



Writing Studio

Grade 5

Teacher Guide

Grade 5

Units 1-7

Writing Studio

Teacher Guide



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Writing Studio 1

Introducing Informative Writing



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INTRODUCING INFORMATIVE WRITING

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- Introduce the Prompt
- Informative Pre-Assessment
- Wrap-Up

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- Completing an Essay Map
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- Connections: Red, Green, and In Between
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- From Introductions to Conclusions
- Wrap-Up

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

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]**

FORMATIVE ASSESSMENT

Activity Page 1.1

Kindergarten Versus Grade 5 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]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Comparing and Contrasting	Whole Group	5 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1 <input type="checkbox"/> assorted images
Informative Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare to distribute copies of Activity Page 1.1 to each student for the Informative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the Fifth Grade Writing Rubric: Informative/Explanatory Writing in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 5, *Developing Informative Writing*.

Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include images of Kindergarten students and Grade 5 students or daily schedules for a Kindergarten classroom and a Grade 5 classroom.

Lesson 1

Introducing Informative Writing



Primary Focus: 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]

CONNECTIONS: COMPARING AND CONTRASTING (5 MIN.)

- Ask a few student volunteers to review the difference between comparing and contrasting.
 - » Comparing is identifying what makes two or more things similar. Contrasting is identifying what makes two or more things different.
- Have students practice comparing and contrasting with the following topics:
 - blueberries and broccoli
 - » Answers may vary, but blueberries and broccoli are similar because they are both foods, plants, and healthy things to eat. They are different because one is a green vegetable and another is a blue fruit. They also have different tastes, textures, and sizes.
 - basketballs and ice skates
 - » Basketballs and ice skates are both kinds of sporting equipment used in sporting events such as the Olympics. They are different because ice skates are things you wear and come in many sizes, while basketballs are not worn.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write essays about students at different grade levels.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

Students all have things in common, but a lot of things differ from grade to grade. 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.

Support

Provide images to help students visualize the items they are comparing and contrasting.

Challenge

Have students use specific words and phrases (*similarly, but, etc.*) to show comparison and contrast.



Access

Entering/Emerging

Review the prompt and discuss relevant images or supplementary materials, such as of different age students or classroom schedules, with students before they begin writing.

Transitioning/Expanding

Review the prompt and allow pairs of students to discuss relevant images or supplementary materials, such as of different age students or classroom schedules, before they begin writing.

Bridging

Review the prompt and provide relevant images or supplementary materials, such as of different age students or classroom schedules, for students to consult before they begin writing.

Activity Page 1.1



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

INFORMATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the Fifth Grade Writing Rubric: Informative/Explanatory Writing to assess their work. You should save the pre-assessment to compare with the final informative writing activity, which they will complete in Writing Studio Unit 5, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their informative essay
 - includes elements of contrast.
 - includes elements of comparison.
 - uses an example from their own lives.
 - includes a title.
- If time permits, ask students to tell a partner one difference and one similarity they found between kindergarteners and Grade 5 students.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write informative essays that compare and contrast two things.

End Lesson

2

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an informative text. [W.5.2]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Compare and Contrast Essay Map

Students use the essay map to identify the elements of an essay that compares and contrasts two things. [W.5.2]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Paragraph about a Paragraph	Whole Group	5 min.	❑ Paragraph about a Paragraph
Read-Aloud: “Books versus Movies”	Whole Group	7 min.	
Modeling: Completing an Essay Map	Whole Group	7 min.	❑ Activity Page 2.1
Completing an Essay Map	Independent	8 min.	❑ Activity Page 2.1
Wrap-Up	Partner	3 min.	❑ Activity Page 2.1

ADVANCE PREPARATION

- Prepare to project or display Activity Page 2.1, Blank Compare and Contrast Essay Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template to fill out during the class discussion.

Universal Access

- Prepare to display the Paragraph about a Paragraph, available in Teacher Resources.
- Preteach content from the Words and Phrases that Compare and Contrast poster. A Blackline Master appears in Teacher Resources.

Lesson 2



Introducing Informative Writing

Primary Focus: Students identify and describe the purpose and features of an informative text. [W.5.2]

CONNECTIONS: PARAGRAPH ABOUT A PARAGRAPH (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote essays that compared and contrasted students in Kindergarten with Grade 5 students.
- Ask students to tell a partner one observation they made about students in Kindergarten and Grade 5 students.

1. What does it mean to compare two things?

- » Comparing things means describing what they have in common or how they are alike.
- Ask a few students to name one way that kindergarteners compare to students in Grade 5.
 - » Answers may vary but might include that both are students.

2. What does it mean to contrast two things?

- » Contrasting things means describing what makes them different from one another.
- Ask a few students to name one way that kindergarteners contrast with students in Grade 5.
 - » Answers may vary but might include that kindergarteners are younger than Grade 5 students and that kindergarteners have not been in school as long as Grade 5 students.
- Tell students that a paragraph that compares and contrasts two things is a kind of informative paragraph.
- Ask students to name some parts of an informative paragraph.
 - » An informative paragraph includes a topic sentence that tells what the paragraph will be about, supporting sentences to give the reader supporting details and facts about the topic or main idea, and a concluding sentence, or a final thought about the topic or main idea.

Support

Display and review the Paragraph about a Paragraph from Teacher Resources, which students have previously studied in primary instruction.

- Tell students that remembering these elements of informative paragraphs can help them plan an essay that compares and contrasts two things.

READ ALOUD: “BOOKS VERSUS MOVIES” (7 MIN.)

- Ask students to raise a silent hand if they
 - prefer reading books to watching movies.
 - prefer watching movies to reading books.
 - like both activities about the same amount.
- Tell students that you have an essay that compares and contrasts books and movies, and they should listen carefully to hear what its author thinks these things have in common and what makes them different.
- Read aloud the essay “Books versus Movies.” You may wish to note that this essay concerns traditional print books rather than audiobooks or e-books. If students are ready for a challenge, you could have them consider how the essay would be different if it addressed audio books and e-books.

Books versus Movies

At some point in their childhood, most American kids will watch a movie and read a book. Sometimes this is part of a school assignment or lesson. Other times, it’s a way to spend some free time. If you’re trying to decide whether to read a book or watch a movie, you might want to think about the following information.

Books and movies are both kinds of media, and they often share a similar purpose. Some books, such as a math textbook, are made in order to inform or educate people about a topic or an idea. Similarly, some movies, such as a film about the importance of healthy eating, are created for the same purpose. These kinds of movies are called documentaries. Of course, other kinds of books and movies are created to entertain people. These books and movies usually tell a story; people find them fun to read or watch. Sometimes books and movies even tell the same stories! Many famous movies—including some fairy tales and some films about a few of the world’s favorite wizards—are based on stories that were first told in books.

Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to help someone decide whether they should watch a movie or read a book.

Activity Page 2.1



Of course, even though they have some similarities, books and movies are not exactly alike. Most adults read books alone silently, but a lot of people go see movies in groups. You can read a book anywhere without any extra tools or equipment. In contrast, to watch a movie, though, you need technology. Movie theaters use projectors, while at home you need a television or other device. Movies also have sound, whereas print books must be read aloud by someone. Books have also been around longer than movies, because they were invented first.

Clearly books and movies have some things in common, but they also have some important differences. They can both be good ways to learn something or relax for a while. So the next time you're trying to decide what to do in your free time, think about which one is best for you.

- Ask students to turn to a partner and, according to the essay, name one thing that books have in common with movies and one thing that makes books different from movies.

MODELING: COMPLETING AN ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Compare and Contrast Essay Map and display or project it.
- Tell students that you will read the essay aloud again and complete the first three sections on the map (*Title*, *Introduction*, and the first *Body Paragraph* section). Students should complete their own copies of map along with you.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, "Books versus Movies," then say, "I know that's the title of the essay, because it appears at the top before any of the essay's sentences. I'll put that on the essay map by *Title*."
- When you reach the first body paragraph, highlight the words and phrases that show comparison and contrast (such as *similarly*) to help students identify the main point of the paragraph.

COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently. A completed essay map with sample answers follows.
- Review student responses.



Access

Entering/Emerging

In a preteaching session, offer heavy support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.

Transitioning/Expanding

In a preteaching session, offer moderate support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.

Bridging

In a preteaching session, offer light support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.

Title	<i>Books versus Movies</i>	
Paragraphs	Introduction	
	Things being compared and contrasted.	
	1) <i>books</i>	2) <i>movies</i>
	Body Paragraph	
	Main Idea/Topic Sentence	
	<i>Comparison/Books and movies resemble each other in some important ways.</i>	
	Supporting Information	
	<i>They are both kinds of media.</i>	
	<i>They often share a similar purpose.</i>	
	<i>They can be used to educate or entertain people.</i>	
<i>They can tell stories—even the same stories.</i>		
Body Paragraph		
Main Idea/Topic Sentence		
<i>Contrasting/Books and movies are not exactly alike.</i>		
Supporting Information		
<i>Books are usually read silently and alone.</i>		
<i>Movies have sound.</i>		
<i>Most people see movies in groups.</i>		
<i>You can read a book anywhere without tools or equipment.</i>		
<i>Watching movies requires technology.</i>		
<i>Books have been around longer than movies.</i>		
Conclusion		
Final thoughts about the topic:		
<i>Both books and movies can be good for fun or for learning.</i>		



Check for Understanding

Ask students to explain the difference between comparing and contrasting things.

- » Comparing is finding what two things have in common; contrasting involves finding how two things differ from one another.
-

WRAP-UP (3 MIN.)

- Ask students to use the completed essay map to discuss the essay's information with a partner. One student should summarize how the essay finds books similar to movies; the other should summarize how the essay finds books different from movies.
- If time remains, ask students to share any similarities or differences that they observe that were not mentioned in the essay.
- Tell students that in the next Writing Studio lesson, they will plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday (July 4).

End Lesson

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

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]**

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Compare and Contrast Essay Map

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]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Fun in Summer and Winter	Partner	5 min.	
Modeling: Planning with Essay Maps	Whole Group	10 min.	❑ blank compare and contrast essay map for projection or display
Planning with Essay Maps	Whole Group	10 min.	❑ Activity Page 3.1 ❑ images of birthdays and/or Independence Day celebrations
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare to project or display two copies of the blank compare and contrast essay map for the Modeling and Planning with Essay Maps activities. You will fill out these maps during this lesson and display them again in Lesson 4.
- Prepare to distribute Activity Page 3.1, Blank Compare and Contrast Essay Map, for each student to complete in the Planning with Essay Maps activity.

Universal Access

- Prepare to preteach vocabulary (such as *Independence Day*, *fireworks*, etc.) and concepts or routines (such as the Fourth of July, community holiday celebrations, etc.) related to America's birthday.
- Prepare to display images of birthday and/or Independence Day celebrations.

Lesson 3

Introducing Informative Writing



Primary Focus: 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]**

CONNECTIONS: FUN IN SUMMER AND WINTER (5 MIN.)

- Tell students that in this lesson they will think about things that happen in certain seasons. Tell students that they will speak with a partner about some things they might do in summer or winter to help them think about ideas for different essays they might plan.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs:
 - Describe your favorite sport, game, or activity to do in winter.
 - Describe your favorite thing to do in the snow.
 - Describe your favorite sport, game, or activity to do in summer.
 - Describe your favorite thing to do when it is hot and sunny outside.
 - Describe something you only do in summer.
 - Describe something you only do in winter.
 - Describe what you do on your favorite winter holiday.
 - Describe what you do on your favorite summer holiday.

MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Ask students to raise their hands if they have a favorite season.
- Tell students that some people really dislike either summer or winter, mostly because of the extreme weather each season has. Explain that you want to write an essay that teaches these people about how summer and winter both have good things to offer. This is your essay's purpose.

- Explain that to do that, you'll compose an essay that compares and contrasts summer with winter. This way, you are acknowledging the differences between these seasons, but you are also showing that they have some things in common. Smart readers will know that these seasons are not exactly alike. Acknowledging the differences readers already recognize is an important way to make a stronger essay.



Check for Understanding

Ask students to paraphrase to a partner why it can be important for a writer to acknowledge that things have both similarities and differences.

- » Answers may vary but might include that writers who want to explain different sides of a topic will often want to gain readers' trust.

-
- Tell students that when you write, you like to plan your ideas. Explain that it is important to plan carefully to make sure your essay contains all the parts of a good compare/contrast essay.
 - Ask students to name and describe the parts of an essay that compares and contrasts two things.
 - » Answers may include a title, introduction, body paragraphs with main ideas or topic sentences and supporting sentences, and a conclusion that offers final thoughts about the topic. The essays should also explain how two things are alike and how they are different.
 - Ask students what they have used essay maps for so far.
 - » Students have used essay maps to record and understand what information appears in an essay they have read or heard.
 - Explain that essay maps can also help you plan an essay you want to write. Students will learn more about that in this lesson.
 - Project a blank compare and contrast essay map.
 - Use the think-aloud strategy to model using an essay map to help you plan an essay comparing and contrasting winter with summer. A sample text follows; however, you may feel free to customize it to your classroom and your geographic location. (The sample essay assumes that summer and winter have distinct weather patterns, so if you live in an area with a stable year-round climate, you may want to adjust accordingly.)

