

## 5th Grade Writing Curriculum Map

### Unit 1: Narrative Craft (September - October)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All)  Daily/Weekly/ Benchmarks	Timeline (Months/ Weeks/ Days)
<b>Bend 1 - Generating Personal Narratives</b>					
<b>W.5.3,</b> <b>W.5.4,</b> <b>W.5.5,</b> <b>W.5.8,</b> <b>W.5.10,</b> <b>W.5.9.a</b>  <b>RL.5.1,</b> <b>RL.5.3,</b> <b>RL.5.5,</b> <b>RL.5.10</b>  <b>SL.5.1,</b> <b>SL.5.4,</b> <b>SL.5.6</b>  <b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3,</b> <b>L.5.5.a</b>	<b>Sessions 1 - 5</b>  1) Starting With Turning Points  2) Dreaming the Dream of the Story  3) Letting Other Author's Words Awaken Our Own  4) Telling the Story From Inside It  5) Taking Stock & Setting Goals	* Come up with ideas for personal narratives & turning point moments * Generate story ideas by thinking of people, places, and things that matter & what happened involving those people, places & things * Re-experience episodes before writing & reliving a moment so readers can do the same * Allow author's words to spark ideas of their own * Experience moments while writing so readers can experience it as well - write inside the skin of the character * Use a checklist to assess growth and set goals	<ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Writer's Notebook &amp; pen/pencil</li> <li>● Anchor Charts</li> <li>● List of turning-point moments</li> <li>● Markers</li> <li>● Shared writing examples (personal narratives)</li> <li>● Narrative Writing Checklist</li> <li>● Student writing examples</li> <li>● Excerpts from memoirs (example - <i>Childtimes</i>)</li> <li>● Editing &amp; Revising checklists</li> </ul>	Pre-Assessment  Conferring Checklist	<b>Bend 1:</b>  <b>1 ½ weeks</b>

**Bend 2 - Moving Through the Writing Process: Rehearsings, Drafting, Revising, & Editing**

<p><b>W.5.3,</b> <b>W.5.4,</b> <b>W.5.5,</b> <b>W.5.8,</b> <b>W.5.10,</b> <b>W.5.9.a</b></p> <p><b>RL.5.1,</b> <b>RL.5.3,</b> <b>RL.5.5,</b> <b>RL.5.10</b></p> <p><b>SL.5.1,</b> <b>SL.5.4,</b> <b>SL.5.6</b></p> <p><b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3,</b> <b>L.5.5.a</b></p>	<p><b>Sessions 6 - 12</b></p> <p>6) Flash-Drafting: Putting Our Stories on the Page</p> <p>7) What's this Story Really About? Re-drafting to Bring Out Meaning</p> <p>8) Bringing Forth the Story Arc</p> <p>9) Elaborating on Important Parts</p> <p>10) Adding Scenes from the Past &amp; Future</p> <p>11) Ending Stories</p> <p>12) Putting on the Final Touches</p>	<p>* Draft by writing fast and furious, working to capture an experience on the page</p> <p>* Ask questions while writing like, "What is my story really about?"</p> <p>* Create whole, new-draft revisions</p> <p>* Bring out the story structure of a personal narrative</p> <p>* Use writing techniques to elaborate on parts that show meaning</p> <p>* Use scenes from the past or future to bring out the internal story and add power to a narrative</p> <p>* Make final revisions - resolve problems, learn lessons, and make changes in the personal narrative</p> <p>* Use checklist &amp; charts to edit and make final touches on narratives</p>	<ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Writer's Notebook &amp; pen/pencil</li> <li>● Anchor Charts</li> <li>● List of turning-point moments</li> <li>● Markers</li> <li>● Shared writing examples (personal narratives)</li> <li>● Narrative Writing Checklist</li> <li>● Student writing examples</li> <li>● Excerpts from memoirs (example - <i>Childtimes</i>)</li> <li>● Editing &amp; Revising checklists</li> </ul>	<p>Conferring Checklist</p>	<p><b>Bend 2:</b></p> <p><b>1 ½ - 2</b> <b>weeks</b></p>
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**Bend 3 - Learning From Mentor Texts**

