


Grade 5 Writing Unit of Study

Unit of Study: Information Writing- All About Books

 **Genre** Craft (Choice of Genre) Process (Choice of Genre)

of Weeks (Mini-Lessons): 4 (18) **break is during this period**

Primary Goals:

1. Students will incorporate research about a topic of their choice into their written work.
2. Students will collect information and correctly cite it so that it can be applied to their writing.

Secondary Goals:

1. Writing quality- students will include research in a logical sequence and manner.
2. Writing quality-students will include at least 3 text features for a given purpose.
3. Community of writers-students will ask partners for feedback on a specific part of their writing.

Grade 5 Standards:

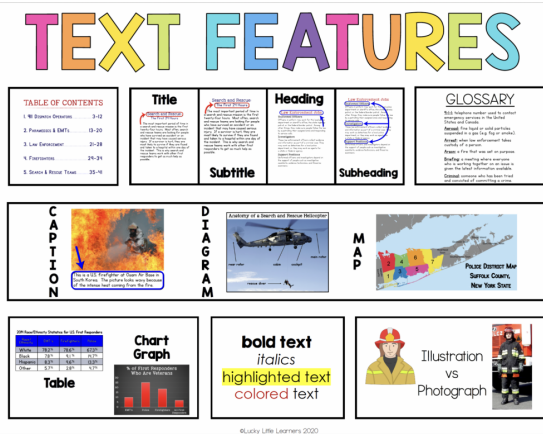
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- *CCSS.ELA-LITERACY.W.5.2.A- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*
- *CCSS.ELA-LITERACY.W.5.2.B-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
- *CCSS.ELA-LITERACY.W.5.2.C-Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*
- *CCSS.ELA-LITERACY.W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- *CCSS.ELA-LITERACY.W.5.2.E-Provide a concluding statement or section related to the information or explanation presented*

Anticipated Issues

1. Finding age appropriate research materials on a student's topic of interest may be difficult.
2. Vocabulary in research may be challenging, especially for EAL learners.

Projection of Possible Mini-Lesson Topics

1	<p>Immersion - dive into mentor texts (focus on noticing text features with thinking routine)</p> 
2	<p>Immersion - dive into mentor texts (focus on language and word choice with thinking routine)</p>
3	<p>Mini-Lesson: Prewriting</p> <ol style="list-style-type: none"> How to choose an informational topic Brainstorm topics using visual thinking routines, lists, webs etc.
4	<p>Mini-Lesson: Guided Research 1 (ATL focus: Collecting and Recording Data)</p> <ol style="list-style-type: none"> Review- Where do we go to find reliable sources? What information do we record?
5	<p>Mini-Lesson: Organizing ideas</p> <ol style="list-style-type: none"> Making a table of contents for your book, planning chapters, jotting down sub topics
6	<p>Flash Draft - Use what you know, what you've learned, your initial research, your outline to get started!</p>
7	<p>Let's Write! Continue researching and writing</p>
8	<p>Mini-Lesson: Guided Research 2 (ATL focus: Organizing Data)</p> <ol style="list-style-type: none"> Review-How do we paraphrase? How do we cite?
9	<p>Mini-Lesson: Details and facts in the body</p> <ol style="list-style-type: none"> How do authors incorporate details and facts into their writing? How do authors cite information that isn't theirs? Try out using details, facts, quotes etc. in your writing
10	<p>Let's Write! Continue adding more details and facts</p>
11	<p>Peer conference- focus on inclusion of information from research</p> <ol style="list-style-type: none"> Review-how to give feedback constructively

12	Let's Write! Continue adding text features a. Reminder: including visuals can enhance the information
13	Mini-Lesson: Editing a. Review checklist for punctuation, spelling, capitals etc.
14	Mini-Lesson: Revision a. Review questions to ask during revising (Does it sound right? Are the events in a logical order? Is information missing? etc.)
14	Let's Write! Continue adding to text
15	Mini-Lesson on peer conferences a. Expectations: positive and constructive, b. What is the purpose? What are the benefits?
15	Begin revision and editing (Final book could be written or typed)
16	Revision and editing
17	Final revision editing, final draft
18	Celebration - reading stories to an audience, celebrating strengths and learning, giving and receiving feedback

Resources/Materials/Books

Change Makers

[Call to Action](#) Time for Kids

[Students strike to spur adults into climate action](#)

["Frustration" was fuel for girl behind the #1000BlackGirlBooks drive](#) (Newsela)

[Fresno student makes friends and helps the needy one step at a time](#) (Newsela)

Environmental Change

[The Last Straw?](#) (Scholastic News Kids Press)

[A Sea of Plastic](#) (Scholastic News)

[The Problem With Plastics](#) (Time for Kids)

[The Great Pacific Garbage Patch](#) (Newsela)

[Air Pollution Shortening Lives Worldwide](#) (Science News for Students)

Sources for more mentor texts:

[Newsela](#)

[Washington Kidspost](#)

[CNN10](#)

[Dogo News](#)

[The Learning Network](#)

[Tween Tribune](#)

Word Bank

Informational writing	writing about real world things
Non-Fiction	Real life, true
Audience	Who is reading your writing
Perspective	How different people think, opinions
Facts/evidence	Proof of something
Reasons	Why you think so

Assessment Rubric:

See full rubric [here](#)

2.5 PTS Grade 5 (3 POINTS)		2.5 PTS Grade 5 (3 POINTS)		2.5 PTS Grade 5 (3 POINTS)		2.5 PTS Grade 5 (3 POINTS)	
STRUCTURE		STRUCTURE (cont.)		DEVELOPMENT (cont.)		USAGE CONVENTIONS	
Mid-level	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.		The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.
Mid-level	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level	The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know,</i>). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.
Mid-level	When the writer wrote about results, she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . If she wrote sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .						
		DEVELOPMENT					
		Mid-level	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.				