I know I want to write an essay comparing and contrasting winter with summer, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my story "Winter Fun versus Summer Fun," because I want to inform readers about how both seasons have good things to do. [Write *Winter Fun versus Summer Fun* by Title.] I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am comparing and contrasting winter and summer. [Write *winter and summer* by *Things being compared and contrasted*.]

For my first body paragraph, I will write about the contrasts, because they are what most people will probably think of first. The main idea will be that winter and summer have very different weather. [Write *winters are cold; summers are hot* by *Main Idea/Topic Sentence*.] I know I need some supporting information for this paragraph. I think the biggest consequences of the weather are how we have to prepare to be outdoors and the different animals we see in each season. [Write *summer—sunscreen* and *winter—warm clothes, hats, gloves, scarves, coats* by *Supporting Information*.] In the summer, I see more kinds of animals than in winter. [Write *summer—fireflies, more birds* and *winter—fewer animals, some hibernate or migrate* by *Supporting Information*.] As you build the supporting information, you may wish to ask students to offer input on additional consequences of the weather and add this to your essay map.

For my next body paragraph, I will compare summer and winter. The main idea will be that winter and summer are alike in having neat things to do or celebrate. [Write *Winter and summer both have fun things to do* by *Main Idea/Topic Sentence*.] I can think of at least two kinds of things as supporting examples—special American holidays and outdoor activities. [Write *American holidays: winter has Presidents' Day and Martin Luther King Jr. Day; summer has Labor Day and the Fourth of July* by *Supporting Information*.] And there are special outdoor activities for each season. [Write *Outdoor activities: summer—softball, swimming* and *winter—snowball fights, sledding* by *Supporting Information*.] As you build the supporting

information, you may wish to ask students to offer input on additional consequences of the weather and add this to your essay map.]

Finally, I need a conclusion. For my final thoughts, I want to remind readers that these seasons are alike in some ways, including how they both offer interesting things to do or celebrate. [Write *Winter and summer have some fun similarities—holidays and outdoor activities offer things to do* by Conclusion.]

- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

Title		<i>Winter Fun versus Summer Fun</i>	
Paragraphs	Introduction	Things being compared and contrasted.	
	1)	<i>winter</i>	2) <i>summer</i>
	Body Paragraph		
	Main Idea/Topic Sentence	<i>winters are cold; summers are hot</i>	
	Supporting Information	<ul style="list-style-type: none"> • summer—<i>sunscreen and winter</i>—<i>warm clothes, hats, gloves, scarves, coats</i> • summer—<i>fireflies, more birds and winter</i>—<i>fewer animals, some hibernate or migrate</i> 	
	Body Paragraph		
	Main Idea/Topic Sentence	<i>Winter and summer both have fun things to do.</i>	
	Supporting Information	<ul style="list-style-type: none"> • <i>American holidays: winter has Presidents' Day and Martin Luther King Jr. Day; summer has Labor Day and the Fourth of July.</i> • <i>Outdoor activities: summer—softball, swimming and winter—snowball fights, sledding</i> 	
	Conclusion		
Final thoughts about the topic:		<i>Winter and summer have some fun similarities—holidays and outdoor activities offer things to do.</i>	

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will use an essay map to work together to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, or the Fourth of July. They should use Activity Page 3.1, Blank Compare and Contrast Essay Map, to help their planning.
- Ask students to turn and talk to a partner about the following things. (This may be the same partner as in the Connections activity, or you may assign new partners.) Read each in order, allowing students ten to fifteen seconds to discuss each one before moving to the next item.
 - what they eat on a birthday
 - what they eat on the Fourth of July
 - where they go on a birthday
 - where they spend the Fourth of July
 - what sort of games, activities, or events happen on a birthday
 - what sort of games, activities, or events happen on the Fourth of July
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Tell students that sometimes before completing an essay map, it helps to talk about your ideas for the essay.
- Direct students' attention to the blank compare and contrast essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that compares and contrasts celebrating a person's birthday and celebrating the Fourth of July. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample follows, but you should customize your essay map to reflect your school and students' suggestions.

Activity Page 3.1



Challenge

Ask students to use words that show comparison or contrast when offering suggestions about July Fourth and birthday celebrations.

Support

Provide images of July Fourth festivities and birthday celebrations.



Access

Entering/Emerging

Preteach vocabulary and concepts related to birthdays and Independence Day; provide heavy support as students discuss these celebrations. If possible, encourage students to speak about how similar traditions (such as a quinceañera) are celebrated in their families.

Transitioning/Expanding

Preteach vocabulary and concepts related to birthdays and Independence Day; provide moderate support as students discuss these celebrations. If possible, encourage students to speak about how their families celebrate similar traditions.

Bridging

Preteach vocabulary and concepts related to birthdays and Independence Day; provide light support as students discuss these celebrations. If possible, encourage students to speak about how their families celebrate similar traditions.

Title

Birthdays For All

Introduction

Things being compared and contrasted.

- 1) *a kid's birthday* 2) *The Fourth of July*

Body Paragraph

Main Idea/Topic Sentence

These birthdays are very different.

Supporting Information

- *Kid birthday: might get presents; can occur in every month and season; only celebrated by friends and family*
- *America's birthday: has a special name (the Fourth of July or Independence Day); is celebrated by people across the country; might have fireworks*

Body Paragraph

Main Idea/Topic Sentence

Both events are celebrations.

Supporting Information

special food (Fourth of July: cook out or picnic; birthday: cake); might have special music (Fourth of July: "Stars and Stripes Forever," "The Star-Spangled Banner," etc.; birthday: "Happy Birthday"); a time for celebration (Fourth of July: parades and concerts; birthday: parties)

Conclusion

Final thoughts about the topic:

Although they seem pretty different on the surface, some kids' birthdays have a lot in common with the Fourth of July.

WRAP-UP (3 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay comparing and contrasting the Fourth of July with a kid's birthday.

- Explain that the essay map offers an outline of the important parts of an essay, but it does not include all the details. Use the following list as a guide to help students anticipate different details to write about; feel free to tailor the poll items to your school if desired.

Let's think about details to include in the essay. Raise a silent hand if you have a good detail about the following:

- where you go for the Fourth of July or a friend's birthday
- who you see on the Fourth of July or a friend's birthday
- special foods you eat on the Fourth of July or a friend's birthday
- something that makes these days fun
- cool things to do on these days

-
- You may wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.
 - Tell students that they may speak with a family member about these topics if they want to get other ideas. Students may ask their family members to share their own birthday or Fourth of July memories.

End Lesson

4

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

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]

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper 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]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Essay Maps	Whole Group	2 min.	
Modeling: Writing an Essay	Whole Group	10 min.	<input type="checkbox"/> essay map for “Winter Fun versus Summer Fun” (completed in Lesson 3)
Writing an Essay	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Words and Phrases that Compare and Contrast poster <input type="checkbox"/> images of birthdays and/or Independence Day celebrations
Wrap-Up	Partner	3 min.	

ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Essay activity.

Universal Access

- Assemble materials used in the previous lesson to preteach vocabulary and concepts or routines related to celebrating birthdays and Independence Day.
- Prepare to display the Words and Phrases that Compare and Contrast poster from previous lessons.

Lesson 4

Introducing Informative Writing



Primary Focus: 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]

CONNECTIONS: ESSAY MAPS (2 MIN.)

- Remind students that in the previous class you used an essay map to plan your essay that compares and contrasts winter activities with summer activities. Explain that in this lesson, you will use the map as a guide while you write your essay.

MODELING: WRITING AN ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. A sample essay follows, but you may customize this as needed for your class.
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "Winter Fun versus Summer Fun." [Add *Winter Fun versus Summer Fun* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name the things I am comparing and contrasting, and I should explain a little about why I am comparing and contrasting these two things. [Write *Although winter and summer have very different weather in our town, both seasons have great things to do.*] That's the main idea of

my essay, but I should explain a bit about why I want to write about this. Some people have strong opinions about winter and summer already, so maybe this essay's information can help teach them something new about those seasons. *[Write Are you a winter person? A summer person? Some people have a favorite season—or even a least-favorite season. A lot of times their feelings depend on what they can or cannot do in those seasons, such as the winter or summer. before the topic sentence.]* That information should come at the start, I think, so that it helps readers understand the importance of my topic sentence and why it matters.

- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
 - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
 - Read your essay aloud. (A sample essay follows.)
-

Winter Fun versus Summer Fun

Are you a winter person or a summer person? Some people have a favorite season—or even a least-favorite season. A lot of times their feelings depend on what they can or cannot do in those seasons, such as the winter or summer. Although winter and summer have very different weather in our town, both seasons have great things to do.

Winter temperatures are usually cold, but summers are very hot. We have to wear very warm coats, gloves, and hats to stay warm in winter. In contrast, in summer, we have to wear sunscreen and make sure we don't get overheated or dehydrated. The seasons also bring out different animals, because some things hibernate or migrate in winter. We only see fireflies and some kinds of birds in the summer. Summer is also the only time we can hear the frogs croaking from the neighborhood pond.



Access

Entering/Emerging

Use vocabulary and images from the previous lesson to facilitate discussion of the essay map, providing heavy support as students discuss their ideas for birthday and Fourth of July celebrations.

Transitioning/Expanding

Use vocabulary and images from the previous lesson to facilitate discussion of the essay map, providing moderate support to students.

Bridging

Use vocabulary and images from the previous lesson to facilitate discussion of the essay map, providing light support to students.

Despite their weather differences, both summer and winter have fun things to do, such as playing, celebrating holidays, and enjoying the weather. In summer, we have holidays like Memorial Day and the Fourth of July, when we celebrate important events in our country's history. Likewise, winter holidays such as Presidents' Day and Martin Luther King Jr. Day honor people who have shaped America. Both summer and winter also have extreme weather that can affect what we do outside. In winter, we go sledding and have snowball fights, which is similar to the way that we play softball, go swimming, and enjoy other outdoor sports in summer.

Winter and summer are both seasons with lots of things to do. Although they have very different weather, they are alike in that they both bring important American holidays and fun outdoor activities. So you can find something fun to do in either season!

- Remind students that you wanted to write this essay to show people that both seasons have something fun to offer.
- Ask students to give a silent thumbs up if this essay would help them be more excited about summer and/or winter.

WRITING AN ESSAY (15 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay comparing and contrasting the Fourth of July with celebrating a person's birthday.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about how to include each element in the class essay. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

We said in the last class that we thought these celebrations were different in some important ways. Turn and tell one of your classmates about one such difference. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you'd like to suggest a sentence about one of those differences. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information to make sure it covered each part of the map.

WRAP-UP (3 MIN.)

- Have students take turns paraphrasing the class essay to a partner.
- Tell students that in the next Writing Studio lesson, they will learn how to collect information from a source to plan an essay.

End Lesson

Challenge

Ask students to identify additional ways to compare and contrast celebrating the Fourth of July with celebrating a person's birthday.

Support

Remind students that their sentence suggestions should use words and phrases that show comparison and contrast, reviewing the relevant word lists as necessary.

Activity Page 4.1



Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

FORMATIVE ASSESSMENT

Activity Page 5.1

Venn Diagram: Sports Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Modeling: Planning with Venn Diagrams	Whole Group	6 min.	<input type="checkbox"/> “Quetzal and Bald Eagle”
Connections: Games We Play	Whole Group	6 min.	
Planning with Venn Diagrams	Small Group	15 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> “An Important Ball Game,” (optional) <input type="checkbox"/> images of people playing different sports <input type="checkbox"/> word lists of relevant sports terms <input type="checkbox"/> video of pok-a-tok
Wrap-Up	Whole Group	3 min.	

ADVANCE PREPARATION

- Prepare to display “Quetzal and Bald Eagle” from Teacher Resources.
- This lesson draws on content from Unit 2, *Early American Civilizations*. If students need review on the topic pok-a-tok, you may direct them to review the relevant passage from their readers. That passage, “An Important Ball Game,” is also excerpted in Teacher Resources. For additional support, a link to a short video of the game pok-a-tok is included in the Recommended Resources list located in the digital components for the *Early American Civilizations* unit.
- Prepare to distribute Activity Page 5.1.
- Prepare to divide students into small groups.

Universal Access

- Prepare sentence starters for students to use in describing the game pok-a-tok.

To play pok-a-tok, you need . . .

The Maya played pok-a-tok because . . .

After a game of pok-a-tok, sometimes . . .

A pok-a-tok court was . . .

- Prepare images of people playing different sports and word lists of relevant sports terms, such as *racket*, *team*, *shin guard*, and *helmet*.

Start Lesson

Lesson 5

Introducing Informative Writing



Primary Focus: Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

MODELING: PLANNING WITH VENN DIAGRAMS (6 MIN.)

