## Enduring Understanding(s):

Students create a self portrait of themselves as writers and set writing goals for the year.

## Essential Question(s):

- What does it mean to be a writer?
- How can I improve my writing skills?
- How do I know if my writing is effective?

## Common Core Standards

### Text Type and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

### Production and Distribution of Writing

4. Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 14.)
6. With some guidance and support from adults, 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.

### Range of Writing

10. 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 discipline-specific tasks, purposes, and audiences.

## Assessment

### Summative:
- Writing inventory
- Collect baseline writing sample
- Students create a self portrait of themselves as writers and set writing goals for the year.

### Other Formative Assessments:
- Anecdotal conferring notes of student’s writing progress.
- Quick writes/Journal samples

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**Common Core en español**

### Estándares de escritura y redacción

**Tipos de texto y sus propósitos**

3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.
   a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.

**Producción y redacción**

4. Redactan textos claros y coherentes (incluyendo textos de varios párrafos) en cuales el desarrollo y la organización son adecuadas a la tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura, se definen en los estándares 1-3 antes mencionados.)
5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión, corrección, rehacer la redacción o intentan un nuevo enfoque. (La corrección debe demostrar el dominio de los estándares del lenguaje 1–3, incluyendo el quinto grado, en las páginas 13-16.)
6. Con algo de orientación y el apoyo de adultos, usan la tecnología, iniciando el Internet, para hacer y publicar escritos así como para interactuar y colaborar con los demás de manera que demuestren dominio suficiente de las habilidades con el teclado para escribir un mínimo de dos páginas en una sola sesión.

**Rango de escritura y redacción**

10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie específicas a una disciplina, propósito y audiencia.
# Learning Plan

**Mentor Texts for Building a Writing Community 3-6** The mentor text list below is not exhaustive; it’s intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

### English
- **The Best Story** by Eileen Spinelli
- **Ralph Tells a Story** by Abby Hanlon
- **The Boy Who Loved Words** by Roni Schotter
- **Fireflies** by Julie Brinkloe
- **Owl Moon** by Jane Yolen
- **What Authors Do** by Eileen Chrislelow
- **The Memory String** by Eve Bunting
- **Roller Coaster** by Marla Frazee
- **When I was Little** by Jamie Lee Curtis
- **The Dot** by Peter H. Reynolds
- **Ish** by Peter H. Reynolds
- **Nothing Ever Happens on 90th Street** by Roni Schotter
- **Amelia’s Notebook** by Maria Moss
- **All the Places to Love** by Patricia MacLachlan
- **What you Know First** by Patricia MacLachlan

### Español
- **Cuadros de familia** by Carmen Lomas Garza
- **En Mi Familia** by Carmen Lopez Garza
- **Me llamo Yoon** by Helen Recorvits
- **Graciela asombrosa** by Mary Hoffman
- **La Isla** by Arthur Dorros
- **Somos Primos** by Diane Gonzales Betrand
- **EL Chocolate de Abuelita** by Mara Price
- **Mi propio cuartito** by Amada Irma Perez

### Culturally Relevant Texts
- **Baseball in April and Other Stories** by Gary Soto
- **The Leaving Morning** by Angela Johnson
- **When I am Old with You** by Angela Johnson
- **My Name is Maria Isabel** by Alma Flor Ada
- **The Day of Ahmeds Secret** by Florence Parry Heide
- **The Other Side** by Jacqueline Woodson
- **Smoky Night** by Eve Bunting
- **Goggles** by Ezra Jack Keats
- **Chicken Sunday** by Patricia Polacco
- **The Name Jar** by Yangsook Choi
- **The Fiesta Of The Tortillas** by Jorge Argueta
- **One Green Apple** by Eve Bunting
- **Snapshots from the Wedding** by Gary Soto
- **A Chair for my Mother** by Vera Williams
- **Abuelas Weave** by Omar S. Castananda
### Resources

