

# 5th Grade ELA Writing

## Link Community Charter School

UNITS (4/4 SELECTED)

- Unit 1: Personal Narratives
- Unit 2: Informational Essays
- Unit 3: Literary Essays
- Unit 4: Research Based-Argument Essays

SUGGESTED DURATION

*35 lessons*

*35 lessons*

*35 lessons*

*30 lessons*

# Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

## STANDARDS ADDRESSED

<b>New Jersey (NJSLA) - Grade 5 - English Language Arts ELA (2020)</b>
NJLSA.W3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.5.3.a
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e
Provide a conclusion that follows from the narrated experiences or events.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.10

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Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a

Read grade-level text with purpose and understanding.

RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

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RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1.d
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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## DESIRED RESULTS

Students will learn that as they write narratives or stories that they need to draw on all they know to craft these stories. What does it mean to write a great story? What is a great story? Students crystallize their images of strong narratives, self-assess using student-facing rubrics, and set goals that accelerate their achievement. In fifth grade, students will elaborate more. They will learn that narrative writers use detail and description, grounding their writing in a wealth of specificity, and reread to check for elaboration. Writers will learn to use a variety of narrative techniques to develop their stories and characters, while managing the story and the pacing of events. Students will learn to bring their interpretation skills to bear on their emerging drafts, rereading and making sure that they are highlighting the central ideas that they want readers to draw from their texts.

### Transfer

Students will be able to independently use their learning to...

- draw on all they know to write effective stories
- write stories of personal significance
- self-assess using student-facing checklists adapted from teacher rubrics.
- set personal goals that accelerate their achievement.

### Meaning

#### Big Ideas & Understandings

Students will understand that...  
Writers use a variety of strategies to generate ideas for personal narratives.

- Redrafting helps bring forth more meaningful writing.
- Using a story arc helps a writer create a focused personal narrative.
- Elaborating on the most important parts of the story creates a more meaningful experience for the reader.

#### Essential Questions

Students will keep considering...

- How do writers gather ideas for writing?
- What events should be stretched out and which should be summarized to bring forth the meaning of the story?
- How do I bring the reader into the world of the story?
- How do I use mentor texts to guide my writing?
- How can I identify and correct errors in my writing?

Why should I use correct

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Meaning	
<ul style="list-style-type: none"><li>• Using flashback, flash-forward, and figurative language brings forth meaning.</li><li>• Creating powerful leads and endings makes writing engaging and meaningful.</li><li>• Writers read with a writer's eye.</li></ul>	<p>conventions?</p> <ul style="list-style-type: none"><li>• What is my story really about? What is the lesson/message/theme?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Narrative Writing Process</li><li>• How to generate ideas</li><li>• How to edit their work with a checklist</li><li>• How to show details more than tell</li></ul>	<p>Students will...</p> <ul style="list-style-type: none"><li>• Use detail and description to write stories of personal significance</li><li>• Carry with them, and draw on, a repertoire of strategies to write effective stories.</li><li>• Make informed and purposeful decisions as writers.</li><li>• Dramatize and stretch out a story, instead of summarizing it.</li><li>• Craft and revise stories to communicate meaning.</li><li>• Tell a story in a different way depending on the theme.</li><li>• Revise stories to communicate meaning and highlight theme(s).</li><li>• Analyze mentor texts and emulate the craft moves of a published author.</li><li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>• Use a comma to separate an introductory element from the rest of the sentence.</li></ul>

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Acquisition	
	<ul style="list-style-type: none"><li>• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li></ul>

## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Narrative Writing Checklist</a> <a href="#">Editing Checklist</a>	Performance Task(s):  3 Portfolio Pieces  1 On-demand writing piece
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/writing long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

# Unit 1: Personal Narratives

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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### **Bend I: Generating Personal Narratives**

##### Session 1: Starting with Turning Points

- Teaching Point: (after activating prior knowledge by reviewing 4th grade strategies) Today I want to teach you another strategy -- one that helps people write powerful stories. It usually works to jot moments that have been turning points in your life. These might be first times or last times, or they might be times when you realized something important. Then you take one of those moments and write the whole story, fast and furious.

##### Session 2: Dreaming the Dream of the Story

- Teaching Point: Today, I want to remind you that writers of stories -- and this is writers of true stories as well as fictional ones -- climb inside the story, walking in the shoes of the character, experiencing the story as it unfolds and putting that onto the page so readers can experience it too. (Demonstrate: working with an entry you chose when thinking of stories that take place in an important place in your life. Ask, "How did it start?" and then let the story unroll from there.)

