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Q 4	Research Based Argument Essays (Expository)	W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.10, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.4a	<p>How do I read as a researcher and an essayist?</p> <p>How do I develop clear and independent opinions?</p> <p>How do I craft my opinions into evidence based arguments?</p> <p>How will my opinions and research be structured as an argument-based essay?</p>	<p>Writers can research a topic to craft opinions</p> <p>Writers can retrieve information and evidence to support an argument</p> <p>Writers will construct writing with focus</p> <p>Writers will draft an argument-based essay to defend a claim and discredit a counterclaim</p>	<p>Make/Create notes by...</p> <ul style="list-style-type: none"> o Sketch notes o Lists o Timelines o Boxes-and-Bullets o Webs o Idea clusters o Post-it charts o Tables o Venn diagrams <p>Craft a thesis that supports their claim and discredits the opposing counterclaim</p> <ul style="list-style-type: none"> o Ex. "Although some people believe, It may actually be argued that....." <p>Craft a list of reasons to support their claim and discredit a counterclaim</p> <ul style="list-style-type: none"> o Ex. "Despite ____, I want to argue that ____." <p>Craft their arguments as paragraphs in a well-organized essay</p> <p>Discredit counterclaims by using transitions</p>	<p>Units of Study</p> <p>Read-aloud/Mentor Texts</p> <p>Classroom Library</p> <p>Leveled Independent Reading Books</p> <p>Suggested Texts and Booklists</p> <p>Available on the TCRWP website:</p> <p>http://readingandwritingproject.com/resources/classroom-libraries.html</p>
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Q2	Realistic Fiction/Social Action Fiction	CCSS Standards Addressed: W.6.3, W.6.4, W.6.5, W.6.6, W.6.10 SL6.1, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I choose an idea for a fiction piece? How to I write a story that is powerful? Where do I find ideas to help refine my ideas or craft when writing a fiction story?	Writers know that lessons can be conveyed through realistic fiction and when generating ideas we draw from issues we have experienced in our own lives and stories we would like to be told. Writers realize that there are many ways a story can unfold and they explore different ways to find the one that is most powerful. Writers know that when writing realistic fiction it helps to turn to mentor text and peers for support.	Generate several ideas for writing in notebooks. Create blurbs, story boards, story booklets, or use other strategies when rehearsing a story. Compose several ways a story can go. Compose a draft of fiction piece. Compose several leads and endings prior to settling on a choice. Use various strategies for editing. Participate in partner discussions and receive and offer constructive feedback. Publish final draft of a fiction piece. Respectfully and responsibly celebrate one another's writing.	Unit 2 in Units of Study Common Core State Standards Student Writing Samples http://www.corestandards.org/assets/Appendix_C.pdf Student Writing Samples http://readingandwritingproject.com/resources/student-writing/fourth-grade.html Student Writing Samples from Previous Years and Unit
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Q3	Information Writing: Nonfiction Books	W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10 SL6.1, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I generate ideas and try out topics to write an informational piece about? What craft structures can I use to better teach the reader about my topic? How do I make sure that I give credit to authors for the information I gather from their books?	Writers use their writing to teach others facts and express their ideas on the topic. Writers use more than words to teach others about a topic. Writers make sure they organize their writing and make it as clear as possible for the reader. Writers gather information about a topic and cite the sources of the information.	Generate several ideas for writing in notebooks. Create back-of-the-book blurbs to try out topics. Teach others about their topic to prepare for drafting. Compose a draft of an informational piece. Choose text features that are appropriate for their piece. Revise drafts for clarity. Cite resources appropriately. Use various strategies for editing. Participate in partner discussions and receive and offer constructive feedback. Publish final draft of an informational piece. Respectfully and responsibly celebrate one another's writing.	Unit 3 in Units of Study Common Core State Standards Student Writing Samples http://www.orestandards.org/assets/Appendix_C.pdf Student Writing Samples http://readingandwritingproject.com/resources/student-writing/fourth-grade.html Student Writing Samples from Previous Years and Unit
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Q4	The Personal and Persuasive Essay	W.6.1, W.6.4, W.6.5, W.6.8, W.6.10 SL6.1, SL6.3, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I choose a topic for a personal essay? What is the best way to structure a personal essay to support my claim? How do I develop a persuasive essay that makes a good a good argument for my belief?	Writers of personal essays gather topics that are of importance to them and chose one to express as a thesis. Writers of personal essays gather material and information and develop a plan prior to drafting an essay. Writers of persuasive essays write to persuade others to believe something they believe to be true and to be of importance being mindful of the reasons others may disagree with them.	<p>Generate several ideas for personal essay writing by rereading previous writing.</p> <p>Jot big ideas about a topic in their writer’s notebooks</p> <p>Use thought prompts to help them elaborate on ideas.</p> <p>Use partner discussions to support their writing.</p> <p>Organize their ideas and materials gathered for their essay (ex. Through folder system).</p> <p>Evaluate and revise materials for their essay.</p> <p>Compose a draft of a personal essay.</p> <p>Use self-questioning to generate ideas for persuasive essays in their writer’s notebooks.</p> <p>Produce several persuasive essay drafts.</p> <p>Engage in a partner discussion in which they take a stance or a counter stance to prepare for writing and support their partners writing.</p> <p>Revise drafts for clarity.</p>	Unit 4 Units of Study Common Core State Standards Student Writing Samples http://www.corestandards.org/assets/Appendix_C.pdf
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