**Professional Resources:**
- *Lessons for the Writer’s Notebook* by Fletcher and Portalupi
- *Lessons That Change Writers* by Nancie Atwell
- *Nonfiction Craft Lessons* by Fletcher and Portalupi
- *Teaching the Qualities of Writing* by Fletcher and Portalupi
- *Making Revision Matter* by Janet Angelillo
- *Revising after the End* by Barry Lane
- *Writer’s Notebook, Aimee Buckner*
- *A Writer’s Notebook: Unlocking the Writer Within You* by Ralph Fletcher
- *Breathing In, Breathing Out: Keeping a Writer’s Notebook* by Ralph Fletcher
- *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray
- *Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray
- *Mentor Texts: Teaching Writing Through Children’s Literature, K-6* by Lynne R. Dorfman by Rose Cappelli
- *Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8* by Lynne R. Dorfman and Rose Cappelli

**Lesson Planning Resources available online:**

- Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)

- Hall County Schools Launching Writer’s Workshop Units of Study

- Portland Public Schools/K-5 Writing Units of Study
  [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)

- Colorado Springs K-5 Writer Units of Study
  [http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-5-Writing-Resources.aspx](http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-5-Writing-Resources.aspx)

- Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study

- The Noyce Foundation/Living the Writerly Life K-5

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Revised June 2013
# Common Core Unit Map

**Grade Level:** 5  
**Trimester:** 1  
**Subject:** Writing

## Grade Level Standards

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<th>Common Core Standards</th>
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<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
</tr>
<tr>
<td>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).</td>
<td>3. Compran y contrastan uno o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Speaking &amp; Listening</strong></th>
<th><strong>Audición y expresión oral</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando.</td>
</tr>
<tr>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas.</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
<td>c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás.</td>
</tr>
<tr>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
<td>d. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Standards</strong></th>
<th><strong>Estándares de lenguaje</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
</tr>
<tr>
<td>b. Use a comma to separate an introductory element from the rest of a sentence.</td>
<td>b. Usan una coma para separar un elemento de introducción del resto de la oración.</td>
</tr>
<tr>
<td>e. Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: Ni esto, ni aquello).</td>
</tr>
</tbody>
</table>
### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

2. **Interacting via written English**
   Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.

#### B. Interpretive

5. **Listening actively**
   Demonstrate active listening of read alouds and oral presentations by asking and answering basic questions with prompting and substantial support.

### Part 2: Learning About How English Works

#### A. Structuring

2. **Understanding cohesion**
   b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.

#### B. Expanding

3. **Using verbs and verb phrases**
   Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.

### Essential ELD Standards

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<tr>
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<th>Expanding</th>
<th>Bridging</th>
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<tr>
<td><strong>Part 1: Interacting in Meaningful Ways</strong></td>
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<td></td>
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<tr>
<td>A. Collaborative</td>
<td>B. Interpretive</td>
<td>C. Productive</td>
</tr>
<tr>
<td>2. <strong>Interacting via written English</strong></td>
<td>5. <strong>Listening actively</strong></td>
<td>10. <strong>Writing</strong></td>
</tr>
<tr>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>Demonstrate active listening of read alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</td>
<td>a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</td>
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<td></td>
<td></td>
<td>b) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</td>
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<tr>
<td></td>
<td></td>
<td>c) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</td>
</tr>
<tr>
<td><strong>Part 2: Learning About How English Works</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Structuring</td>
<td>B. Expanding</td>
<td>C. Connecting</td>
</tr>
<tr>
<td>2. <strong>Understanding cohesion</strong></td>
<td>3. <strong>Using verbs and verb phrases</strong></td>
<td>6. <strong>Connecting ideas</strong></td>
</tr>
<tr>
<td>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <em>for example, in the first place, as a result</em>) to comprehending texts and writing texts with increasing cohesion.</td>
<td>Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</td>
<td>Combine clauses in a few basic ways to make connections between and join ideas (e.g., <em>You must X because X</em>), to provide evidence to support ideas or opinions (e.g., creating compound sentences using <em>and, but, so</em>).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <em>The deer ran because the mountain lion approached them</em>), to make a concession (e.g., <em>She studied all night even though she wasn’t feeling well</em>), or to provide reasons to support ideas (e.g., <em>X is an extremely good book because X</em>).</td>
</tr>
</tbody>
</table>

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**Revised June 2013**