- Ask students to name the kind of essay you have been discussing in Writing Studio.
 - » Students have been learning about essays that compare and contrast.
- Tell students that because they have been learning about early American civilizations, you want to write about ways that Maya civilization compares with and contrasts to present-day American civilization.
- Tell students that you wanted to learn more, so you did some research about quetzal, which were important to the Maya, and bald eagles, which are important in the United States.
- Display “Quetzal and Bald Eagle” from Teacher Resources.

➤ Quetzal and Bald Eagle

- Ask students to identify the kind of diagram shown in the image.
 - » It is a Venn diagram.
- Ask students to explain what a Venn diagram is used for.
 - » Venn diagrams are helpful for comparing and contrasting things, because the overlapping circles show how two things are alike. The places where circles do not overlap show how two things are different.
- Review an example from the diagram that shows how these animals are similar. For example, you might point out that the overlapping circles contain the note “kinds of birds,” because both the bald eagle and the quetzal are kinds of birds. Since that is a thing they have in common, you wrote it where the circles overlap.

- Review an example from the diagram that shows how these animals differ from one another. For example, you might point out that the notes “lives in the Central American rainforest” and “lives near bodies of water in North America” are written where the circles do not overlap. Because these are ways the birds differ, or contrast, they are written in different circles.



Check for Understanding

Ask a few volunteers to read the diagram and name a way that the queztlal and the bald eagle are similar; ask other volunteers to name a way that they differ.

- » Answers may vary, but they should be based on the diagram and may include that they are similar because they are both kinds of birds and are important to certain groups of people; they are different because they live in different places and have different appearances.

CONNECTIONS: GAMES WE PLAY (6 MIN.)

- Tell students that they will use their own Venn diagrams later in the lesson to compare the Maya’s game with games or sports played today.
- Ask students what game the Maya played.
 - » The Maya played pok-a-tok.
- Ask students to name some of the sports or games they play after school or in recess. List these sports on the board or chart paper.

Note: Students will divide into groups based on each game listed, so make sure to have enough options for the number of student groups you desire. Alternatively, you may have more than one group writing about the same sport.

- » Answers may vary but could include soccer, basketball, baseball or softball, dodgeball, swimming, or track.
- Once the list is compiled, read it aloud, asking students to raise a silent hand when you name the sport that is their favorite among those on the list.
- Assemble students into groups based on their favorite sports.



Challenge

Ask students to propose their own questions to help groups identify how their game or sport compares to or contrasts with pok-a-tok.

Support

Provide images of people playing different sports and word lists of relevant sports terms, such as *racket*, *team*, *shin guard*, and *helmet*.



Access

Entering/Emerging

Reteach the passage on pok-a-tok, "An Important Ball Game," and provide heavy support and sentence starters for students to use in describing the game.

Transitioning/Expanding

Reteach the passage on pok-a-tok and provide moderate support and sentence starters for students to use in describing the game.

Bridging

Reteach the passage on pok-a-tok and provide light support and sentence starters for students to use in describing the game.

- Tell students that now it is their turn to compare a part of Maya civilization to life in the United States today. They will spend the next few lessons working in their small groups to research, plan, and draft essays that compare and contrast pok-a-tok with their favorite game from the list.

PLANNING WITH VENN DIAGRAMS (15 MIN.)

- Distribute Activity Page 5.1 to each student and explain that they will work together in their groups to gather information about pok-a-tok and their sport.
- Guide students through the process of thinking about the characteristics of their sport and pok-a-tok, using the following questions. You may ask each question, allow students to discuss briefly in their own groups and add the relevant information in the appropriate category on their Venn diagrams, then move to the next question.
 - Where do you play?
 - What equipment do you need?
 - Who plays?
 - When do they play?
 - Why do they play?
 - What is the goal of the game?
 - How does someone win?
 - What are other interesting or important facts about this game?
- Circulate as students work, offering feedback on their work. A sample completed Venn diagram that compares pok-a-tok with basketball is available in Teacher Resources.

WRAP-UP (3 MIN.)

- Ask students to raise their hand if their game or sport has more differences from pok-a-tok than it does similarities.
- Ask students to raise their hand if their game or sport has more similarities to pok-a-tok than it does differences.
- Tell students that in the next lesson they will use this information to plan their essays.

End Lesson

Introducing Informative Writing

6

PRIMARY FOCUS OF LESSON

Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Compare And Contrast Essay Map

Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Venn Diagrams	Small Group	5 min.	<input type="checkbox"/> Activity Page 5.1
Modeling: Planning an Essay	Whole Group	4 min.	<input type="checkbox"/> “Quetzal and Bald Eagle” <input type="checkbox"/> “Important Birds”
Planning An Essay	Small Group	16 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> word list of relevant sports terms
Wrap-Up	Partner	5 min.	<input type="checkbox"/> Activity Page 6.1

ADVANCE PREPARATION

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display the “Quetzal and Bald Eagle” Venn diagram from the previous lesson, available in Teacher Resources.
- Prepare to display the “Important Birds” essay map, available in Teacher Resources.
- Prepare to distribute copies of Activity Page 6.1, a blank Compare and Contrast Essay Map, to each student.
- Prepare to assemble students into the same groups as in the previous lesson.

Universal Access

- Prepare vocabulary specific to the sports about which students are writing. For example, for soccer, you might preteach words such as *cleats* or *referee*.

Lesson 6

Introducing Informative Writing



Primary Focus: Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. **[W.5.5]**

CONNECTIONS: VENN DIAGRAMS (5 MIN.)

- Remind students that in the previous lesson, they gathered information on how their game or sport compares to and contrasts with pok-a-tok.



Check for Understanding

Ask students how a Venn diagram is helpful.

- » Answers may vary but could include that it allows you to compare and contrast information easily or that its structure helps you see how things relate to each other.

- Ask students to work in the same groups as in the previous lesson to review their diagrams and add any additional information that compares and contrasts their game and pok-a-tok. In the next part of the lesson, they will use that information to plan their essays.

MODELING: PLANNING AN ESSAY (4 MIN.)

- Remind students that you also completed a Venn diagram that shows how the quetzal and the bald eagle compare and contrast with one another. Display that diagram.
- Tell students that in order to incorporate this information into your essay, you used it to complete an essay map.

- Display the “Important Birds” essay map you completed in advance and pick relevant sections of it to discuss for students. For example, you might point out that the first body paragraph of your essay will be about the ways that the quetzal and bald eagle compare to each other, then show students that you have written *the quetzal and bald eagle have some similarities* next to *Main Idea/Topic Sentence*.
- Ask students to identify the supporting information for your comparisons.
 - » Supporting information: both birds; both play important roles in communities where they live
- Continue illustrating as needed with different parts of the essay map.

PLANNING AN ESSAY (16 MIN.)

- Assemble students into the same small groups from the start of the lesson.
- Distribute copies of Activity Page 6.1 to each student. Although groups will plan together, each student should fill out his or her own copy of the essay map.
- Have student groups work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students’ needs.
 - Title: 1 min.
 - Introduction: 2 min.
 - Body Paragraph One: 5 min.
 - Body Paragraph Two: 5 min.
 - Conclusion: 3 min.
- As students work, circulate and check in with each group’s progress. For reference, a sample completed essay map based on comparing pok-a-tok and basketball, “A Whole Different Ball Game,” follows.

Activity Page 6.1



Challenge

Ask students to think about whether they should discuss the comparisons or the contrasts first in their essay and to give reasons for their choice.

Support

Remind students of the Venn diagram’s organizational system, showing them which parts of the diagram include information about how their topics contrast and which show information about similarities between their topics.

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2b, W.5.2d]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2b, W.5.2d]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: It's In the Details	Whole Group	2 min.	
Modeling: Drafting Informative Essays	Whole Group	8 min.	<input type="checkbox"/> "Contrasting the Quetzal and Bald Eagle"
Drafting Informative Essays	Small Group	17 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 5.1
Wrap-Up	Partner	3 min.	<input type="checkbox"/> Activity Page 7.1

ADVANCE PREPARATION

- Prepare to display "Contrasting the Quetzal and Bald Eagle," available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 (blank drafting paper, available as a Blackline Master, available in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.
- Prepare to assemble students into the same groups they were in during the previous class.

Universal Access

- Prepare sentences starters as follows:
Pok-a-tok and my sport are similar because . . .
My sport is not like pok-a-tok because . . .
My sport reminds me of pok-a-tok because . . .
The biggest difference between my sport and pok-a-tok is . . .
Both pok-a-tok and my sport . . .
Neither my sport nor pok-a-tok . . .

Lesson 7



Introducing Informative Writing

Primary Focus: Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2b, W.5.2d]

CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays comparing and contrasting pok-a-tok to a game or sport they play. To do that well, it is important to think about how to write paragraphs with good details and strong supporting information.
- Ask students to name the two birds you are comparing and contrasting in your sample essay.
 - » The essay compares the bald eagle and the quetzal.

MODELING: DRAFTING INFORMATIVE ESSAYS (8 MIN.)

- Tell students that you have also been thinking about the way to use details and supporting information. Explain that referring to your essay map helped you think about that as you drafted your body paragraphs.
- Tell students that you will read two paragraphs that are different drafts of your essay comparing the bald eagle and the quetzal. They should listen to each paragraph and decide which has the best details.



Check for Understanding

Ask students to explain what you are doing when you compare and contrast two things.

- » Comparing two things means describing things they have in common.
Contrasting two things means pointing out ways they are different.

Paragraph One: The bald eagle and the quetzal have some things in common. They are both birds. They are both important to certain groups of people. This is how they are alike.

Paragraph Two: The bald eagle and the quetzal share several important characteristics. Of course, both are kinds of birds, so they have common behaviors such as flying and laying eggs in nests. Both of these birds have been significant in culture as well. Maya communities valued the quetzal for its beauty. Similarly, people in the United States view the bald eagle as a symbol of their country. To them, it represents freedom and other important traits. In this way, these birds are more than just animals; they both became important symbols to people living nearby.

- Ask students to vote silently on which paragraph had the best details. They should raise one finger if they think paragraph one has the best details. They should raise two fingers if they think paragraph two has the best details.
- Point out that paragraph one has very few specific details. It tells readers that the birds are similar, but it does not offer many specific details or supporting information to explain this statement.
- Ask students to identify specific details that help make paragraph two strong.
 - » Answers may vary but could include such details as the type of animal (birds), specific behaviors (flying and laying eggs in nests), and their cultural significance (the quetzal is a Mayan symbol; the bald eagle is an American symbol).
- Tell students that another important way to strengthen your writing is to use precise, specific vocabulary words. You will practice that on the next body paragraph, which contrasts the quetzal and the bald eagle.
- Display “Contrasting the Quetzal and Bald Eagle” and ask a volunteer to read it aloud.

➤ **Contrasting the Quetzal and Bald Eagle**

- Ask students to identify the topic sentence of the paragraph.
 - » Although the quetzal and the bald eagle are both birds, they have some important differences.

- Remind students that a strong topic sentence identifies the paragraph's subject and gives its main idea. This sentence is a strong topic sentence, because it states the paragraph's specific topics (the quetzal and the bald eagle) and main idea (that they are different from one another).
- Use the think-aloud strategy to demonstrate using more precise vocabulary. An example follows, but you may customize it to suit your class.

I'd like to add more precise vocabulary to my draft to help make it stronger. In listening to it, I realized that one phrase that could be more specific is *These birds live in different places*. Another word for where animals live is *habitat*, so I might use that word instead, because it is more precise. [Strike through *places* and use a caret to show where you would insert the word *habitats*.]

- Ask students to suggest other vocabulary substitutions as time permits.
 - » Answers may vary but could include replacing the phrase *look different from one another* with the phrase *have different plumage*.
- Tell students that they will begin drafting their informative essays in this lesson, and as they do so, they should think about the kind of good details, supporting information, and precise vocabulary they might add to make their work stronger.

DRAFTING INFORMATIVE ESSAYS (17 MIN.)

- Assemble students into the same groups they worked in during the previous class.
- Distribute Activity Page 7.1, which each student will use to record his or her group's essay draft.
- Point out that you did not start by reviewing your essay's introduction. Sometimes in drafting, it makes sense to write the body paragraphs first, because they contain the important information for your essay. Once you draft them, you can then write an introduction that fits them. This is the model students will use in this lesson. Students may leave space to add an introduction in the next lesson, or they may write their introductions on a separate sheet of drafting paper.

Activity Page 7.1



- Direct the groups through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Topic sentence for body paragraph one: 2 min.
 - Supporting sentences and details for body paragraph one: 7 min.
 - Topic sentence for body paragraph two: 2 min.
 - Supporting sentences and details for body paragraph two: 6 min.
- A pair of sample body paragraphs follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

Sample:

The next time you watch a basketball game, you might be surprised to realize how many things it has in common with the Maya game pok-a-tok. These games are important in their communities, and people play them in many different cities. Both games are played on a special court. The goal of these games is for players to use their bodies to put a ball through a hoop. So your favorite basketball player today is trying to do something that athletes have done for centuries!