##### Session 3: Letting Other Authors' Words Awaken Our Own

- Teaching Point: Today I want to teach you that writers read great stories in order to write great stories. An author's stories and ideas will often spark the reader's stories and ideas. (Model reading a text and how the read aloud spurred you to generate a corresponding entry.)

##### Session 4: Telling the Story from Inside It

- Teaching Point: Today I want to teach you that when you write personal narratives, it is important to put yourself inside the skin of the main character (the character is the writer, of course, just you in a different time and place), and then tell the story through that person's eyes, exactly the way he or she experienced it.

##### Session 5: Taking Stock and Setting Goals

- Teaching Point: Today I want to remind you that it helps to pause sometimes and to look back on your progress as writers, asking, "Am I getting better?" and also asking, "What should I work on next? What will help me keep getting better in big and important ways?" (Use Narrative Writing Checklist- focus on elaboration and craft. Use "Goosebumps") ○ Find one goal on the checklist.

#### **Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing**

##### Session 6: Flash-Drafting: Putting Our Stories on the Page

- Teaching Point: What I want to remind you of is: that writers fill themselves up with the true things that happened, recall how they've decided to start the story (the where and the how), and then, keeping their minds fixed on the mental movie of what happened, let their pens fly down the page. Writers write fast and furious, pages and pages, finishing (or almost finishing) a whole draft in a day.

##### Session 7: What's this Story Really About?: Redrafting to Bring Out Meaning

- Teaching Point: Today I want to teach you that when professional writers revise, they don't just insert one or two new words into their drafts. After drafting, the pros pause and think, "How else could I have written that whole story?" Then they rewrite -- often from top to bottom. Usually as writers rewrite, they are working with the question, "What's this story really about?" (Show children how you plan for this new draft by thinking and talking across the pages of a planning booklet.)

##### Session 8: Bringing Forth the Story Arc

- Teaching Point: Today I want to remind you that when you write personal narratives, you are writing . . . stories.



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And you already know that stories have a “way they usually go.” One of the most powerful ways to improve your personal narrative, then, is to look at it as a story, and to think about whether you have brought everything you know about how stories usually go to bear on your draft. (Diagram the essential elements in a story (story arc) using “Peter’s Chair” by Ezra Jack Keats.)

Session 9: Elaborating on Important Parts

- Teaching Point: Today I want to teach you that writers vary the pace of a story for a reason. Writers elaborate on particular parts of a story to make readers slow down and pay attention to those specific scenes.

Session 10: Adding Scenes from the Past and Future

- Teaching Point: Today I want to teach you that authors sometimes make characters in personal narratives travel through time and place. They often do this to highlight the meaning they most want to show, and do it by imagining future events or remembering past events that connect to what their story is really about. (Active Engagement: Channel students to study a piece of writing, noticing when the author jumps forward or backward in time, using “The House on Mango Street” by Sandra Cisneros.)

Session 11: Ending Stories

- Teaching Point: Today I want to teach you that like E.B. White, you can write an ending that leaves your reader with something big at the end. Writers think back to what they most wanted or struggled for in their stories and ask, “What is it I want to say to my readers about this struggle -- this journey?” Then they write an ending that shows this.

Session 12: Putting On the Final Touches

- Teaching Point: Today I want to remind you that writers draw on tools. Writers draw on all these resources to finish their writing. Writers use checklists, just as many professionals do, to remind themselves of all that they know how to do. (Provide access to teaching charts, “Narrative Writing Checklist”, “Questions to Ask Yourself as You Edit Checklist,” and mentor texts.)

## Bend III: Learning from Mentor Texts

Session 13: Reading with a Writer’s Eye

- Teaching Point: Today I want to teach you that writers look at other people’s writing differently. Like all readers, they let the writing affect them but then they also look behind the meaning to note, “What is the clever trick this writer has done to affect the reader this way?” Must try this. (Mentor text: “Eleven” by Sandra Cisneros)

Session 14: Taking Writing to the Workbench

- Teaching Point: Today I want to teach you that in order to learn from a mentor text, you can’t just read the text and hope it rubs off on you. You have to work at it. And to do that, it helps to use your writer’s notebook not just as a place to gather entries, but as a workbench where you work on making your writing do specific things.

Session 15: Stretching Out the Tension

- Teaching Point: Writers, today I want to teach you that when writers set out to draft, they think about structure and they make an effort to structure their story, not “how it happened in real life,” but as a compelling story. It’s often helpful to call to mind how writers we admire slow down the problem in their writing, telling it bit by bit to make it a more compelling story.