<p><b>W.5.3,</b> <b>W.5.4,</b> <b>W.5.5,</b> <b>W.5.8,</b> <b>W.5.10,</b> <b>W.5.9.a</b></p> <p><b>RL.5.1,</b> <b>RL.5.3,</b> <b>RL.5.5,</b> <b>RL.5.10</b></p> <p><b>SL.5.1,</b> <b>SL.5.4,</b> <b>SL.5.6</b></p> <p><b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3,</b> <b>L.5.5.a</b></p>	<p><b>Sessions 13 - 21</b></p> <p>13) Reading with a Writer's Eye</p> <p>14) Taking Writing to the Workbench</p> <p>15) Stretching Out the Tension</p> <p>16) Catching the Action or Image that Produced the Emotion</p> <p>17) Every Character Plays a Role</p> <p>18) Editing: The Power of Commas</p> <p>19) Mechanics</p> <p>20) Reading Aloud Your Writing: A Ceremony of Celebration</p> <p>21) Transferring Learning: Applying Narrative Writing Skills Across the Curriculum</p>	<p>* Emulate narrative writing by looking at author's work we admire</p> <p>* Use writer's notebook to try new things and work hard at achieving writing goals</p> <p>* Think carefully about how to structure stories - stretch out the problem, tell it bit by bit</p> <p>* Think about which actions or images happened before they felt or thought something - write those exact actions/images on the page to evoke the same emotions from readers</p> <p>* Make sure every character has a role that connects to and furthers the larger meaning of the story</p> <p>* Learn about punctuation - especially commas - by looking at writing we admire</p> <p>* Assess writing and focus on mechanics tailored to student needs</p> <p>* Share writing with an audience</p> <p>* Take and apply all that has been learned to other writing tasks/genres</p>	<ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> <li>● Writer's Notebook &amp; pen/pencil</li> <li>● Anchor Charts</li> <li>● List of turning-point moments</li> <li>● Markers</li> <li>● Shared writing examples (personal narratives)</li> <li>● Narrative Writing Checklist</li> <li>● Student writing examples</li> <li>● Excerpts from memoirs (example - <i>Childtimes</i>)</li> <li>● Editing &amp; Revising checklists</li> </ul>	<p>Post-Assessment</p> <p>Conferring Checklist</p>	<p><b>Bend 3:</b></p> <p><b>1 – 1 ½ weeks</b></p>
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## Unit 2: The Lens of History - Research Reports (November - December)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/ Weeks/ Days)
<b>Bend 1 - Writing Flash-Drafts about Westward Expansion</b>					
<b>W.5.2.a,b,c,d</b> <b>W.5.4,</b> <b>W.5.5,</b> <b>W.6.2.c,</b> <b>W.5.7,</b> <b>W.5.8,</b> <b>W.5.9.b,</b> <b>W.5.10</b>  <b>SL.5.1</b>  <b>L.5.6</b>	<b>Sessions 1 - 9</b>  1) Organizing the Journey Ahead  2) Writing Flash-Drafts  3) Note-Taking and Idea-Making for Revision  4) Writers of History Pay Attention to Geography  5) Writing to Think Session  6) Writers of History Draw on an Awareness of Timelines  7) Assembling and Thinking about Information  8) Redrafting Our Research Reports  9) Celebrating and Reaching Toward New Goals	* Organizing the information they already know  *note-taking and idea making  * Writers of history pay attention to geography/maps  *writing and thinking of new questions  *significance of timelines	<ul style="list-style-type: none"> <li>● Informational Writing Assessment</li> <li>● Writer's Notebook &amp; pen/pencil</li> <li>● Anchor Charts               <ul style="list-style-type: none"> <li>○ Information Writers...</li> <li>○ Information Writers Revise</li> <li>..</li> <li>○</li> </ul> </li> <li>● Westward Expansion Resources/Map</li> <li>● Immigration Texts for Read Aloud</li> <li>● Information Writing Checklists Grade 5,6</li> <li>● Immigration Timeline</li> </ul>	Pre-Assessment  Conferring Checklist	<b>Bend 1:</b> 3 weeks