Despite their similarities, pok-a-tok and basketball do have some very important differences. Pok-a-tok players wore special padding, because the ball they used was very heavy—about eight pounds. They also played not just for fun or sport but because pok-a-tok had a religious meaning in Maya culture. In fact, sometimes players were even sacrificed to the gods after a game! Knowing about these differences might make today's athletes decide to stick with basketball instead of trying pok-a-tok.

Challenge

Ask students to add one more piece of supporting information to their body paragraphs.

Support

Review the Venn diagrams students prepared in planning and guide them in identifying the information that shows contrast and the information that shows comparison.



Access

Entering/Emerging

Provide sentence starters and heavy support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

Transitioning/Expanding

Provide sentence starters and moderate support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

Bridging

Provide sentence starters and light support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one word that could be more precise. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays.

~~~~~End Lesson~~~~~

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students continue drafting informative essays, focusing on introduction, conclusion, and linking words. [W.5.2, W.5.2a, W.5.2c, W.5.2e]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students continue drafting informative essays, focusing on introduction, conclusion, and linking words.

[W.5.2, W.5.2a, W.5.2c, W.5.2e]

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                     |
|--------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                               |
| Connections: Red, Green, and In Between          | Whole Group | 5 min.  | ☐ list of terms that suggest beginnings, endings, and comparison and contrast |
| Modeling: From Introductions to Conclusions      | Whole Group | 11 min. | ☐ “Contrasting the Quetzal and Bald Eagle”                                    |
| From Introductions to Conclusions                | Small Group | 11 min. | ☐ Activity Page 7.1<br>☐ Words and Phrases that Compare and Contrast poster   |
| Wrap-Up                                          | Partner     | 3 min.  |                                                                               |

## ADVANCE PREPARATION

- Prepare a list of terms that suggest beginnings (*once upon a time, at first, etc.*), endings (*the end, at last, in conclusion, finally*), and comparison and contrast (such as words from the Words and Phrases that Compare and Contrast poster).
- Prepare to display the body paragraphs drafted in the previous lesson.
- Prepare to assemble students into the same drafting groups as the previous lesson.

### Universal Access

- Prepare to distribute a list of terms that suggest beginnings, endings, and comparison and contrast.

#### Beginnings

at first  
once  
initially  
in the beginning

#### Endings

finally  
at last  
in conclusion

#### In Between

similarly  
in contrast  
likewise  
on the other hand

## Lesson 8

# Introducing Informative Writing



**Primary Focus:** Students continue drafting informative essays, focusing on introduction, conclusion, and linking words. [W.5.2, W.5.2a, W.5.2c, W.5.2e]

## CONNECTIONS: RED, GREEN, AND IN BETWEEN (5 MIN.)

- Tell students that you will read a list of words or phrases. Each word will be appropriate for an introduction, a conclusion, or connecting ideas of comparison or contrast. For each one you read aloud, students should describe what kind of word it is by responding with the words *red* (for endings), *green* (for beginnings), or *in between* (for words showing comparison and contrast).

**Example:** If you read the phrase *at first*, students would respond with the word *green*, because *at first* is likely to be used to introduce something.

- Explain that introductions are described with the word *green*, because a good introduction helps encourage readers to keep going, or makes them interested in the essay. Conclusions are described with the word *red*, because an effective conclusion gives a piece of writing a strong ending or stopping point. And transitions, or words showing comparison and contrast, are described with the words *in between* because they help show all the connections between ideas.
- Call out relevant terms, offering feedback if needed to assist student understanding.



### Check for Understanding

Ask students to name some additional words that show comparison and contrast.

- » Answers may vary but could include words such as *on the other hand*, *also*, *however*, or *instead*.

## MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (11 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to add transition words to body paragraphs and how to draft an introduction and conclusion. A completed text follows, but you may customize it for your class.

I know that I drafted my body paragraphs already, but I want to see if I can add better transition words to show the connections between the ideas of those paragraphs. Hmm. So in the draft I wrote, *The bald eagle and the quetzal share several important characteristics*. That's true, but I could add a better word to show contrast. [Write *resemble each other in some ways in place of share several important characteristics*.] That lets me use one of the words that show comparison from the poster. There are also ways I could use better words to show contrast. For example, my draft has the sentence *These birds live in different habitats; the quetzal lives in the rainforest, and the bald eagle lives near bodies of water such as oceans or rivers*. I think instead of using the word *and* here, I should use the word *but*. [Replace *and* with *but*.]

- Continue this process to explain how to draft of an introduction and conclusion for the essay. A sample text follows, but you may feel free to customize the essay for your class.

### Birds of a Feather?

Have you ever heard the phrase *Birds of a feather flock together*? This phrase expresses the idea that people with similar beliefs and ideas often spend time with one another. It also implies that birds that are not alike will not be found in the same place. This phrase might describe people correctly, but it is not always true for birds themselves, as the quetzal and the bald eagle show.

The bald eagle and the quetzal resemble each other in some ways. Of course, both are kinds of birds, so they have common behaviors such as flying and laying eggs in nests. Both of these birds have been significant in culture as well. Maya communities valued the quetzal for its beauty. Similarly, people in the United States view the bald eagle as a symbol of their country. To them, it represents freedom and other important traits. In this way, these birds are more than just animals; they both became important symbols to people living nearby.

Although the quetzal and the bald eagle are both birds, they have some important differences. These birds live in different habitats; the quetzal lives in the rainforest, but the bald eagle lives near bodies of water such as oceans or rivers. They also look different from one another. The quetzal's feathers are bright colors such as red, green, and blue, while the bald eagle is brown, black, and white. Finally, the quetzal's colorful feathers have been used in headdresses and other costumes, but the bald eagle has special laws that keep people from hunting it or using its feathers. Therefore, although these animals are both birds, they are not exactly alike.

This information about the quetzal and the bald eagle will be useful the next time you think about different species of birds. It may also be useful to consider the next time you think about how people have interacted with birds throughout history. The quetzal and bald eagle may not flock together, but they do still have some things in common.

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### FROM INTRODUCTIONS TO CONCLUSIONS (11 MIN.)

- Divide students into the same drafting groups they have used for the previous few lessons.
- Guide students through the process of drafting their essays' introductions, conclusions, and transitions. Suggested times follow, but you may customize these according to your class's needs.

## Challenge

Have students experiment with switching the order of their body paragraphs and revising the linking words accordingly.

## Support

Review the Words and Phrases that Compare and Contrast poster, which was introduced earlier in this unit.



## Access

### Entering/Emerging

Direct students to the list of words and phrases from the Connections activity and provide heavy support as they discuss how best to draft the relevant sections.

### Transitioning/Expanding

Direct students to the list of words and phrases from the Connections activity and provide moderate support as they discuss how best to draft the relevant sections.

### Bridging

Direct students to the list of words and phrases from the Connections activity and provide light support as they discuss how best to draft the relevant sections.

- Transitions (use of words that show comparison and contrast): 3 min.
  - Introduction: 4 min.
  - Conclusion: 4 min.
- Although student work will vary, a sample essay follows.

## Games People Play

Do you remember the moment that made you love basketball? Maybe it was when you made your first free throw to help your team win an important game. Maybe it was when you watched a player you like make a shot that seemed impossible. Whatever it was, it may have made you feel like basketball is a special game like no other.

The next time you watch a basketball game, you might be surprised to realize how many things it has in common with the Maya game pok-a-tok. Both basketball and pok-a-tok are important in their communities, and people play them in many different cities. Both games are played on a special court. The goal of these games is for players to use their bodies to put a ball through a hoop. So your favorite basketball player today is trying to do something that athletes have done for centuries!

However, despite their similarities, pok-a-tok and basketball do have some very important differences. Pok-a-tok players wore special padding, because the ball they used was very heavy—about eight pounds. They also played not just for fun or sport but because pok-a-tok had a religious meaning in Maya culture. In fact, sometimes players were even sacrificed to the gods after a game!

Basketball and pok-a-tok have several things in common. On the other hand, they also differ from each other in some really big ways. Knowing about these differences might make today's athletes decide to stick with basketball instead of trying pok-a-tok.

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**WRAP-UP (3 MIN.)**

- Ask students to turn and talk with a peer about whether they would rather play pok-a-tok or the game they compared with it. As they decide on their answer, students should consider the information they have written about pok-a-tok and their sport of choice.
- Tell students they will learn more about informative essays and other kinds of writing in future Writing Studio lessons.

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End Lesson





Writing Studio 2

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# Introducing Opinion Writing

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- Wrap-Up

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students write an essay that expresses their opinion on the best school subject. [W.5.1]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**The Best School Subject** Students write an essay that expresses their opinion on the best school subject. [W.5.1]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                              |
|----------------------------------------------|-------------|---------|----------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                        |
| Connections: Opinions                        | Partner     | 5 min.  |                                        |
| Introduce the Prompt                         | Whole Group | 5 min.  | □ Writing Prompt for Activity Page 1.1 |
| Opinion Pre-Assessment                       | Independent | 15 min. | □ Activity Page 1.1                    |
| Wrap-Up                                      | Whole Group | 5 min.  |                                        |

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Fifth Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final opinion writing activity in Unit 4, *Developing Opinion Writing*.

## Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include a list of subjects students are currently studying, textbooks from student courses, or images of students practicing various subjects (such as painting in art class, solving a math problem on the board, or doing an experiment in science class).

## Lesson 1

# Introducing Opinion Writing



**Primary Focus:** Students write an essay that expresses their opinion on the best school subject. [W.5.1]

## CONNECTIONS: OPINIONS (5 MIN.)

- Ask a student to explain what an opinion is.
  - » An opinion is a belief or preference. For example, one person's opinion might be that chocolate ice cream is the best. Another person's opinion might be that strawberry ice cream is the best.
- As you read each item from the following list, allow a few seconds for students to turn and talk to a partner about their opinion.
  - your favorite food
  - your best memory
  - the most fun vacation
  - the hardest game

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will write essays about the best school subject.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

### ➤ Writing Prompt for Activity Page 1.1

Write an opinion essay in which you explain what the best school subject is. Make sure to provide the reasons for your choice.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## Support

Model the exercise, explaining that when someone identifies their favorite, they are stating their opinion. Review statements of fact and statements of opinion.

## Challenge

Have students use specific words and phrases (*I think*, *I believe*, etc.) to show that they are stating an opinion.



## Access

### Entering/Emerging

Review prompt and discuss relevant images or supplementary materials, such as of different subjects or classroom activities, with students before they begin writing.

### Transitioning/Expanding

Review prompt and allow pairs of students to discuss relevant images or supplementary materials, such as of different subjects or classroom activities, before they begin writing.

### Bridging

Review prompt and provide relevant images or supplementary materials, such as of different subjects or classroom activities, for students to consult before they begin writing.





### OPINION PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when 15 minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Fifth Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final opinion writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their opinion essay
  - identifies the best school subject.
  - includes a reason for their opinion.
  - includes three or more reasons for their opinion.
  - includes a title.
- If time permits, ask students to tell a partner the school subject they selected and to give a reason for their choice.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinion essays.

~~~~~  
End Lesson

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an opinion text. [W.5.1]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Opinion Essay Map Students identify and describe the purpose and features of an opinion text. [W.5.1]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Fact or Opinion?	Whole Group	5 min.	
Read-Aloud: “The Best Way to Learn”	Whole Group	5 min.	☐ “The Best Way to Learn”
Modeling: Completing an Opinion Essay Map	Whole Group	7 min.	☐ Activity Page 2.1
Completing an Opinion Essay Map	Independent	8 min.	☐ Activity Page 2.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to display or distribute copies of “The Best Way to Learn,” which is available in Teacher Resources.
- Prepare to display Activity Page 2.1 (Blank Opinion Essay Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following judgment words for preteaching:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- Prepare additional statements of fact and statements of opinion for review.
 - The United States has fifty states. (fact)
 - Our state is the best in all of America. (opinion)
 - Richard Blanco wrote a personal narrative about how his family celebrated Thanksgiving. (fact)

- My favorite part of Blanco's narrative was when he carried the frozen turkey on his bike. (opinion)
- The worst sound ever is a squeaky chair. (opinion)
- My teacher's chair squeaks. (fact)
- The nicest thing about my neighborhood is how friendly people are. (opinion)
- My neighborhood has a playground in it. (fact)
- Books are better than movies. (opinion)
- My mother gave me a book about the Maya. (fact)
- Our team is the greatest! (opinion)
- Our team has won more games than any other in the league. (fact)

Start Lesson

Lesson 2

Introducing Opinion Writing



Primary Focus: Students identify and describe the purpose and features of an opinion text. [W.5.1]

CONNECTIONS: FACT OR OPINION? (5 MIN.)

- Ask a student to explain how an opinion is different from a fact.
 - » Answers may vary, but students should understand that an opinion is a belief or preference. For example, one person's opinion might be that chocolate ice cream is the best. Another person's opinion might be that strawberry ice cream is the best. A fact is something that can be proven.
- Remind students that in informative essays, such as those they studied in the previous unit, the writer's main purpose is to share facts about a topic. In opinion essays, the primary purpose is to convey a belief or preference.
- As you read each item from the following list, have students use their arms to indicate silently whether the statement is a fact or an opinion.