Session 16: Catching the Action or Image that Produced the Emotion

- Teaching Point: Today I want to teach you that when writing a story, you aim to put the exact thing that you -- or the character -- did or saw before you thought something, felt something. As you write, you try to recall how it went. You ask, “What was the exact sequence of actions?” Then you put that sequence onto the page so the reader can go through those actions too, and have those reactions.

Session 17: Every Character Plays a Role

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- Teaching Point: So today I want to teach you that authors ensure that every character, main and secondary, plays a role in forwarding the larger meaning of a story.

Session 18: Editing: The Power of Commas

- Teaching Point: Whenever you want to learn a punctuation mark's secret, when you are ready to add its power to your writing, what you have to do is study that mark. You have to scrutinize it, examine it, study it with both your eyes and your whole mind to figure out what it does. Today what I want to teach you is this: you can figure out any punctuation mark's secrets by studying it in great writing. (Complete the chart shown on page 170 of Unit of Study, 5th Grade Book 1: Narrative Craft by Lucy Calkins.)

Session 19: Mechanics

- Teaching Point: For the teacher: This is a lesson in which you correct any writing conventions errors you wish to address. Structure your lesson as follows:

Session 20: Celebration

- Teaching Point: We have worked so hard to write our pieces not just for ourselves, but for an audience! Today we invite families and staff members to join our Publishing Party and to leave specific compliments on our work as feedback.

## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

<b>New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)</b>
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a
Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c
Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e
Provide a conclusion related to the information of explanation presented.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7

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Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### W.5.9.b

Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

### W.5.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### RF.5.4.a

Read grade-level text with purpose and understanding.

### RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

### RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

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RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4

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Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

### SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### L.5.2.d

Use underlining, quotation marks, or italics to indicate titles of works.

### L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

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pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Unit 2: Informational Essays

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## DESIRED RESULTS

### Established Goals

Students will learn that informational writing is designed to “examine a topic and convey information and ideas clearly.” Its overall purpose is to teach important information. Students will learn that these texts are generally marked by a thesis or opinion and evidence that is parceled into paragraphs with several supporting text features.

Students will learn that their purpose as informational writers is to help readers become informed on a topic that feels very important to the reader. It is the kind of writing that kids will encounter in much of their nonfiction reading. Students learn that writing with focus is as important in information writing as it is in narrative writing.

### Transfer

Students will be able to independently use their learning to conduct research on a topic and create texts that provide information about a subject marked with headings and subheadings.

### Meaning

#### Big Ideas & Understandings

- Students will understand that...
- Writers write to provide the reader with information about a particular subject or topic.
  - Writers develop supporting information by establishing structure, development, and language.
  - Writers study mentors to help revise their writing.

#### Essential Questions

- Students will keep considering...
- How can I raise the level of my information writing, in particular my research report writing?
  - How can I flash draft a report (even before I am ready to write a good one) and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing?
  - How can I work on writing a research report that is well-written—that draws readers in, that is packed with specific information, that is structured in a cohesive way?



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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>To independently produce writing through the writing process.</li> <li>To self assess their writing</li> <li>To pay attention to author's craft including digital mentor texts and replicate strategies used in a mentor text.</li> <li>To determine importance and angle stories to convey the theme.</li> <li>To experiment with different leads and endings to engage our audience.</li> <li>To use text features to strengthen writing</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>Write to provide the reader with information about a particular subject or topic.</li> <li>Develop supporting information by establishing structure, development, and language</li> <li>Study mentor texts to help revise their writing.</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</li> </ul>

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><a href="#">Information Writing Checklist</a></p> <p><a href="#">Information Writing Student Rubric</a></p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"> <li>2 Portfolio Writing Pieces</li> <li>2 On-Demand Research Based Informational Essays (Mid-term &amp; Final)</li> </ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>Writing about reading/Writing Long</li> <li>Writers' notebooks</li> <li>Teacher-created performance assessment</li> <li>Student reflections</li> <li>Conferences and small groups</li> <li>Quick Writes</li> </ul>

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### **Bend I: Writing Flash-Drafts about Westward Expansion**

##### **Session 1: Organizing for the Journey Ahead**

Today, I want to teach you that researchers organize what they are bringing with them to their writing. When things are organized, it is easier to carry and use those things - that is true for information, too.

##### **Session 2: Writing Flash-Drafts**

Today, I want to remind you that before a writer writes, the writer often gets full of the kind of writing he or she aims to make. Poets warm themselves up by reading poetry. Speech writers listen to the Gettysburg Address or other great speeches. And information writers, too, profit from filling themselves up with all they they know about how their kind of writing will go.

##### **Session 3: Note-Taking and Idea-Making for Revision**

Today, I want to teach you that researchers shift between reading to collect and record information and writing to grow ideas. As note-takers, then, researchers record and also reflect. When reflecting, researchers think, and talk and jot about patterns, surprises, points of comparison or contrast, and they entertain questions.