**Bend 2 - Writing Focused Research Reports that Teach and Engage Readers**

<p><b>W.5.2.d, , W.5.5, W.6.2.a, e, W.5.7, W.5.8, W.5.9.b</b></p> <p><b>SL.5.1, SL.5.2</b></p> <p><b>L.5.1,L.5.2, L.5.3, L.5.4.c, L.5.5, L.5.2.d, L.5.6, L.6.2.a</b></p>	<p><b>Sessions 10 - 20</b></p> <p>10) Drawing Inspiration from Mentor Texts</p> <p>11) Primary Source Documents</p> <p>12) Organizing Information for Drafting</p> <p>13) Finding a Structure to Let Writing Grow Into</p> <p>14) Finding Multiple Points of View</p> <p>15) Creating Cohesion</p> <p>16) Using Text Features to Write Well</p> <p>17) Crafting Introductions and Conclusions</p> <p>18) Mentor Texts Help Writers Revise</p> <p>19) Adding Information Inside Sentences</p> <p>20) Celebration</p>	<p>*Drawing Inspiration from mentor texts</p> <p>*Primary Source Documents</p> <p>*Organizing information</p> <p>*Writing Structure Grow Into</p> <p>*Points of View</p> <p>*Cohesion</p> <p>*Text Features</p> <p>*Introductions and conclusion</p> <p>*Analyzing sentences</p> <p>*Celebration</p>	<ul style="list-style-type: none"> <li>● Writer’s Notebook &amp; pen/pencil</li> <li>● Anchor Charts</li> <li>● Read Aloud Texts</li> <li>● Video and photographs</li> <li>● Shared writing examples</li> <li>● Informational Writing Checklist</li> <li>● Student writing examples</li> </ul>	<p>Post-Assessment</p> <p>Conferring Checklist</p>	<p><b>Bend 2:</b></p> <p>3 weeks</p>
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## Unit 4: The Research Based Argument Essay, Test Prep (January - March)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline Months/ Weeks/Days
<b>Bend 1: Establishing and Supporting Positions</b>					
<b>W.5.1,</b> <b>W.5.1.c</b> <b>, W.5.4,</b> <b>W.5.10,</b> <b>W.5.9.</b> <b>b,</b> <b>W.6.1.a</b> <b>,dW.5.</b> <b>7,</b> <b>W.5.8</b>  <b>SL.5.3,</b> <b>SL.5.4</b>  <b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3,</b> <b>L.6.3.b</b>	<b>Sessions 1 - 7</b>  Establishing and Supporting Positions  Writers will focus on moving students from opinion and preferences to evidence-based arguments.  Writers will improve their skills at structuring argument essays and at collecting and incorporating evidence into what will become argument letters.	<ul style="list-style-type: none"> <li>- Investigating to Understand an Argument</li> <li>- Using Evidence and Quotations to Build Arguments</li> <li>- Balancing Evidence with Analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Anchor Charts including:  <b>“Argument Writers Aim Toward Goals Such As”</b>                and  <b>“Argument Writers Use Techniques Such As ”</b></li> <li>- Articles including:  <b><i>“Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk”</i></b>                and  <b><i>“Sugary Drinks Can Be Unhealthy, But is Cows Milk Unhealthy, Too?”</i></b></li> </ul>	Pre Assessment  Student Work Samples  Conference Notes	Bend 1:  1 ½ - 2 Weeks

## Bend 2: Building Powerful Arguments

<p><b>W.5.1,</b> <b>W.6.1,</b> <b>W.5.7,</b> <b>W.5.8,</b> <b>W.5.9.</b> <b>b</b></p> <p><b>SL.5.1,</b> <b>SL.5.3,</b> <b>SL.5.6</b></p>	<p>Sessions 8 - 15</p> <p>Building Powerful Arguments</p> <p>Writers will bring the arguments they made in the previous Bend to a bigger audience and develop these into essays that are position papers and panel presentations.</p>	<ul style="list-style-type: none"> <li>- Planning Writing</li> <li>- Incorporating Background Knowledge</li> <li>- Evaluating Evidence</li> <li>- Responding to Counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>- Anchor Charts including: "Argument Writers Aim Toward Goals Such As . . ." and "Argument Writers Use Techniques Such As . . ."</li> <li>- Articles including: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk" and "Sugary Drinks Can Be Unhealthy, But is Cow's Milk Unhealthy, Too?"</li> <li>- Writing Checklist</li> </ul>	<p>Student Work Samples</p> <p>Conference Notes</p>	<p>Bend 22 Weeks</p>
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## Bend 3: Writing for Real-Life Purposes and Audiences

<p><b>W.5.1,</b> <b>W.5.5,</b> <b>W.5.6,</b> <b>W.5.7,</b> <b>W.5.9.</b> <b>b</b></p> <p><b>SL.5.1,</b> <b>SL.5.3,</b> <b>SL.5.6</b></p> <p><b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3</b></p>	<p>Sessions 16 - 22</p> <p>Writing for Real-Life Purposes and Audiences</p> <p>In this final Bend, writers will grow their independence by working on individual topics. Writers will learn to shape their arguments to best affect decision makers and interested parties.</p>	<ul style="list-style-type: none"> <li>- Research in Everyday Life</li> <li>- Using Tools to Self-Assess Writing</li> <li>- Evaluating the Validity of Your Argument</li> </ul>	<ul style="list-style-type: none"> <li>- Anchor Charts including: "Argument Writers Aim Toward Goals Such As . . ." and "Argument Writers Use Techniques Such As . . ."</li> <li>- Articles including: <b>"Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk"</b> and <b>"Sugary Drinks Can Be Unhealthy, But is Cows Milk Unhealthy, Too?"</b></li> <li>-Editing Checklist</li> </ul>	<p>Post Assessment</p> <p>State Assessment</p> <p>Student Work Samples</p> <p>Conference Notes</p>	<p>Bend 3: 1 ½ - 2 Weeks</p>
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## Memoir (April - Mid-May)

