

# Grade 5 Unit Overviews

## UNIT 1: INTRODUCING INFORMATIVE WRITING

### Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informative writing and identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write collaboratively and independently. The unit concludes with a writing activity in which students draw on primary instruction Unit 2, *Early American Civilizations*, to compare and contrast pok-a-tok with contemporary games and sporting events.

### Pacing Guide

Writing Studio Unit 1	Unit 2, <i>Early American Civilizations</i>
Lesson 1	Lesson 2
Lesson 2	Lesson 3
Lesson 3	Lesson 4
Lesson 4	Lesson 5
Lesson 5	Lesson 6
Lesson 6	Lesson 7
Lesson 7	Lesson 8
Lesson 8	Lesson 9

## Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, then write collaboratively and independently. The unit culminates in a writing activity that asks students to draw on Core Unit 3, *Poetry*, in offering advice to new poets on which poetic devices produce the best poems.

### Pacing Guide

<b>Writing Studio Unit 2</b>	<b>Unit 3, <i>Poetry</i></b>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Lesson 7
Lesson 4	Lesson 8
Lesson 5	Lesson 9
Lesson 6	Lesson 10
Lesson 7	Lesson 11
Lesson 8	Lesson 12

## Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and to identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write several different narrative pieces, culminating in an activity in which they draw on Unit 4, *Adventures of Don Quixote*, to compose a narrative in which Don Quixote and Sancho Panza visit the students' classroom.

### Pacing Guide

<b>Writing Studio Unit 3</b>	<b>Unit 4, <i>Adventures of Don Quixote</i></b>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Lesson 7
Lesson 4	Lesson 8
Lesson 5	Lesson 9
Lesson 6	Lesson 10
Lesson 7	Lesson 11
Lesson 8	Lesson 12

## Why This Unit Is Important

This unit builds on students' knowledge of opinion writing, asking students to apply that knowledge in crafting more nuanced and sophisticated types of opinion texts. Students consider how best to persuade different audiences to agree with their opinions, thinking about how to construct texts for a specific audience and purpose. The unit concludes with a writing activity in which students draw on primary instruction Unit 5, *The Renaissance*, to create opinion essays on why a Renaissance traveler should visit Isabella d'Este's grotto. Then they revise these essays into advertisements or commercials, considering how a written text may be adapted for publication in a visual and audio medium.

### Pacing Guide

<b>Writing Studio Unit 4</b>	<b>Unit 5, <i>The Renaissance</i></b>
Lesson 1	Lesson 12
Lesson 2	Lesson 13
Lesson 3	Lesson 14
Lesson 4	Lesson 15
Lesson 5	Lesson 16
Lesson 6	Lesson 17
Lesson 7	Lesson 18
Lesson 8	Lesson 19

## Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informative texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Unit 6, *The Reformation*. Students use their understanding of this domain to craft summaries of informative texts describing Martin Luther’s role in the Reformation.

### Pacing Guide

Writing Studio Unit 5	Unit 6, <i>The Reformation</i>
Lesson 1	Lesson 5
Lesson 2	Lesson 6
Lesson 3	Pausing Point 1
Lesson 4	Lesson 7
Lesson 5	Lesson 8
Lesson 6	Lesson 9
Lesson 7	Lesson 10
Lesson 8	Pausing Point 2

## Why This Unit Is Important

In this unit, students deepen their understanding of and ability to craft narratives. Students apply their knowledge and their experience responding to the “Dear Course Smoother” exercises in Core Unit 7, *A Midsummer Night’s Dream*, to write a new narrative. Rather than offering advice, in this exercise, students use their narrative writing skills to show how a character from *A Midsummer Night’s Dream* is affected by a problem.

### Pacing Guide

<b>Writing Studio Unit 6</b>	<b>Unit 7, <i>A Midsummer Night’s Dream</i></b>
Lesson 1	Lesson 8
Lesson 2	Lesson 9
Lesson 3	Lesson 10
Lesson 4	Lesson 11
Lesson 5	Lesson 12
Lesson 6	Lesson 13
Lesson 7	Lesson 14
Lesson 8	Lesson 15

## Why This Unit Is Important

Grade 5 Writing Studio culminates in a unit that presents students with an authentic writing opportunity—to draw on Unit 8, *Native Americans*, and compose a piece of writing—an entry in a classroom collection designed to teach younger students about Native American history and culture. Students select one of the three previously studied text types, then work through the various steps of the writing process to compose their final piece of writing.

### Pacing Guide

Writing Studio Unit 7	Unit 8, <i>Native Americans</i>
Lesson 1	Lesson 7
Lesson 2	Lesson 8
Lesson 3	Lesson 9
Lesson 4	Lesson 10
Lesson 5	Lesson 11
Lesson 6	Lesson 12
Lesson 7	Lesson 13
Lesson 8	Lesson 14