

Grade 5

Writing Studio

Scope & Sequence





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Unit 1: Introducing Informative Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students write an essay comparing and contrasting what it is like to be in Kindergarten with what it is like to be in Grade 5. [W.5.2]	Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.	Align to CKLA Grade 5, Unit 2, Lesson 2
Lesson 2	Students identify and describe the purpose and features of an informative text. [W.5.2]	Model: "Books versus Movies"	Align to CKLA Grade 5, Unit 2, Lesson 3
Lesson 3	Students use an essay map and collaborate to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, the Fourth of July. [W.5.5]	Write an essay that compares and contrasts July Fourth celebrations with celebrations of an individual's birthday.	Align to CKLA Grade 5, Unit 2, Lesson 4
Lesson 4	Students use an essay map to collaboratively write an essay that compares and contrasts celebrating a person's birthday with celebrating the Fourth of July. [W.5.2]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 2, Lesson 5
Lesson 5	Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]	Write an essay that compares and contrasts pok-a-tok with a sport or game you play today.	Align to CKLA Grade 5, Unit 2, Lesson 6
Lesson 6	Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 2, Lesson 7

	Primary Focus	Writing	Recommended Pacing
Lesson 7	Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2b, W.5.2d]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 2, Lesson 8
Lesson 8	Students continue drafting informative essays, focusing on introduction, conclusion, and linking words. [W.5.2, W.5.2a, W.5.2c, W.5.2e]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 2, Lesson 9

Unit 2: Introducing Opinion Writing (8 Days)

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 Unit 3, *Poetry*, in offering advice to new poets on which poetic devices produce the best poems.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students write an essay that expresses their opinion on the best school subject. [W.5.1]	Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.	Align to CKLA Grade 5, Unit 3, Lesson 5
Lesson 2	Students identify and describe the purpose and features of an opinion text. [W.5.1]	Model: "The Best Way to Learn"	Align to CKLA Grade 5, Unit 3, Lesson 6
Lesson 3	Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]	Compose an essay that identifies the worst thing a student could lose and explains your opinion on why this is the worst thing.	Align to CKLA Grade 5, Unit 3, Lesson 7
Lesson 4	Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 3, Lesson 8
Lesson 5	Students gather information about poetic devices to plan an opinion essay about what makes a good poem. [W.5.8, W.5.9, W.5.9a]	Write an essay giving advice to new Grade 5 students about which poetic device makes the best poems.	Align to CKLA Grade 5, Unit 3, Lesson 9
Lesson 6	Students work collaboratively to plan an opinion piece offering advice to a young poet. [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 3, Lesson 10
Lesson 7	Students draft body paragraphs of their opinion essays, including logically ordered reasons and appropriate diction to link opinions with reasons supporting them. [W.5.1, W.5.1b, W.5.1c]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 3, Lesson 11
Lesson 8	Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 3, Lesson 12

Unit 3: Introducing Narrative Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose a narrative about an adventure. [W.5.3]	Write a narrative about a character or characters having an adventure.	Align to CKLA Grade 5, Unit 4, Lesson 5
Lesson 2	Students use a story map to identify and describe the purpose and elements of a narrative. [W.5.3]	Model: "Mia Sees the Ocean"	Align to CKLA Grade 5, Unit 4, Lesson 6
Lesson 3	Students use a story map and collaborate to plan a narrative about a character who takes a new kind of transportation for the first time. [W.5.5]	Write a narrative about someone who uses a new kind of transportation for the first time.	Align to CKLA Grade 5, Unit 4, Lesson 7
Lesson 4	Students use a story map to collaboratively draft a narrative about a character taking a new kind of transportation for the first time. [W.5.3]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 4, Lesson 8
Lesson 5	Students use a story map to plan a narrative about Don Quixote and Sancho Panza visiting their school. [W.5.5]	Write a narrative about Don Quixote visiting your school.	Align to CKLA Grade 5, Unit 4, Lesson 9
Lesson 6	Students compose a narrative about Don Quixote visiting the students' elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 4, Lesson 10
Lesson 7	Students revise a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3c, W.5.3d]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 4, Lesson 11
Lesson 8	Students respond to teacher feedback by editing their work. [W.5.3, W.5.4, W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 4, Lesson 12

Unit 4: Developing Opinion Writing (8 Days)