Students may join their hands over their heads to form an 'O' for opinions. They may hold their hands up to their right and parallel to each other to form an 'F' for facts. Alternatively, you may wish to assign a side of the room to facts and another to opinions, then have students move to the appropriate side to indicate the nature of each statement.

- Corn is the most delicious vegetable. (opinion)

Support

Explain how facts are proven with objective information or data (e.g., times, dates, statistics). Contrast that with the subjective reasons on which opinions are based (e.g., personal taste, experience, or beliefs).

- Broccoli is a vegetable. (fact)
 - A memory is a thought about something that happened in the past. (fact)
 - My best memory is of the day my little sister was born. (opinion)
 - Many people visit the beach during summer vacation. (fact)
 - My favorite vacation is spring break. (opinion)
 - Soccer is the hardest sport, because you cannot touch the ball with your hands. (opinion)
 - A professional soccer match has two 45-minute halves. (fact)
 - My mom thinks that winter is the best season. (fact)
 - Winter is the best season. (opinion)
- Pause to clarify as needed. For example, students may be tricked by the factual statement “My mom thinks that winter is the best season.” Explain that this is a factual statement about a mother’s opinion. Compare it to the opinion statement “Winter is the best season” to illustrate the difference.

READ-ALOUD: “THE BEST WAY TO LEARN” (5 MIN.)

- Ask students to raise a silent hand if they
 - prefer learning something new from hearing someone talk about doing it.
 - prefer learning something new by doing it along with someone who has more experience.
 - like learning in both ways about the same amount.
- Tell students that you have an opinion essay about the best way to learn and that they should listen carefully to determine its author’s opinion. You may also display or distribute copies of the essay so that students may follow along as you read.
- Read aloud the essay “The Best Way to Learn.”

The Best Way to Learn

Pretend for a minute that you have a cousin who is younger than you are, and you are trying to teach him how to ride a bicycle for the first time. Think about the different steps you would take and what you would need. I bet you would not just give your cousin a book to read about bikes or talk to him about bike

riding. Instead, you would probably find a bike, a helmet, and a safe space for your cousin to practice what you told him. That's because the best way to learn something new is by doing it.

Learning to do something new by actually practicing it is better than just hearing or reading about it. Practicing something helps you identify questions or problems you might face while doing it. For example, if you are reading about how to ride a bike, you might not remember that you have to pedal and watch where you are going at the same time. However, actually pedaling a bike helps you remember that, because if you forget for too long, you will run into something!

Learning by doing is also better than learning by hearing, because practicing helps you remember all the steps to take. If you were thinking about riding a bike, you might forget steps like moving the kickstand before pedaling. But when you actually ride a bike, seeing the kickstand will help you learn to raise it before pedaling. Seeing and practicing will help you remember what you have heard or read. Even if you cannot practice in a real situation, you can practice in a model. For example, before astronauts actually go to space, they practice in machines called simulators. This helps them learn what to expect and think about all the steps they will need to follow in space.

These are just two reasons that it is better to learn something new by trying it than it is to learn by reading or hearing about it. This kind of learning is used all over, by everyone from bike riders to astronauts. So the next time you have to learn something, jump in and practice it! It may help you learn it more easily, and you could have some fun, too!



Check for Understanding

Ask students to identify why the author wrote this opinion essay, or what its purpose is.

- » Its purpose is to convince someone that learning by doing is better than learning by just hearing or reading about something.
-

Challenge

Ask students how Walt Whitman might respond to this essay's opinion.

- » Whitman would likely approve, because "When I Heard the Learn'd Astronomer" shows someone looking at stars rather than listening to an astronomy lecture.

Activity Page 2.1



- Ask students to turn to a partner and each name one reason that this essay's author thinks it is better to learn by doing than by hearing.
 - » The author believes it is better because doing allows you to identify problems and questions. It also helps you remember important steps.

MODELING: COMPLETING AN OPINION ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Opinion Essay Map, and display or project it.
- Ask a student to identify the essay's title. Write it on the essay map in the appropriate place and have students do the same.
 - » "The Best Way to Learn"
- Tell students that you will read the essay aloud again and complete the next two sections of the map (Introductory Paragraph and Body Paragraph One). Students should complete their own copies of the map along with you.
- Point out that the essay map has space for up to three body paragraphs, but this essay has only two body paragraphs. Students will work with longer text later in the Writing Studio program, but in this example, they will only complete the relevant sections on the essay map, omitting the section for the third body paragraph.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, "Introductory Paragraph, Topic," then say, "I know this essay is about how to learn. I'll put that on the essay map by Topic."
- You may wish to clarify that although the essay discusses learning how to ride a bike, it is not only about that topic. Review the information about astronauts to show students how the essay discusses learning different things.

COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

[Sample Answers]

Title		<i>The Best Way to Learn</i>
Introductory Paragraph	Topic:	<i>how to learn</i>
	Opinion:	<i>The best way to learn is by doing.</i>
	Idea for hook:	<i>how you would teach someone</i>
Body Paragraph One	Reason one to support opinion:	<i>Practice helps identify questions or problems.</i>
	Evidence for this reason:	<i>pedaling and looking where you're going</i>
Body Paragraph Two	Reason two to support opinion:	<i>Practice helps you remember the steps.</i>
	Evidence for this reason:	<i>raising the kickstand</i>
Body Paragraph Three (optional)	Reason three to support opinion:	
	Evidence for this reason:	
Conclusion	Why readers should agree with this opinion:	<i>Lots of people use it—even astronauts.</i>
	Final thought	<i>Try this the next time you're learning.</i>



Access

Entering/Emerging

Preteach judgment words and provide heavy support as students practice distinguishing facts from opinion statements.

Transitioning/Expanding

Preteach judgment words and provide moderate support as students practice distinguishing facts from opinion statements.

Bridging

Preteach judgment words and provide light support as students practice distinguishing facts from opinion statements.

WRAP-UP (5 MIN.)

- Tell students that some special words help give clues that we are reading or hearing an opinion. These words are judgment words, or words that express an opinion.
- Explain that you will read a list of these words aloud. Students should turn to a partner and take turns saying an original sentence using each word.
- Read the following, pausing briefly for students to exchange sentences for each word:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- If time permits, ask a few students to share their sample sentences.
- Tell students that in the next Writing Studio session, they will start planning their own opinion essays.

~~~~~  
End Lesson  
~~~~~

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Opinion Essay Map Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Opinion Writing (30 min.)			
Connections: Food for Thought	Partner	5 min.	
Modeling: Planning with Essay Maps	Whole Group	10 min.	□ blank opinion essay map
Planning with Essay Maps	Whole Group	10 min.	□ Activity Page 3.1
Wrap-Up	Partner	5 min.	

ADVANCE PREPARATION

- Prepare to project or display the blank opinion essay map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Prepare to display or distribute the Writing Prompt for Activity Page 3.1, available in Teacher Resources.

Universal Access

- Prepare sentence starters or frames such as the following.
 - The most important thing I use each day is _____.
 - It would be terrible if I lost _____.
 - If I lost _____, I would not be able to _____.
 - My favorite object is _____.
 - _____ helps me _____.
 - Losing _____ would be the worst because _____.

Lesson 3

Introducing Opinion Writing



Primary Focus: Students use an essay map and collaborate to plan an essay about the worst thing to lose. [W.5.5]

CONNECTIONS: FOOD FOR THOUGHT (5 MIN.)

- Ask students to review what happens in the William Carlos Williams poem “This Is Just To Say.”
 - » The speaker apologizes for taking some plums that were in the refrigerator, saying they were “delicious/so sweet/and so cold.”
- Ask students to raise their hands if they have a favorite fruit—something they love so much they would be tempted to take it from someone else’s refrigerator without permission.
- Allow students to turn and talk with a partner about their favorite fruit. If time permits, you may wish to take a class poll to see which fruits students enjoy most.

MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Explain that Williams does something interesting in his poem that you all have not really discussed before. When he explains his opinion—that he thought the plums were delicious—he also gives reasons to explain what made them delicious.
- Ask students to volunteer Williams’s reasons.
 - » The plums were “so sweet” and “so cold.”
- Point out that this is exactly what good opinion writing looks like. It’s important to give your opinion, then give evidence or reasons for that opinion.
- Explain that you want to write an essay that shares your opinion on your favorite fruit. Because you want to plan your work, you are going to start by filling out an essay map.
- You may wish to remind students that planning is one of the steps of the writing process.

- Ask students why it is important to plan your ideas before writing.
 - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you don't have enough, you might have to do some research or pick a new topic.
- Project a blank opinion essay map.

➤ Blank Opinion Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay giving your opinion on your favorite fruit. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay that gives my opinion on my favorite fruit, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my essay "My Favorite Fruit," because I want to use the title to inform readers about my topic. [Write *My Favorite Fruit* by *Title*.] I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am writing about oranges. [Write *My favorite fruit is an orange.* by *Topic*.] I also know that I want to use the William Carlos Williams poem as my hook. [Write "*This Is Just To Say*"—*what fruit would tempt you?* by *Idea for hook*.]

For my first body paragraph, the main idea will be that oranges are the best fruit, because they are nutritious. [Write *nutritious* by *Reason one to support opinion*.] I know I need some evidence for this reason. I think the biggest evidence is that they have Vitamin C. [Write *Vitamin C* by *Evidence for this reason*.] I also know that centuries ago, sailors used to eat oranges on long boat trips in order to stay healthy. [Add *sailors would eat for nutrition* by *Evidence for this reason*.] As you build the evidence, you may wish to ask students to offer input on additional evidence that oranges are nutritious and add this to your essay map.

For my next body paragraph, the main idea will be that oranges are the best fruit, because they have a thick peel. [Write *thick peel* by *Reason two to support opinion.*] I know I need some evidence for this reason. I think the biggest evidence is that the peel means you don't have to wash an orange before eating it, so you can snack on it anywhere. [Write *doesn't need to be washed* by *Evidence for this reason.*] The thick orange peel also keeps the orange from getting bruised like an apple does. [Add *doesn't get bruises* by *Evidence for this reason.*] As you build the evidence, you may wish to ask students to offer input on additional reasons that orange peels are useful and add this to your essay map.

There's one more big thing I haven't talked about yet. For my last body paragraph, the main idea will be that oranges are the best fruit, because they taste great! [Write *taste great* by *Reason two to support opinion.*] I know I need some evidence for this reason. I think the biggest evidence is that they are sweet. [Write *sweet* by *Evidence for this reason.*] They are also very juicy. [Add *juicy* by *Evidence for this reason.*] As you build the evidence, you may wish to ask students to offer input on additional information about how oranges taste and add this to your essay map.

Finally, I need a conclusion. For my final thoughts, I want to remind readers why they should agree with my opinion. I think the best way is for them to try an orange, so maybe I'll tell them to do that. [Write *see for yourself and Try an orange—just make sure it's not someone else's!* by *Conclusion.*]

- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

Title		<i>My Favorite Fruit</i>
Introductory Paragraph	Topic:	<i>favorite fruit</i>
	Opinion:	<i>My favorite fruit is an orange.</i>
	Idea for hook:	<i>William Carlos Williams's "This Is Just to Say"—what fruit would tempt you?</i>
Body Paragraph One	Reason one to support opinion:	<i>nutritious</i>
	Evidence for this reason:	<i>sailors would eat for nutrition</i>
Body Paragraph Two	Reason two to support opinion:	<i>thick peel</i>
	Evidence for this reason:	<i>doesn't need to be washed, doesn't get bruises</i>
Body Paragraph Three (optional)	Reason three to support opinion:	<i>taste great</i>
	Evidence for this reason:	<i>sweet</i> <i>juicy</i>
Conclusion	Why readers should agree with this opinion:	<i>don't have to—can see for yourself</i>
	Final thought	<i>Try an orange—just make sure it's not someone else's!</i>



Check for Understanding

Ask students why they should give reasons for their opinions.

- » Answers may vary but could include that many times we share opinions to help persuade someone to do something, such as make a decision. Giving reasons can help convince them to agree with us. It can also help explain why we think or feel the way we do.

- Explain that you can use this plan to help you write your essay, which you will do in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

PLANNING WITH ESSAY MAPS (10 MIN.)

- Project and distribute the Writing Prompt for Activity Page 3.1 and tell students that now they will have their own chance to use an essay map to work together to plan an essay that identifies the worst thing a student could lose and explains their opinion about why this is the worst thing. They should use Activity Page 3.1, Blank Opinion Essay Map, to help their planning.

➤ Writing Prompt for Activity Page 3.1

Compose an essay that identifies the worst thing a student could lose and explains your opinion on why this is the worst thing.

Make sure that your essay includes all the elements of good opinion writing.