##### **Session 4: Writers of History Pay Attention to Geography**

Today, I want to teach you that when you write and revise as a historian, it is important to keep in mind not only qualities of good writing but also qualities of good history. For example, historian think it is important to include details about the places where things occurred - about the geography of that place - because geography will always have an impact on what occurs. And here's the cool thing: a history writer can think about the places in which a bit of history occurred simply by keeping a map close by as he or she reads, takes notes, and writes.

##### **Session 5: Writing to Think**

Today, I want to teach you that when you researching something, you need to not just move facts from someone else's book to your page. You also need to think, to come up with your own ideas. And one of the best ways to do this is to ask questions and then to find your own answers to those questions, even if your answers are tentative. "Maybe it's because . . ." "I think it is because . . ." "I wonder if perhaps . . ."

##### **Session 6: Writers of History Draw on an Awareness of Timeliness**

Today, I want to remind you that when you write and revise as an historian, it is important to keep in mind not only qualities of good writing, but qualities of good history. For example, historians write about relationships between events because the past will always have an impact on what unfolds in the future. This is called a cause-and-effect relationship. And here's another cool thing: a history writer can highlight relationships simply by having a timeline close by as he or she writes.

##### **Session 7: Assembling and Thinking about Information**

Today, I want to teach you that when researchers prepare to draft, they take stock of all the information they have and conduct quick research to tie up any loose ends.

##### **Session 8: Redrafting Our Research Reports**

Today, I want to teach you that informational writers take a moment to look back over their research

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and conjure an image of what they hope to create, sometimes by quickly sketching a new outline, and then writing fast and furious to draft fresh versions of their reports.

### Session 9: Celebrating and Reaching Toward New Goals

Celebration options:

- Invite parents and/or a buddy class to see the work done so far and a “Westward Expansion” exhibit.
- Create a class “textbook”
- Share the reports electronically on the school website.
- Have partners share work with each other.
- Letting children lead mini-seminars on Westward Expansion

## Bend II: Writing Focused Research Reports that Teach and Engage Readers

### Session 10: Drawing Inspiration from Mentor Texts

Today I want to teach you that to write research that is compelling to readers, your study of your topic needs to be driven not just by a desire to collect facts but also by an urgent need to find the raw material that you can fashion into something that makes readers say, “Whoa!”

### Session 11: Primary Source Documents

Today I want to teach you that the chance to read - to study - primary source documents is precious, so take every opportunity. When a source survives across the ages, allowing you to go back and hear the original message, you’re being given valuable information. But it takes a special kind of close reading for you to make sense out of a primary source document.

### Session 12: Organizing Information for Drafting

Today, I want to teach you that although there are lots of ways writers organize their thinking or their information before they write, one thing all writers have in common is that they do organize it before they draft! Each of you will have to figure out which ways to organize works for you and your writing.

### Session 13: Finding a Structure to Let Writing Grow Into

Today, I want to teach you that writers need to check to see if they have the containers - the structures and formats - that will let their information and ideas grow. As always, to see possibilities for ways you can structure your writing, you can turn to published authors.

### Session 14: Finding Multiple Points of View

That is what I want to teach today - that every single story or fact has multiple points of view from which it can be seen, and writers need to always ask themselves “What are some other ways to see this story?” Often this means keeping an ear, an eye, out for the voices of people whose points of view are not often heard.

### Session 15: Creating Cohesion

Today, I want to teach you that writers set up their writing almost the way we might set a table - matching up certain elements, patterning everything, and making the whole affair look welcoming and thoughtful. Writers do that by making

## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

matches and patterns in words, in structures, and in meanings.

### Session 16: Using Text Features to Write Well

So today, I am not in charge of teaching you something. I am going to learn right alongside you, from mentor texts. We are going to investigate these mentor texts, searching for the text features. As we notice and read them, we will ask ourselves, “How do these text features teach the reader?” Then, of course, we’ll figure out how text features might help our own information writing.

### Session 17: Crafting Introductions and Conclusions

Today, I want to teach you that research writers introduce their writing by explaining its structure. Researchers also try to lure readers to read their writing.

### Session 18: Mentor Texts Help Writers Revise

Today, I want to teach you not to wait for me to teach you. Instead, I want you to consider the ways that you can teach yourselves, and mentor texts can play a big role in your independence.

### Session 19: Adding Information Inside Sentences

Today, I want to teach you that writers have several ways of using punctuation to help load information into the sentences they have already written.