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 grotta. 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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose opinion pieces about the best Renaissance artist. [W.5.1]	Write an opinion piece that identifies the best Renaissance artist and explains why he or she is the best.	Align to CKLA Grade 5, Unit 5, Lesson 12
Lesson 2	Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the best Renaissance artist. [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 13
Lesson 3	Students gather research for an opinion piece convincing people in the Renaissance to visit Isabella d'Este's grotta. [W.5.9, W.5.9b]	Write an opinion piece persuading a Renaissance audience to visit d'Este's grotta.	Align to CKLA Grade 5, Unit 5, Lesson 14
Lesson 4	Students conduct research on the works of art owned by Isabella d'Este. [W.5.7]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 15
Lesson 5	Students use an essay map to plan an essay convincing Renaissance citizens to visit Isabella d'Este's grotta. [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 16
Lesson 6	Students compose opinion pieces to convince a Renaissance audience that it should visit Isabella d'Este's grotta. [W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 17

	Primary Focus	Writing	Recommended Pacing
Lesson 7	Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 18
Lesson 8	Students collaborate to perform and publish their commercials for Isabella d'Este's grotta. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 5, Lesson 19

Unit 5: Developing Informative Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students identify and describe the purpose and features of a summary. [W.5.2]	Model: "How Printing Changed the World"	Align to CKLA Grade 5, Unit 6, Lesson 5
Lesson 2	Students gather information from the text to be summarized. [W.5.8]	Write a summary of "The Reformation Movement."	Align to CKLA Grade 5, Unit 6, Lesson 6
Lesson 3	Students gather information from the text to be summarized. [W.5.8]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Pausing Point 1
Lesson 4	Students plan summaries of "The Reformation Movement," Chapter 4 of <i>The Reformation: Shifts in Power</i> . [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Lesson 7
Lesson 5	Students draft introductions to their summaries. [W.5.2, W.5.2a, W.5.9, W.5.9b]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Lesson 8
Lesson 6	Students draft body paragraphs of their summaries, using specific vocabulary and linking words. [W.5.2, W.5.2b, W.5.2c, W.5.2d, W.5.9, W.5.9b]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Lesson 9
Lesson 7	Students draft conclusions to their summaries. [W.5.2, W.5.2b, W.5.2e, W.5.9b]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Lesson 10
Lesson 8	Students use keyboarding techniques to produce a final, publishable copy of their summaries. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 6, Pausing Point 2

Unit 6: Developing Narrative Writing (8 Days)

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 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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students compose narratives describing someone who has a problem. [W.5.3]	Pick a problem that someone (you or a character) would care about. Then write a narrative that explains this problem from the point of view of a character who is affected by the problem.	Align to CKLA Grade 5, Unit 7, Lesson 8
Lesson 2	Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]	Pick a character from <i>A Midsummer Night’s Dream</i> who has a problem, then write a narrative that shows how the problem affects the character.	Align to CKLA Grade 5, Unit 7, Lesson 9
Lesson 3	Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]	Model: Research for Character Problem Narrative Fill out Research for Character Problem Narrative, following model.	Align to CKLA Grade 5, Unit 7, Lesson 10
Lesson 4	Students plan narratives explaining how a character is affected by a problem. [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 7, Lesson 11
Lesson 5	Students draft introductions to their narratives. [W.5.3, W.5.3a, W.5.9, W.5.9a]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 7, Lesson 12
Lesson 6	Students draft body paragraphs of their narratives, using dialogue, detailed descriptions, and linking words. [W.5.3, W.5.3b, W.5.3c, W.5.3d, W.5.9, W.5.9a]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 7, Lesson 13
Lesson 7	Students draft conclusions for their narratives. [W.5.3e]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 7, Lesson 14
Lesson 8	Students use keyboarding techniques to produce a final, publishable copy of their narratives. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 7, Lesson 15

Unit 7: Purposeful Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
Lesson 1	Students review the writing text types and describe which one works best for a specific purpose and audience. [W.5.5]	Describe the characteristics of each text type.	Align to CKLA Grade 5, Unit 8, Lesson 7
Lesson 2	Students determine which text type to use to interest a younger student in Native American history and culture. [W.5.5]	Write an essay that will interest next year's Grade 5 students in Unit 8, <i>Native Americans</i> .	Align to CKLA Grade 5, Unit 8, Lesson 8
Lesson 3	Students plan writing for the classroom collection, designed to interest next year's class in Unit 8, <i>Native Americans</i> . [W.5.5]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 9
Lesson 4	Students draft introductions to their writing for the classroom collection. [W.5.4]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 10
Lesson 5	Students draft body paragraphs of their writing. [W.5.4]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 11
Lesson 6	Students draft conclusions to their writing. [W.5.4]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 12
Lesson 7	Students use keyboarding techniques to produce a final, publishable copy of their writing. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 13
Lesson 8	Students collaborate to publish their work in the classroom collection. [W.5.6]	Builds on previous lesson.	Align to CKLA Grade 5, Unit 8, Lesson 14