- Ask students to name some lost things named in Elizabeth Bishop's poem "One Art."
 - » Answers may vary but could include lost door keys, an hour, a watch, places, names, where it was I meant to travel, houses, cities, rivers, a continent, realms, and a person.
- Tell students that they will speak with a partner about some other things a person might lose to help them think about ideas for different essays they might plan.
- Read the following aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or piece of detail about their answer.
 - Have you ever lost anything?

Activity Page 3.1



Challenge

Ask students to consider how different people might have different worst objects to lose. For example, the worst thing a bus driver could lose might be keys, but for a teacher it might be textbooks.

Support

Guide students in considering the events of their school day and what objects are essential to them. For example, they may realize that they cannot buy their lunch if they lose their lunch money.



Access

Entering/Emerging

Use sentence starters and frames and provide heavy support as students work on the essay map.

Transitioning/Expanding

Use sentence starters and frames and provide moderate support as students work on the essay map.

Bridging

Use sentence starters and frames and provide light support as students work on the essay map.

- Think about what you bring to school every day or what you use while you are there. Which of those things would be the worst to lose?
 - What might you lose on the way to school?
 - What is something a person might lose on a trip?
 - What could someone lose outside?
 - What could someone lose that would be very easy to replace?
 - What might someone lose that would be impossible to replace?
- Display Activity Page 3.1 and distribute a copy of it to each student.
 - Direct students' attention to the blank opinion essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that gives an opinion about the worst thing for a student to lose. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information.
 - Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your students' suggestions.

Title		<i>Don't Lose It!</i>
Introductory Paragraph	Topic:	<i>the worst thing to lose</i>
	Opinion:	<i>The worst thing to lose is your homework.</i>
	Idea for hook:	<i>If you spend time working on something, you want to get credit for it.</i>
Body Paragraph One	Reason one to support opinion:	<i>You can't replace your homework.</i>
	Evidence for this reason:	<i>If you lose your lunch money, someone might be able to loan you some money. But no one can loan you their homework.</i>
Body Paragraph Two	Reason two to support opinion:	<i>Your learning depends on it.</i>
	Evidence for this reason:	<i>If you get a zero on the assignment, it can have a big effect on your grade. If you don't have it and can't participate in class, it may make it harder for you to understand the lesson.</i>
Body Paragraph Three (optional)	Reason three to support opinion:	<i>Your teacher may think you are irresponsible.</i>
	Evidence for this reason:	<i>can't remember your work don't do what you're told to do</i>
Conclusion	Why readers should agree with this opinion:	<i>Students are here to learn, and homework is an important part of that.</i>
	Final thought	<i>Make sure not to lose your homework.</i>

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay that gives an opinion about the worst thing to lose.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details. Tell students that in the next class they will work together to write their class essay.
- Tell students that as a way to think about the consequences of losing their selected object, they will play a game called “And then.” Students will speak with a partner. The first student will name one thing that could go wrong because of the lost object, then say, “and then . . .” The next student will name another thing that could go wrong, then say “and then . . .” to signal that it is another student’s turn.

Example:

- Student 1: The worst thing to lose is your lunch money, because then you cannot buy lunch. And then . . .
 - Student 2: And then you feel sad watching your friends eat. And then . . .
 - Student 1: And then you are hungry all afternoon. And then . . .
 - Student 2: And then you have trouble concentrating during your spelling test. And then . . .
 - Student 1: And then your stomach makes loud noises when the teacher is talking. And then . . .
 - Student 2: And then you are too tired to play well in soccer practice after school. And then . . .
- You may wish to challenge student pairs to see how many ideas they can generate.
 - You may also wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Drafting Paper** Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: In My Opinion                   | Partner     | 3 min.  |                                                                                          |
| Modeling: Writing an Opinion Essay           | Whole Group | 8 min.  | <input type="checkbox"/> essay map<br><input type="checkbox"/> drafting paper            |
| Writing an Opinion Essay                     | Whole Group | 12 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                      | Partner     | 7 min.  |                                                                                          |

## ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Opinion Essay activity.

## Universal Access

- Prepare to display words that help show opinion or judgment, such as the following:
  - best
  - favorite
  - worst
  - nicest
  - better
  - greatest

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students collaborate to compose an opinion piece about the worst thing to lose. [W.5.1]

**CONNECTIONS: IN MY OPINION (3 MIN.)**

- Tell students that they will start the lesson by stating opinions and naming reasons for those opinions.
- Read the following topics, pausing briefly for students to turn and talk to a peer about each one. Students should state an opinion on each topic and give a reason for the opinion.
  - video games
  - chocolate cake
  - blizzards
  - flying on an airplane
  - visiting a museum
  - watching a sporting event
  - cleaning your room
- If time permits, allow a few students to share with the class one of their opinions and their reasons for it.

**MODELING: WRITING AN OPINION ESSAY (8 MIN.)**

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. A sample follows, but you may customize this as needed for your class.
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

---

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "My Favorite Fruit." [Add *My Favorite Fruit* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name my topic and the opinion I have about it. But I also want to think about a clever hook, or something that helps draw readers into my essay and make them want to read more of it. I think I want to use the William Carlos Williams poem as part of my hook. [Write *In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them.*] That's the hook of my essay, but I should explain how it relates to my topic and opinion. [Write *While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.* after the other sentences.]

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you've written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. (A sample essay appears below.)
- 

### **My Favorite Fruit**

In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.

One thing that makes oranges my favorite is that they are so nutritious. They have a lot of Vitamin C in them, so they are part of a healthy diet. People have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don't have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

The most important reason that oranges are the best fruit, though, is that they taste great! Oranges are sweet and juicy. This makes them a great snack anytime!

These are just a few reasons that oranges are my favorite fruit. But they don't have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else's refrigerator without permission!

- 
- Ask students what part of this essay would make them want to eat an orange.
    - » Answers may vary but should be based on material covered in the essay.

---

### **WRITING AN OPINION ESSAY (12 MIN.)**

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay about the worst thing to lose.
- Display the essay map completed in the previous class and ask each student to look at his or her copy of the map.
- Review the map aloud with students.



## Challenge

Ask students to personalize their work by writing a new hook for the class essay.

## Support

Remind students that their sentence suggestions should use words and phrases that show their opinion, reviewing the relevant word lists as necessary.

## Activity Page 4.1



## Access

### Entering/Emerging

Provide lists of judgment words and offer heavy support as students craft opinion statements, reasons, and evidence from the material on the essay map.

### Transitioning/Expanding

Provide lists of judgment words and offer moderate support as students craft opinion statements, reasons, and evidence from the essay map.

### Bridging

Provide lists of judgment words and offer light support as students craft opinion statements, reasons, and evidence from the essay map.



## Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

Okay, I know that you all think the worst thing to lose is your homework, and we started planning an essay about that in the last class. Now turn and tell one of your classmates about some reasons that would be so bad. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that gives a reason for this opinion. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or with a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

## WRAP-UP (7 MIN.)

- Have students work in small groups and discuss the reasons included in the modeling essay and/or the class essay. For each reason, challenge students to think about what someone who disagrees with the reason might say. For example, someone might say that most fruits are nutritious, so this is not a reason to like oranges more than other fruits.
- Tell students that later on they will learn how thinking about these kinds of disagreements can help make their writing even stronger.

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

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]

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Poetic Devices** Students use a graphic organizer to 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]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                         |
|----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                   |
| Connections: Letters to a Young Poet         | Whole Group | 5 min.  | ☐ Activity Page 5.1                                                               |
| Modeling: Gathering Information              | Whole Group | 5 min.  | ☐ Activity Page 5.1                                                               |
| Gathering Information                        | Small Group | 17 min. | ☐ Activity Page 5.1<br>☐ definitions of poetic devices<br>☐ <i>Poet's Journal</i> |
| Wrap-Up                                      | Partner     | 3 min.  |                                                                                   |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 3, *Poetry*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to review the relevant passage from the *Poet's Journal*.
- Prepare to arrange students into two different configurations of small groups during the lesson. Students will first work in four expert groups, one devoted to each poetic device being researched. Then they will form new groups of four students each, so that every new jigsaw group consists of one student representative for each poetic device.
- Prepare to project Activity Page 5.1 and distribute a copy of it to each student.

### Universal Access

- Prepare definitions of each poetic device named on Activity Page 5.1 and gather relevant material from Unit 3, *Poetry*.

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to 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]

## CONNECTIONS: LETTERS TO A YOUNG POET (5 MIN.)

- Ask students to review the topic of their earlier opinion essay, which was based on Elizabeth Bishop's poem "One Art."
  - » Students composed essays stating an opinion on the worst thing to lose.
- Ask students how this essay might help a reader.
  - » Answers may vary but could include that the essay could help readers remember to be more careful, because the essay has helped them realize how bad it would be to lose the item discussed.
- Tell students that for their next opinion essay, they will build on the idea that sharing your opinion might help someone. Sometimes this kind of writing is called *advice writing*.
- Ask students to suggest some reasons that people might ask for advice.
  - » Answers may vary, but they could include that people want to learn from someone who has more experience or that they have tried different things and still need some help.
- Explain that many years ago, a young man who wanted to be a poet wrote to a famous poet named Rilke asking for advice. He wanted to know more about being a poet and how to make his own poetry better. Even though Rilke was famous, he wrote the man back several times. The letters are now published as *Letters to a Young Poet*. Over the next few lessons, students will write their own advice to young poets—opinion essays explaining the poetic device that makes the best poems.
- Project Activity Page 5.1 and distribute a copy to each student.

### Activity Page 5.1



## ➤ Activity Page 5.1 Writing Prompt

### Letter to a Young Poet

Write an essay giving advice to new Grade 5 students about which poetic device makes the best poems. Make sure to give reasons to support your opinion and to back up your reasons with evidence and information.

- Review the Activity Page 5.1 Writing Prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.
- Explain that although students know about poetry, it is important to think about the information and evidence that is available on a topic before deciding what your opinion on that topic is. Therefore, students will gather some information about poetry on Activity Page 5.1, and later they will use that information to help them decide their opinion on what makes the best poems.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

---

## MODELING: GATHERING INFORMATION (5 MIN.)

- Divide students into the following expert groups:
  - anaphora
  - simile
  - rhyme
  - metaphor
- Explain that students will work together to become experts on their assigned poetic device, which they will then explain to members of other groups.
- Before students start working in their groups, model completing the Activity Page 5.1 on tone. A completed Activity Page 5.1 follows.

---

## Letter to a Young Poet

**Prompt:** Write an essay giving advice to new Grade 5 students about which poetic devices make the best poems. Make sure to give reasons to support your opinion and to back up your reasons with evidence and information.

### 1. Poetic Device: tone

Tone is defined as *the attitude of a piece of writing. Tone is expressed through the style of writing and the words the author uses.*

Tone is important to a poem because *it helps explain the speaker's feelings and expresses the speaker's attitude toward something.*

Evidence to support this: *The tone of "Forgive me" in the Williams poem helps us understand how the speaker feels about his actions.*

Tone is also important to a poem because *it can help the reader enjoy a poem more.*

Evidence to support this: *Funny poems have a humorous tone; readers may enjoy them more because of the humor.*

### 2. Poetic Device: anaphora

Anaphora is defined as *repeating words or phrases at the start of a series of lines in a poem.*

Anaphora is important to a poem because *it can add emphasis to a thought, idea, or emotion.*

Evidence to support this: *Walt Whitman uses it to show the speaker's frustration with the lecture in "When I Heard the Learn'd Astronomer."*

Anaphora is also important to a poem because *the repetition of words can help create a poem's effect or meaning.*

Evidence to support this: *Whitman's repetition of the same words helps reader see the boredom he described.*

### 3. Poetic Device: simile

Simile is defined as *comparing two different things using the words like or as.*

Simile is important to a poem because *it can help readers see things in new ways.*

Evidence to support this: *"The Copper Beech" uses a simile to show that the tree "wore that yard like a dress," or that the yard seemed to fit around the tree.*

Simile is also important to a poem because *it is a good tool for creating original descriptions.*



### Access

#### Entering/Emerging

Review the poetic devices named on Activity Page 5.1, offering heavy support and drawing on content from Unit 3, *Poetry*, as needed.

#### Transitioning/Expanding

Review the poetic devices named on Activity Page 5.1, offering moderate support and drawing on content from Unit 3, *Poetry*, as needed.

#### Bridging

Review the poetic devices named on Activity Page 5.1, offering light support and drawing on content from Unit 3, *Poetry*, as needed.

### Challenge

Ask students to use poems from Unit 3, *Poetry*, to provide evidence for their claims.