### Session 20: Celebration

Celebration options

- Children present learning to their families
- Present learning in seminars
- Museum share
- Deliver reports to younger students
- Create a website or blog
- Distribute copies among classroom libraries and the school library.

#### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Differentiation through Choice: In this unit, students can choose from a variety of high-interest nonfiction in addition to the potential study of westward expansion.

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### STANDARDS ADDRESSED

<b>New Jersey (NJSLA) - Grade 5 - English Language Arts ELA (2020)</b>
NJLSA.W1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJLSA.W10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b
Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1.d
Provide a conclusion related to the opinion presented.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### W.5.9.a

Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).

#### W.5.9.b

Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

### W.5.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

### RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Unit 3: Literary Essays

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RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.5.1
Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

and evidence support which point(s).

RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



# Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

## DESIRED RESULTS

### Established Goals

Students will do the work of reading analytically and then writing to develop claims across a variety of texts, both narrative and non-narrative. Students will work on crafting structured literary essays and more confidently tackle any opinion writing scenario they're faced with. Across the unit, students will learn strategies to grow strong interpretations that are grounded in the text, craft strong claims, develop their supports across their essay, and draw upon varied techniques to do so.

### Transfer

Students will be able to independently use their learning to write a standard four to five paragraph essay in which they analyze plot, character traits and/or explore theme.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

Literary essayists analyze texts to collect ideas about the theme of a text, reading with attention, and then writing their thinking in notebooks.

- Writers can develop themes and details of text by revisiting the text and annotating.
- Literary essayists use a variety of evidence, including direct quotes from the text(s), to support their claims and ideas.
- Literary essayists record turning points from the text and decide how this moment fits with the whole book.
- Literary essayists write about how they might live differently after reflecting on the lessons from a story.

#### Essential Questions

Students will keep considering...

- How do people read differently when they intend to write about their reading?
- How do we grow powerful interpretations about texts?
- How do we identify the strongest evidence to support a thesis?
- How do we compare and contrast texts with a similar theme?

# Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

Meaning	
<ul style="list-style-type: none"><li>• Analyzing literary elements helps to convey the meaning of a text.</li><li>• Highly literate people have the ability to make comparisons across texts by comparing and contrasting characters and themes in stories.</li><li>• Different texts can offer views on a subject or theme that are in some ways similar and in some ways different.</li></ul>	

Acquisition	
Knowledge	Skills
<p>Students will know how...</p> <ul style="list-style-type: none"><li>• To read literature closely, examining characters and themes carefully</li><li>• To generate ideas for a literary argument</li><li>• To edit and revise their essay, using a checklist</li><li>• To revise sentences to avoid fragments and run-ons</li></ul>	<ul style="list-style-type: none"><li>• Writers read interpretively</li><li>• Writers reread closely and carefully to identify evidence that best supports a claim</li><li>• Writers support a thesis with a variety of evidence/ direct quotes from the text</li><li>• Writers draft and revise their writing</li><li>• Writers transfer and apply their essay writing to respond to prompts and real-world situations</li></ul>

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">What Makes a Literary Essay?</a>	Performance Task(s): <ul style="list-style-type: none"><li>• 2 Portfolio Writing Pieces</li><li>• 2 On-Demand Literary Analysis Essays (Mid-term &amp; Final)</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

# Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### **Bend I: Crafting a Literary Essay around a Shared Text**

##### Session 1: Inquiry into Essay

- Teaching Point: The question we'll be researching today is, "What makes a literary essay? What, exactly, are the big parts, and how do they fit together?" (Introduce the inquiry to students. Set students up to listen and annotate the text, marking up the essay's characteristics, as you read the text aloud.)

##### Session 2: Growing Ideas Means Reading with a Writerly Wide-Awakeness

- Teaching Point: Today I want to remind you that people read differently when they intend to write about their reading. Writers see more, notice more...and everything becomes grist for the thinking mill. When you read as a writer (or watch videos as a writer), you bring an extra-alertness to your reading, noticing stuff others pass by."

##### Session 3: Trying On Various Theses for Size

- Teaching Point: Today I want to teach you that just as a shopper tries on different clothes before finding the shirt or coat that fits perfectly, so too an essayist tries on different thesis statements before finding the one that fits what the essayist wants to say.

##### Session 4: Angling Mini-Stories to Support a Point

- Teaching Point: Writers, today I want to teach you that one way to make your essay memorable is to insert stories into it. Essayists try to support their points in ways that will move readers to agree with their points, to nod, 'Yes, yes.' To do that, essayists sometimes tell a story to support a point--and they try to tell the story well.

