

Grade 5: Text Types and Range of Writing

Unit	Description of Writing
1	<p>Personal Narratives Formal Writing: Personal Narrative Students write several small narratives, such as describing a moment, or a short narrative with dialogue in preparation for writing a surprise narrative, inspired by a personal narrative by Rosa Parks. Students will plan, draft, revise, and share their writing. Begins in Lesson 11.</p>
	<p>Informal Writing: moment narrative, narrative with dialogue, similes and metaphors, free writing, group writing, descriptive writing, short and extended responses to text</p>
2	<p>Early American Civilizations Formal Writing: Informative/Explanatory Writing Students combine informational paragraphs written about the Maya, Aztecs, and Incas into the Codex Project. During the project, students use the information gathered from the text to write about key cultural aspects of the three civilizations. Students focus on paraphrasing, incorporating images, and using linking words and phrases. Begins in Lesson 4.</p>
	<p>Informal Writing: paraphrasing, notes, graphic organizers, short and extended responses to text</p>
3	<p>Poetry Formal Writing: Poetry Students plan and draft a variety of poem types, including villanelles, poems with parallel structure, and poems about poetry. Students focus on the structures of these poem types and a range of poetic devices. Begins in Lesson 9.</p>
	<p>Informal Writing: poetry journal, original poems, anaphora poems, comparing and contrasting, rhyming poems, advice poems, short and extended responses to text</p>
4	<p>Adventures of Don Quixote Formal Writing: Opinion/Persuasive Writing Students write opinion/persuasive essays to argue whether or not Don Quixote’s actions are or are not justifiable or acceptable. Students work through writing each part of the essay with extensive modeling and practice, and use the writing process to plan, draft, and share a multi-paragraph writing piece. Begins in Lesson 3.</p>

	<p>Informal Writing: fact and opinion, graphic organizers, notes, short and extended responses to text</p>
5	<p>The Renaissance Formal Writing: Informational Writing Students will plan, draft, revise, edit, and publish a biography about one of the artists of the Renaissance period. Each part of writing a biography is modeled, with a focus on revising to link ideas and to expand topic development. Students will present their biographies as a culminating activity. Begins in Lesson 5.</p>
	<p>Informal Writing: paraphrasing, notes, diary entry, graphic organizers, short and extended responses to text</p>
6	<p>The Reformation Formal Writing: Narrative Writing/Informational Students use the writing process to plan, draft, and revise a letter written from the point of view of one of the fictional characters in the text. Begins in Lesson 3. Students also create an informational slide presentation about the Reformation. Begins Lesson 7.</p>
	<p>Informal Writing: notes, graphic organizers, short and extended responses to text</p>
7	<p>Quest: <i>A Midsummer Night's Dream</i> Formal Writing: Narrative/Informational/Opinion In this introductory dive into Shakespeare and play, students write in a wide variety of ways in all text types, including narrative; poetry; information about characters, scenes, and settings; and opinions about different events in the play.</p>
	<p>Informal Writing: reflections, response to characters/situations, graphic organizers, descriptions, dialogue, letters, descriptive paragraphs, storyboard, ballad, summaries, short and extended responses to text</p>
8	<p>Native Americans Formal Writing: Opinion/Persuasive Essay Students plan, draft, revise, edit, and share an opinion/persuasive essay to convince the reader that a chosen image best shows the connection between Native Americans and the land. Begins in Lesson 7.</p>
	<p>Informal Writing: notes, summaries, graphic organizers, short and extended responses to text</p>
9	<p>Chemical Matter Formal Writing: Narrative In this unit, lessons combine reading and writing when students are working very closely with the text. The culminating activity is for students to write the first chapter of a detective story using their analysis of literary and informational text</p>

	elements.
	Informal Writing: descriptive writing, narrative with scientific facts, character maps, graphic organizers, police report, opinion, explanatory letter
	Writing Quest: The Robot Students practice a wide range of writing skills during the course of this four-unit Quest, interspersed throughout the first few Amplify CKLA Units. The Quest is delivered by the teacher using an app on the Teacher Resource site. Skills students will practice are: showing and focus, dialogue and character interactions, and describing characters and their traits.