Evidence to support this: *Same as above; you don't usually think of yards looking like clothing, so this simile is surprising.*

#### 4. Poetic Device: rhyme

Rhyme is defined as *the repetition of words with the same sounds.*

Rhyme is important to a poem because *using rhyme in a set pattern, or rhyme scheme, can help provide structure to the poem.*

Evidence to support this: *Robert Frost's poem "Snow Dust" has a structure of four lines per stanza, in keeping with the ABAB rhyme scheme.*

Rhyme is also important to a poem because *it adds a fun musical quality to a poem.*

Evidence to support this: *Nursery rhymes often exhibit this musical quality—see "Hickory, Dickory, Dock," for example.*

#### 5. Poetic Device: metaphor

Metaphor is defined as *a comparison of two different things that does not use the words like or as.*

Metaphor is important to a poem because *it is a kind of description that helps readers visualize familiar things in new ways.*

Evidence to support this: *Carl Sandburg's poem "Fog" helps readers see the fog moving into a city in the same way a cat would move.*

Metaphor is also important to a poem because *it can inform the reader's understanding of the events described in a poem.*

Evidence to support this: *If a poem's speaker says, "I will not change my mind; I am a rock," the metaphor helps show that the speaker is hard, solid, and firm.*

### GATHERING INFORMATION (17 MIN.)

- Guide students through the process of thinking about the characteristics of their poetic devices, using the following questions. You may ask each question, allow students to discuss briefly in their expert groups, then move to the next question.
  - How do you define your poetic device?
  - Why is your poetic device important to a poem?
  - What evidence supports your reason?
  - What is another thing that makes your poetic device important to a poem?
  - What evidence supports your reason?

- After each group has completed gathering its expert definition, split students into new jigsaw groups, arranging them so that each new group consists of at least one student to represent each poetic device.
- Have the new jigsaw groups work together to complete Activity Page 5.1. Each student expert should share his or her answers relevant to the poetic device covered in his or her expert group.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits.

---

### WRAP-UP (3 MIN.)

- Ask students to turn and talk with a peer from their group about the two poetic devices they are most interested in using in their papers.
- Have students think about the opinion they want to express in their essay.
- Tell students that in the next lesson they will use this information to plan their essays.

---

End Lesson

### Support

Refer students to the *Poet's Journal* for additional review on the specific poetic devices discussed.



# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

---

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Blank Opinion Essay Map** Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                  |
|----------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                            |
| Modeling: Planning an Essay                  | Whole Group | 4 min.  | ☐ Activity Page 3.1                        |
| Connections: Poetic Devices                  | Small Group | 7 min.  | ☐ Activity Page 5.1                        |
| Planning An Essay                            | Independent | 16 min. | ☐ Activity Page 5.1<br>☐ Activity Page 6.1 |
| Wrap-Up                                      | Partner     | 3 min.  | ☐ Activity Page 6.1                        |

## ADVANCE PREPARATION

- If your students are sufficiently familiar with the essay planning process, you may omit the Modeling: Planning an Essay lesson segment and begin with the Connections lesson segment.
- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1, a blank opinion essay map, available in Teacher Resources, to each student.
- Prepare to arrange students in the same jigsaw groups in which they worked during the previous lesson.

## Lesson 6

# Introducing Opinion Writing



**Primary Focus:** Students work collaboratively to plan an opinion essay offering advice to a young poet. [W.5.5]

**MODELING: PLANNING AN ESSAY (4 MIN.)**

- Remind students that they have already practiced using opinion essay maps to plan their work.

**Check for Understanding**

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

**CONNECTIONS: POETIC DEVICES (7 MIN.)**

- Ensure that students have Activity Page 5.1, which was completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same jigsaw groups in which they worked during the previous lesson.
- Explain that in order to decide which poetic devices students want to use in their essays, each group member will review the poetic device on which he or she is the expert. After each student in the group reviews all the devices, students will choose individually which devices to write about in their essays.
- Review the information for tone as a model, then allow group experts to review the remaining devices.
- Circulate and provide support as needed to ensure that students select two poetic devices to discuss in their essays.

## PLANNING AN ESSAY (16 MIN.)

- Distribute Activity Page 6.1.
- Have students use Activity Page 6.1 to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 2 min.
  - Introduction: 1 min.
  - Body Paragraphs: 10 min.
  - Conclusion: 3 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map based on the poetic devices metaphor and tone follows.

### Activity Page 6.1



### Challenge

Encourage students to reference specific lines of a poem for their essay's examples. Ask students to practice quoting those lines correctly in their work.

### Support

Provide examples of each poetic device from the poems students have studied in Unit 3, *Poetry*.



### Access

#### Entering/Emerging

Have students identify their favorite poem from the *Poet's Journal*, then offer heavy support as they identify its poetic devices and add them to their essay maps.

#### Transitioning/Expanding

Have students identify their favorite poem from the *Poet's Journal*, then offer moderate support as they identify its poetic devices and add them to their essay maps.

#### Bridging

Have students identify their favorite poem from the *Poet's Journal*, then offer light support as they identify its poetic devices and add them to their essay maps.

|                                        |                                                    |                                                                                                                                                                                                                                                            |
|----------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                           |                                                    | Writing the Best Poems                                                                                                                                                                                                                                     |
| <b>Introductory Paragraph</b>          | <b>Topic:</b>                                      | <i>giving advice to a young poet</i>                                                                                                                                                                                                                       |
|                                        | <b>Opinion:</b>                                    | <i>The best poetic devices for a poem are tone and metaphor.</i>                                                                                                                                                                                           |
|                                        | <b>Idea for hook:</b>                              | <i>Lots of people need special tools for their jobs (gardener needs tools for digging and pruning; a painter needs brushes, paint, drop cloths; a doctor needs a stethoscope and thermometer), and so do poets. Those tools are called poetic devices.</i> |
| <b>Body Paragraph One</b>              | <b>Reason one to support opinion:</b>              | <i>Metaphor is one important poetic device.</i>                                                                                                                                                                                                            |
|                                        | <b>Evidence for this reason:</b>                   | <i>It helps readers see a topic in a new way and visualize or imagine the things in the poem.</i>                                                                                                                                                          |
| <b>Body Paragraph Two</b>              | <b>Reason two to support opinion:</b>              | <i>Tone is an important poetic device.</i>                                                                                                                                                                                                                 |
|                                        | <b>Evidence for this reason:</b>                   | <i>It helps readers understand the mood or feelings expressed in the poem. Ex: Williams uses tone to show how the speaker of "This Is Just To Say" really feels about eating the plums.</i>                                                                |
| <b>Body Paragraph Three (optional)</b> | <b>Reason three to support opinion:</b>            |                                                                                                                                                                                                                                                            |
|                                        | <b>Evidence for this reason:</b>                   |                                                                                                                                                                                                                                                            |
| <b>Conclusion</b>                      | <b>Why readers should agree with this opinion:</b> | <i>Poets have used these devices for many years, and using them will help you write great poems.</i>                                                                                                                                                       |
|                                        | <b>Final thought</b>                               | <i>Don't just stop at these tools—once you learn to use them, try new poetic devices to make even better poems.</i>                                                                                                                                        |

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**WRAP-UP (3 MIN.)**

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

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]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper 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]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (25 min.) | | | |
| Connections: It's In the Details | Whole Group | 2 min. | |
| Modeling: Drafting Opinion Essays | Whole Group | 8 min. | <input type="checkbox"/> Words And Phrases Connecting Reasons And Evidence
<input type="checkbox"/> sample opinion paragraph |
| Drafting Opinion Essays | Independent | 17 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Words and Phrases Connecting Reasons and Evidence |

ADVANCE PREPARATION

- Prepare to display the list of Words and Phrases Connecting Reasons and Evidence, available in Teacher Resources.
- Prepare to display the sample opinion paragraph, available in Teacher Resources.
- Prepare to distribute Activity Page 7.1, blank drafting paper, or word processors (optional).
- Ensure students have Activity Pages 6.1 and 5.1, which they completed in previous lessons.

Universal Access

- Prepare cloze sentences as follows:
 - I am allergic to nuts. _____ I cannot eat peanut butter.
 - I love eating vegetables. _____ I had a salad for lunch.
 - I have enjoyed learning about poetry. _____ “#359” is my favorite poem.
 - We overslept. _____ I ate a very fast breakfast.
 - I learned a lot at the zoo. _____ I discovered that lizards can shed their skin.
 - The field trip to the museum was awesome. _____ I am going to take my whole family to visit the museum.

Lesson 7



Introducing Opinion Writing

Primary Focus: 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]

CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays offering advice on how to write the best poems.



Check for Understanding

Ask students to explain the elements necessary in an opinion essay's body paragraphs.

- » These paragraphs should support the essay's opinion with good reasons and clear evidence for those reasons.

MODELING: DRAFTING OPINION ESSAYS (8 MIN.)

- Tell students that you have some new tips on drafting an opinion essay.
- Explain that one way to write stronger opinion paragraphs is to think about how your reason and the evidence for it are connected.
- Display the sample opinion paragraph, which is taken from the model essay drafted in Lesson 3. Remind students that the essay's opinion stated that oranges are the best fruit.
- Ask students to silently identify the paragraph's reason and evidence as a student reads the paragraph aloud.
- Ask students to identify the reason given in the paragraph and the evidence supporting that reason.
 - » Reason: Oranges are nutritious.
 - Evidence: Oranges contain Vitamin C. Sailors ate them on long voyages.

- Display the list of Words and Phrases Connecting Reasons and Evidence. Review each term, explaining how these words can help show the connection between reasons and evidence.

➤ Words and Phrases Connecting Reasons and Evidence

- Use the think-aloud strategy to demonstrate using more specific words to link reasons and evidence. A sample follows, but you may customize for your own class's needs.

I'd like to add more precise vocabulary to my draft to help make it stronger. In listening to it, I realized that one place I could add words to show the connection between reasons and evidence is when I speak about Vitamin C. That vitamin is a particular kind of nutrient, and the evidence explains the reason. So I will add the word *specifically* to introduce that sentence. [Use a carat to show where you would insert *Specifically* before *They have a lot of Vitamin C in them*. Remember to change the *T* in *They* to a lower case letter.] I can also make a similar change in the next sentence. Because oranges have these nutrients, people have eaten them. Therefore, I'll add the word *consequently* in front of the next sentence to show that people have eaten oranges because of their nutritional value. [Use a carat to show where you would insert *Consequently* before *People have eaten oranges*. Change the *P* in *People* to a lower case letter.]

- Ask students to suggest other vocabulary substitutions as time permits.
- Tell students that they will begin drafting their opinion essays in this lesson, and as they do so, they should think about the kind of precise vocabulary they might add to make their work stronger.

DRAFTING OPINION ESSAYS (17 MIN.)

- Distribute Activity Page 7.1, which each student will use to draft his or her essay. Alternatively, you may wish to have students draft on word processors.
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.

Activity Page 7.1



Challenge

Ask students to add information from one of the poems they have studied to their essay. If students have substantial time remaining, they may wish to add a third poetic device to their essay.

Support

Guide students in drafting complete sentences and paragraphs from the notes on their essay map.



Access

Entering/Emerging

Preteach the list of Words and Phrases Connecting Reasons and Evidence and offer heavy support to guide students in using these words and phrases in cloze sentences.

Transitioning/Expanding

Preteach Words and Phrases Connecting Reasons and Evidence and offer moderate support to guide students in using these in cloze sentences.

Bridging

Preteach Words and Phrases Connecting Reasons and Evidence and offer light support to guide students in using these in cloze sentences.

- Explain that students will begin by drafting their essay's body paragraphs. This may seem unusual, but many writers do not draft the introduction until they know what their essay will contain inside it. That way, they can make sure the introduction fits the essay. Students may leave space on their papers to add the introduction, which they will write in the next lesson. Alternatively, they may write the introduction on a different piece of drafting paper.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Because this unit is early in the year, students may be writing essays with two body paragraphs. If students are writing an essay with three body paragraphs, adjust the times accordingly.
 - Topic sentence for body paragraph one: 2 min.
 - Supporting sentences and evidence for body paragraph one: 7 min.
 - Topic sentence for body paragraph two: 2 min.
 - Supporting sentences and evidence for body paragraph two: 6 min.
- Although essays may vary, a pair of sample body paragraphs follows.

Metaphor is one very important poetic device. Metaphor, or comparing two things that seem unlike, helps readers see a topic in a new way and visualize or imagine the things in the poem. For example, when someone writes, "The bird's flapping wings were oars dividing the air," readers can picture how the wings moved. This helps readers enjoy the poem more, and it shows how metaphor can be an important tool for writing the best poems.

Another tool for writing the best poems is tone. Good poets think about the kind of tone they want to express in their poems, because that helps readers understand a poem's meaning. William Carlos Williams uses careful tone to show that the speaker is insincere in the poem "This Is Just To Say." Specifically, the speaker writes that the plums he has stolen "were delicious," which shows readers that he enjoyed them. This helps show that the tone of the apology is not completely sincere.

WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one place that could use a better word to link their opinions and reasons. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

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## FORMATIVE ASSESSMENT

**Activity Page 7.1**

**Drafting Paper** Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials              |
|----------------------------------------------|-------------|---------|------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                        |
| Connections: Hooks                           | Whole Group | 5 min.  | ☐ sample introductions |
| Modeling: From Introductions to Conclusions  | Whole Group | 10 min. | ☐ sample opinion essay |
| From Introductions to Conclusions            | Independent | 12 min. | ☐ Activity Page 7.1    |
| Wrap-Up                                      | Partner     | 3 min.  |                        |

## ADVANCE PREPARATION

- Prepare to display the sample introductions.
- Prepare to display the sample opinion essay from Lesson 4.
- Make sure students have their completed Activity Pages 7.1 from the previous lesson.