Standards	Content	Skills/Practices	Materials/Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline Months/ Weeks/Days
<b>Bend 1</b>					
<b>W.5.3,</b> <b>W.5.4,</b> <b>W.5.5,</b> <b>W.5.10</b>  <b>SL.5.1,</b> <b>SL.5.3</b>  <b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3</b>	<b>Sessions 1 - 6</b>  1) What Makes a Memoir?  2) Interpreting the Comings & Goings of Life  3) Writing Small about Big Topics  4) Reading Literature to Inspire Writing  5) Choosing a Seed Idea  6) Expecting Depth from Your Writing	* Study the qualities of a memoir - specific elements, & how it draws heavily on personal essays and persuasive essays  * Discuss issues and themes that surface in writing again & again - re-read notebooks and look for connections  * Understand that writers shift between abstract ideas and concrete specifics, themes/stories, and big meanings & small moments  * Write with depth & let literature influence writing  * Dive deep into a topic by studying how other authors write with depth	Mentor Text - “ <b>Eleven</b> ” Writing Notebooks Chart Paper & markers Anchor Charts Teacher’s writing notebook Memoirs of various kinds Student writing examples Memoir Writing Checklist	Pre-Assessment  Conference notes	1 ½ Weeks

## Bend 2 - Structuring, Drafting, and Revising a Memoir

<p><b>W.5.3.d,</b> <b>W.5.5</b></p> <p><b>SL.5.4</b></p> <p><b>L.5.1,</b> <b>L.5.2</b></p>	<p><b>Sessions 7 - 11</b></p> <p>7) Studying &amp; Planning Structures</p> <p>8) The Inspiration to Draft</p> <p>9) Becoming Your Own Teacher</p> <p>10) Revising the Narrative Portion of a Memoir</p> <p>11) Editing for Voice</p>	<p>* Study published texts to get ideas for ways to structure our own texts</p> <p>* Learn ways to inspire ourselves to write better than ever while drafting</p> <p>* Confer with ourselves as we revise; ask ourselves questions to plan our goals and make a path to those goals</p> <p>* Add narratives to our memoirs and attach meaning to them</p> <p>* Editing while we write, draw on all we've learned in previous units and write in a way to show our voice</p>	<ul style="list-style-type: none"> <li>● Mentor Text - <i>Childtimes</i></li> <li>● Writing Notebooks</li> <li>● Chart Paper &amp; markers</li> <li>● Anchor Charts</li> <li>● Teacher's writing notebook</li> <li>● Memoirs of various kinds</li> <li>● Student writing examples</li> <li>● Memoir Writing Checklist</li> </ul>	<p>Conferencing notes</p>	<p><b>Bend 2</b></p> <p>1½ weeks</p>
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## Bend 3 - A Second Memoir

<p><b>W.5.1,</b> <b>W.5.3.b,d,</b> <b>W.5.5,</b> <b>W.6.3.d,</b> <b>W.5.10</b></p> <p><b>SL.5.4</b></p> <p><b>L.5.1,</b> <b>L.5.2,</b> <b>L.5.3,</b> <b>L.5.5.a</b></p>	<p><b>Sessions 12 - 19</b></p> <p>12) Seeing Again, with New Lenses: Interpreting Your Own Story</p> <p>13) Flash-Drafting</p> <p>14) Revising the Expository Portions of a Memoir</p> <p>15) Reconsidering the Finer Points</p> <p>16) Rereading Your Draft and Drawing on All You Know to Revise</p> <p>17) Metaphors Can Convey Big Ideas</p> <p>18) Editing to Match Sound to Meaning</p> <p>19) An Author's Final Celebration: Placing Our Writing in the Company of Others</p>	<p>* Study ourselves as we could characters in a book - uncover ideas and theories that can lead to new memoir ideas</p> <p>* Draft second memoir in one sitting - conjure an image of how the piece will be structured and then write quickly to capture ideas</p> <p>* Find or create a structure that allows us to say what we want to say</p> <p>* Understand that the best details are the truest</p> <p>* Re-read our writing intently to learn from it how we need to revise</p> <p>* Take tiny details from our lives and let that one detail represent the big message of our writing</p> <p>* Choose words, structures, and punctuation that helps to convey the content, mood, tone, and feeling of our writing</p> <p>* Read memoir aloud to friends and family</p>	<p>Mentor Text - "Eleven"</p> <p>Writing Notebooks</p> <p>Chart Paper &amp; markers</p> <p>Anchor Charts</p> <p>Teacher's writing notebook</p> <p>Memoirs of various kinds</p> <p>Student writing examples</p> <p>Memoir Writing Checklist</p> <p>List of transitional phrases</p> <p>Example of writing using punctuation to create sound - (<i>Night in the Country</i> by Cynthia Rylant)</p>	<p>Student Work Samples</p> <p>Conference Notes</p>	<p><b>Bend 3</b></p> <p>2 weeks</p>
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