##### Session 5: Flash-Drafting a Literary Essay

- Teaching Point: Today I want to teach you that essayists, like pilots, use tools to help them do complex operations. A familiar checklist can help you lift your essay off the ground. It can help you rehearse your essay aloud, making sure you have all the parts, and then help you draft your entire essay, fast and furious.

#### **Bend II: Lifting the Level of Interpretive Essay (and Writing from Start to Finish)**

##### Session 6: Writing to Grow Ideas

- Teaching Point: Today I want to remind you that to grow ideas, literary essayists often study the small, specific details in the text, or the parts that feel odd or important. They know that studying these tiny details can lead them to big ideas and interpretations.

##### Session 7: Analyzing How Characters Respond to Trouble

- Teaching Point: Today I want to remind you that to grow possible interpretations from a text, it helps to study times when characters face trouble. You think, 'What does the character learn about the ways to deal with this problem? What does the author teach us through the way this character learns to handle the problem?'

##### Session 8: Developing Stronger Thesis Statements

- Teaching Point: Writers, today I want to teach you that essayists don't just settle with their first rough draft of a thesis; they revise that thesis statement over and over to make it stronger. One way for you to revise your thesis is to check it against the evidence.

##### Session 9: Choosing and Setting Up Quotes

- Teaching Point: Today I want to remind you that quotes add voice and power and life to an essay. Because quotes are a big deal, writers are careful to choose quotes carefully. Writers want the parts they quote to do important work for the essay.

##### Session 10: Supporting a Claim with an Analysis of Craft

## Unit 3: Literary Essays

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- Teaching Point: Today I want to teach you that it is not just the plot and the characters of a story that carry messages to readers. The way an author writes--the author's craft moves--also help to carry messages to the readers. Literary essayists can support a claim by naming those craft moves and explaining how they fit with a claim.

Session 11: Beginnings and Endings

- Teaching Point: Today I want to teach you that when literary essayists craft introductions, they work to help readers understand what's significant about their text. One way they do this is by beginning with a universal statement before introducing the text and their claim.

Session 12: Editing Seminar Stations

- Teaching Point: Today I want to teach you that writers often study grammar and conventions to make their writing more clear, compelling, and impressive. One way they do this is to study examples of effective writing, think about the conventions or rules of this writing, and then try to apply those rules to their own writing.

Session 13: Celebration

- Teaching Point: Writers, today you will celebrate your writing. Writing a literary essay well requires you to think deeply and to engage closely with a text, and through that the process of reading, rereading, and revising. Take the time today to enjoy reading your classmates essays and together celebrate all your hard work.

### **Bend III: Writing for Transfer: Carrying What You Know about Literary Essay across Your Day, Your Reading, Your Life**

Session 14: Transferring What You Know to Any Opinion Text

- Teaching Point: Today I want to teach you that when you know how to write literary essays, you have the tools and strategies you need to write all kinds of essays--and lots of other writing too. You have the tools and strategies you need to make pieces of writing that aren't exactly essays, but are similar.

Session 15: Tackling Any Challenges that Come Your Way

- Teaching Point: Today I want to teach you that you can't prepare for every possible writing situation you'll encounter. Instead you have to be flexible. When you face these new situations, you have to think, 'What do I already know that could help me here?' Then, you've got to apply that knowledge to the new situation.

Session 16: Logically Ordering Reasons and Evidence

- Teaching Point: Today I want to teach you that having a strong claim will only get you so far. What really matters are the supports and the evidence you have to back up your claim, and, in particular, how you organize those supports and that evidence.

Session 17: Applying Your Past Learning to Today's Work

- Teaching Point: Today I want to teach you that one way opinion writers--and all writers, really--get themselves ready to draft is by thinking back to all they know and all they have learned and by studying their charts and tools. Then, they draft fast and furious, using that prior learning to make their new draft even stronger.

Session 18: Analyzing Writing and Goal-Setting

- Teaching Point: Today I want to teach you that to get dramatically better at something, you need to work at it deliberately. As writers, you can use a checklist to help you study your work, find evidence of what you're already doing, and identify goals worth working toward. Then you work like crazy toward those goals.

Session 19: Becoming Essay Ambassadors

- Teaching Point: Today I want to teach you that experts share their knowledge with the world. Some do this by becoming ambassadors of sorts, setting out to teach others topics they know and care a lot about. To prepare for that teaching, they think about what exactly they'll say, and plan how the teaching will go.

Session 20: Teaching Share

- Teaching Point: We have worked so hard to prepare, and now it is time to teach an audience!

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### STANDARDS ADDRESSED

<b>New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)</b>
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b
Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1.d
Provide a conclusion related to the opinion presented.
W.5.10
Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a
Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).
W.5.9.b
Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).
W.5.5

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.5.6

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

#### RF.5.4.a

Read grade-level text with purpose and understanding.

#### RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

#### RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RI.5.2



## Unit 4: Research Based-Argument Essays

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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

## Unit 4: Research Based-Argument Essays

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SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

# Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

## DESIRED RESULTS

### Established Goals

A focus for this unit is that in this ever-changing world of immediate communication, readers and writers need to be more than passive receptacles and echoers of the line of the day. Students will learn to develop an original thought, frame it, lead it to revising and editing -the classic skills required to produce a research essay. In this unit, students will develop the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide logically ordered reasons in its defense and also dismember possible counterclaims.

### Transfer

Students will be able to independently use their learning to structure of a Research-Based essay and develop opinions that can be supported by research information.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- Argument writers need to postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed for both sides.
- Argument writers evaluate their data, then decide which evidence they will use to bolster their claims.
- Logic and evidence are crucial in convincing others to share a particular perspective.
- Argument writers entertain counterclaims, acknowledging and debunking the other side.
- Argument writers attend to the perspectives of their audience, and present the evidence most compelling to that audience.
- Writers have choices about the format, presentation, and delivery of their writing, and those choices affect their message.

#### Essential Questions

Students will keep considering...

- How can I write research-based argument essays in which I take a position and get readers to care about it?
- How can I study different perspectives in a controversial issue, take a stand, and then write a compelling argument?
- How can I determine which evidence best supports my claim and supporting reasons?
- How do I effectively integrate evidence from multiple sources?
- How can I angle my evidence to best suit the needs of my argument?
- How can I revise my argument to appeal to and persuade my intended audience?
- How can I draw on everything I have learned about other genres of writing and transfer those skills to support my argument work?

# Unit 4: Research Based-Argument Essays

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Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Close-reading text analysis</li><li>• synthesize/evaluate arguments</li><li>• Identifying and crafting arguments</li><li>• The Writing Process</li></ul>	<p>Students will...</p> <ul style="list-style-type: none"><li>• Research both sides of an issue to develop a strong argument.</li><li>• Postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed.</li><li>• Evaluate their data, then decide which evidence they will use to bolster their claims.</li><li>• Entertain counterclaims, stating and debunking the other side.</li><li>• Attend to the perspectives of their audience and present the evidence most compelling to that audience.</li><li>• Bring all their writing knowledge to accurately portray the data and make effective cases.</li><li>• Choose the format, presentation, and delivery of their writing, and know that those choices affect their message.</li><li>• Use underlining, quotation marks, or italics to indicate titles of works.</li><li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li></ul>

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:  <a href="#">Argument Essay Checklist</a>	Performance Task(s): <ul style="list-style-type: none"><li>• 2 Portfolio Writing Pieces</li><li>• 2 On-Demand Argumentative Essays (Mid-term &amp; Final)</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Student reflections</li><li>• Conferences and small groups</li></ul>

# Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### **Bend I: Establishing and Supporting Positions**

Session 1: Investigating to Understand an Argument

- Teaching Point: Writers, today I want to teach you that when you are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead, evidence that allows you to think through the various sides of the argument.

Session 2: Flash-Drafting Arguments

- Teaching Point: Today, I want to remind you that when a writer writes essays - personal, literary, argument, or otherwise - the writer often organizes her opinion and reasons into a boxes-and-bullets structure. And writers of any genre, once they have a rough idea of structure, often try to get the whole piece of writing down on the page quickly, roughly, and then go back to Session 3: Using Evidence to Build Arguments

- Teaching Point: Today, I want to remind you that argument writers don't just say what they think personally. They give compelling evidence to prove their point. To do this, they pore over research materials, analyzing which evidence will really support their claim - perhaps the exact evidence that convinced them in the first place - and they often start by putting evidence into their letters in their own words.

Session 4: Using Quotations to Bolster an Argument

- (Inquiry) The question you'll be exploring, then, is this: what makes a quotation powerful?

Session 5: Redrafting to Add More Evidence

- Teaching Point: When you are not just writing a letter, but writing a letter in which you carry the cargo of evidence, you're doing ambitious, challenging work. It is not likely that your first draft will be your best effort. Chances are you'll want to reread that draft, decide what parts of it work and what parts don't work, and then plan and write another draft.

Session 6: Balancing Evidence with Analysis

- Teaching Point: Writers, today I want to teach you that a good argument is a bit like a layer cake - just the right balance of dense researched evidence layered between rich thinking. To achieve this balance, you add your own thinking and explanations.

Session 7: Signed, Sealed, Delivered

- Teaching Point: Today I want to teach you that part of the effect of any writing, or any communication, comes from the form and format of its delivery. The way the message sits in the real world, its design, and the kind of space it takes up affect how it is received by the audience.

#### **Bend II: Building Powerful Arguments**

Session 8: Taking Arguments Up a Notch

- Teaching Point: Today, I want to teach you that writers think about how to best capture the information they need, and

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then they dive into research, taking notes in the way that best suits them and best sets them up to think a lot and to write a lot.

### Session 9: Bringing a Critical Perspective to Writing

- Teaching Point: Writers, today I want to teach you that to write well about information, you need to know it well. When you know information well - like when you know the Harry Potter series well - you realize that information you read recently fits with (or contradicts) information you read earlier. A big part of writing about information is seeing connections and contradictions between sources of information. The more clearly writers read their sources, the more equipped they are to see those links.

### Session 10: Rehearsing the Whole, Refining a Part

- Teaching Point: Today, I want to teach you that writers, like athletes, often envision themselves going through the process, accomplishing the feat, before actually getting started. Sometimes, as writers imagine themselves writing the beginning, middle and end of a text, they realize there's trouble ahead. In those instances, it can help to tackle that bit of trouble before picking up the pen and writing, fast and furious.

### Session 11: Rebuttals, Responses, and Counterclaims

- Teaching Point: Today, I want to teach you that persuasive writers anticipate the counterclaim to an argument and acknowledge that counterclaim. They might use more "set-up" language, saying: "Skeptics may think . . ." or "Some will argue . . ." Then writers rebut the main counterargument.

### Session 12: Evaluating Evidence

- Teaching Point: Writers, today I want to teach you that some reasons and evidence are better than others. Some reasons and evidence are stronger and lead to valid arguments, and some are weaker and can create invalid arguments. To be sure you provide the strongest possible reasons and evidence, it helps to keep asking the question, "How do I know?" and be sure that you can give precise, exact answers.

### Session 13: Appealing to the Audience

- Teaching Point: The question we'll be exploring is: What persuasive techniques help us address - and sway - a particular audience?

### Session 14: A Mini-Celebration: Panel Presentations, Reflection, and Goal-Setting

- Teaching Point: Writers, I want to teach you that when people are part of a panel - when their goal is to convince an audience in some way - they rise to the occasion. They dress the part. Specifically, they stand up tall, they speak in a loud, clear voice, they don't fidget or giggle, and they greet and engage politely with the audience.

### Session 15: Tackling Any Challenges that Come Your Way

- Teaching Point: Today, I want to teach you how to argue about texts and debate your position.

## Bend III: Writing for Real-Life Purposes and Audiences

### Session 16: Taking Opportunities to Stand and Be Counted

- Teaching Point: Social activists fight to make change. They get involved with things they know and care about, do their

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research, and then write or speak to affect the ways others see that same topic. To become social activists, you need to use all the skills you've learned up until today to argue for things that matter to you.

Session 17: Everyday Research

- Teaching Point: Writers, today I want to teach you that writers turn the world upside down to collect the information they need to clarify their writing and strengthen their arguments. As writers discover and collect information from their environment, they are thoughtful and deliberate as they decide what to include and how to include it.

Session 18: Taking Stock and Setting Writing Tasks

- Teaching Point: Today, I want to teach you that as any writer moves toward a deadline, the writer takes stock of his or her draft often, making sure that the draft is coming along and making sure to leave time for significant revision as needed.

Session 19: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful

- Teaching Point: Today, I want to remind you that whenever you are doing one type of writing, such as argument, you can still use everything you have learned from other types of writing to reach your audience. In particular, your storytelling craft can be a persuasive technique.

Session 20: Evaluating the Validity of your Argument

- Teaching Point: Today, I want to teach you that truly persuasive writers word and present their evidence in a way that is incontestable. One way they do this work is to make sure that they are not presenting specific evidence as being true for all times and occasions - unless it is.

Session 21: Paragraphing Choices

- Teaching Point: Writers, today I want to teach you that nonfiction writers often use a paragraph to introduce a new part or a new idea or a new reason. Nonfiction writers also use paragraphs to help the reader with density - they think about how much information a reader can handle at one time.

Session 22: Celebration: Taking Positions, Developing Stances

- Teaching Point: Celebration:

- Set students in small groups to their arguments with each other, reading as if giving a speech.
- Ask students to decide where they want their piece to live.
- Invite students to flash-draft a persuasive essay, then the next day give them their first on-demand piece and ask them to compare, noting their growth as writers.
- Gather students to watch a scene from the film *The Great Debaters* (2007) and jot notes, then discuss their ideas.

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiate Instruction](#)