### Universal Access

- Prepare the following sentence frames to facilitate a discussion concerning introductions and conclusions.
  - I would have liked to know \_\_\_\_\_ before I started writing poems.
  - \_\_\_\_\_ would make me more interested in learning how to write poems.
  - If I were telling someone about the best poetry, I would want to make sure that they knew \_\_\_\_\_.
  - The best way to interest someone in my topic is \_\_\_\_\_.

## Lesson 8

# Introducing Opinion Writing



**Primary Focus:** Students continue drafting opinion essays, focusing on introductions and conclusions. [W.5.1, W.5.1a, W.5.1d]

**CONNECTIONS: HOOKS (5 MIN.)**

- Project the sample introductions to an opinion essay on the best artwork.

**➤ Sample Introductions**

1. This essay is about my opinion on art. There are a lot of artworks in the world. People have a lot of opinions on which one is best. My opinion is that the best piece of art is the *Mona Lisa*.
  2. Have you ever seen someone with an expression on their face that you do not quite understand? Maybe the person seems to be almost—but not quite—smiling. Maybe even after you were no longer with the person, you wondered what their expression meant. The woman in Leonardo da Vinci's painting *Mona Lisa* has an expression just like this, and for centuries, people have wondered about its meaning.
  3. Ever since there have been works of art, people have had opinions about which ones were the best. My opinion is that the best work of art is the *Mona Lisa*.
- Ask student volunteers to read each sample introduction aloud.
  - Tell students that the middle introduction is the best one, and ask them to suggest reasons that it is so strong.
    - » Answers may vary, but they might include that the middle introduction offers an interesting hook or way into the topic and that it is more focused on the topic. The other introductions are very broad, because they talk about art overall. The middle introduction presents a kind of mystery—why is *Mona Lisa* smiling that way?—and helps readers be curious about the topic. The last introduction starts in a way that is very clichéd. Tell students to avoid making such broad statements in their writing.
  - Explain that sometimes writers include something called a hook in their introductions. A hook is a technique used to grab a reader's attention or "hook" readers on the topic.

- Explain that the best introduction in the samples uses the idea of a mysterious facial expression to hook readers on the essay about the *Mona Lisa*.



### Check for Understanding

Ask students to name some possible hooks for their essays about the best poems.

- » Answers may vary but could include asking if readers struggle when writing poetry, then explaining that this essay makes it easier.

## MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (10 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to develop an introductory hook and how to return to it in the conclusion. A sample text follows, but you may customize it for your class. If you use this sample, you will want to display the essay drafted in Lesson 4.

When I drafted the essay “My Favorite Fruit,” I wanted to think of an interesting hook, or a way to help get readers’ attention and make them want to read the essay. I used the example of Williams’s poem to give a context of eating fruit. [Have a student volunteer read the introduction aloud.] Then I made sure to return to that idea again in my conclusion. [Have a student volunteer read the conclusion aloud. Ask students to point out the sentence that references the introduction. Illustrate how the conclusion’s final sentence draws on the content of the introduction, but it does not simply repeat what has already been said. This makes for a strong conclusion, because it returns to the same ideas in a new way.]





## Access

### Entering/Emerging

Use sentence frames and offer heavy support to guide students in a discussion about introducing their essays on the best poems.

### Transitioning/Expanding

Allow student groups to use sentence frames as they discuss introducing their essays on the best poems.

### Bridging

Allow student pairs to use sentence frames as they discuss introducing their essays on the best poems.

- Continue this process to explain the drafting of an introduction and conclusion for the essay, making sure to note how the conclusion can return to the ideas raised in the introduction. A sample text follows, but you may feel free to customize the essay for your class.

## My Favorite Fruit

In William Carlos Williams's poem "This Is Just To Say," the speaker confesses to having eaten some plums that did not belong to him. He says that they were so good, he could not resist them. While I would not eat someone else's plums, I would be tempted to eat someone else's oranges, because they are my favorite fruit.

One thing that makes oranges my favorite is that they are so nutritious. Specifically, they have a lot of Vitamin C in them, so they are part of a healthy diet. Consequently, people have eaten oranges to stay healthy for centuries. Even sailors ate them on long trips so that they would get enough nutrition.

Another important thing that helps make oranges the best fruit is that they have a thick peel. That might not sound like a good thing, but it really is! The thick peel means that you don't have to wash an orange before eating it; you just peel it. The peel also helps protect the orange from getting bruised the way an apple can. The thick peel helps keep the orange safe until you are ready to eat it.

The most important reason that oranges are the best fruit, though, is that they taste great! Oranges are sweet and juicy. This makes them a great snack anytime!

These are just a few reasons that oranges are my favorite fruit. But they don't have to just be my favorite—you might really like oranges, too. So the next time you get the chance, try an orange. Just make sure not to take it from someone else's refrigerator without permission!

## FROM INTRODUCTIONS TO CONCLUSIONS (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson.
- Guide students through the process of drafting their essays' introductions and conclusions. Suggested times follow, but you may customize these according to your class's needs.
  - Introduction: 6 min.
  - Conclusion: 6 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

### Writing the Best Poems

Many people need special tools for their jobs. For example, a gardener needs tools for digging and pruning; a painter needs brushes, paint, and drop cloths; and a doctor needs a stethoscope and thermometer. Poets have their own set of tools, called poetic devices, to help them write poems. If you are new to writing poems, the best poetic devices to start with are tone and metaphor.

Metaphor is one very important poetic device. Metaphor, or comparing two things that seem unlike, helps readers see a topic in a new way and visualize or imagine the things in the poem. For example, when someone writes, "The bird's flapping wings were oars dividing the air," readers can picture how the wings moved. This helps readers enjoy the poem more, and it shows how metaphor can be an important tool for writing the best poems.

Another tool for writing the best poems is tone. Good poets think about the kind of tone they want to express in their poems, because that helps readers understand a poem's meaning. William Carlos Williams uses careful tone to show that the speaker is insincere in the poem "This Is Just to Say." Specifically, the speaker writes that the plums he has stolen "were delicious," which shows readers that he enjoyed them. This helps show that the tone of the apology is not completely sincere.

## Activity Page 7.1



### Challenge

Have students draft an additional body paragraph exploring a third poetic device.

### Support

Allow students to speak with a partner about how to introduce their essay in an engaging way.

Poets have used these poetic devices for many years, and using them will also help you write great poems. However, you should not just stop at metaphor and tone. Once you master these poetic devices, try learning about new poetic devices, such as simile, rhyme, and anaphora, to make even better poems.

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#### **WRAP-UP (3 MIN.)**

- Ask students to turn and talk with a peer about how they might share their work with others.
- Tell students they will learn more about opinion essays in future Writing Studio lessons.

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#### **ENRICHMENT**

- If possible, you may wish to provide further opportunity for students to share their work. For example, rather than telling them you will pass on their class anthology to future Grade 5 students, you may wish to arrange a time for them to meet and discuss their work with students in a Grade 4 class. You may also use digital tools to publish students' work, in fulfillment of W.5.6.

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End Lesson

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Writing Studio 3

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# Introducing Narrative Writing

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# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students compose a narrative about an adventure. [W.5.3]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Adventures** Students compose a narrative about an adventure. [W.5.3]



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                              |
|------------------------------------------------|-------------|---------|----------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                        |
| Connections: Writing Narratives                | Whole Group | 3 min.  |                                        |
| Introduce the Prompt                           | Whole Group | 5 min.  | ❑ Writing Prompt for Activity Page 1.1 |
| Narrative Pre-Assessment                       | Independent | 17 min. | ❑ Activity Page 1.1                    |
| Wrap-Up                                        | Whole Group | 5 min.  |                                        |

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Fifth Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 6, *Developing Narrative Writing*.

### Universal Access

- Prepare sentence starters as follows:
  - One adventure would be . . .
  - An exciting day might include . . .
  - Adventures include . . .

## Lesson 1

# Introducing Narrative Writing



**Primary Focus:** Students compose a narrative about an adventure. [W.5.3]

## CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what they know about narratives from reading *Adventures of Don Quixote*.
  - » Narratives are stories.
- Clarify that although *Adventures of Don Quixote* is fiction, narratives may be fiction or nonfiction.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives about an adventure.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud, repeating as necessary.

### ➤ Writing Prompt for Activity Page 1.1

Write a narrative about a character or characters having an adventure. This can be a true adventure, such as one you have had, or it may be a fictional adventure.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## Support

Review the definitions of *fiction*, *nonfiction*, and *adventure*.

## Challenge

Have students name an adventure they have read about in *Adventures of Don Quixote*.



## Access

### Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about adventures.

### Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about adventures.

### Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about adventures.



### NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a story in response to the prompt.
- Remind students that they should write as complete a story as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their stories. You will use the *Fifth Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 6, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative
  - includes a narrator or characters.
  - shows how characters react to events or situations.
  - uses specific words to show the order of events.
  - uses concrete words to describe events, characters or other parts of the narrative.
  - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

~~~~~End Lesson~~~~~

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students use a story map to identify and describe the purpose and elements of a narrative. **[W.5.3]**

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Story Map Students use a story map to identify and describe the purpose and elements of a narrative. **[W.5.3]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---------------------|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Telling Stories | Whole Group | 5 min. | |
| Read-Aloud: “Mia Sees the Ocean” | Whole Group | 7 min. | |
| Modeling: Completing a Story Map | Whole Group | 5 min. | ☐ Activity Page 2.1 |
| Completing a Story Map | Independent | 10 min. | ☐ Activity Page 2.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display “Mia Sees the Ocean.”
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following terms from “Mia Sees the Ocean” for preteaching:
 - algae
 - patchwork
 - briny
 - feathery
- Prepare to preteach “Mia Sees the Ocean.”

Lesson 2

Introducing Narrative Writing



Primary Focus: Students use a story map to identify and describe the purpose and elements of a narrative. **[W.5.3]**

CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives, both from Unit 1, *Personal Narratives*, and from Unit 4, *Adventures of Don Quixote*.
 - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and give a reason why they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
 - I like the characters in the story.
 - I like the things that happen in the story, or the plot.
 - I like the setting of the story, or where it takes place.
 - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

READ-ALoud: “MIA SEES THE OCEAN” (7 MIN.)

- Tell students that they will learn about narratives by reading some narratives and by writing their own narratives. The narratives they will read are about a girl named Mia who has lots of adventures while visiting her Aunt Penelope. As they listen to this first narrative, students should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.

Support

Offer specific examples for each item named above. For example, explain that Don Quixote and Sancho Panza are characters.

- Display “Mia Sees the Ocean.”

➤ **“Mia Sees the Ocean”**

- Read aloud “Mia Sees the Ocean.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

Mia Sees the Ocean

One summer Mia went to visit her Aunt Penelope, who lived very far away from Mia but very close to the ocean. Penelope, who was Mia’s favorite aunt, promised to take Mia to see the ocean during her visit, since she had never seen it before.

When they got near the beach, Mia noticed that the air smelled kind of salty. Penelope explained that the smell comes from algae and helps animals like birds find the water. As Penelope spoke, they reached the top of a hill, and suddenly Mia could see the ocean. She had always thought it would be one color, but from the hill she could see that it was really a lot of different shades of blue and green, kind of like the patchwork quilt on her bed at Penelope’s house.

“It’s so much prettier than I suspected,” Mia said.

“Wait until you get to play in it,” Penelope answered. “You’ll really love it then!”

A little while later, when Mia went into the ocean for the first time, she wasn’t sure what Penelope was thinking. Mia walked into the water until it came to her knees. She planned to swim, just as she had learned at her local pool, but before she could start, a big wave rolled in and knocked her down. As Mia fell, the water burned her eyes, and she worried about what kind of animals might be in the water with her. When she finally stood up, she looked back at the shore. Penelope was farther away than she had been; Mia had ended up a little bit down the beach.

Mia walked out of the water and back to Penelope.

“I think I like the pool better,” she said.

Penelope laughed. “You’ll get the hang of it. I have some tips to help!”

For the rest of the morning, Penelope taught Mia how to enjoy the ocean. She reminded her to close her eyes underwater to keep the briny water from stinging them. She helped Mia practice how to jump up and ride the waves, letting them carry her back to the shore. She grabbed a piece of feathery seaweed from the water and let Mia feel how soft it was. Later, Mia felt some of it brush against her ankles in the water, and although it tickled, she was not scared, because she knew it was just the plant Penelope had shown her.

Finally Penelope said it was time to go home. Mia walked back up the hill, then stopped and turned around to get one last look at the ocean. She stood and listened to the sound of the waves hitting the sand, and she took a deep breath, smelling the salty air. She couldn’t wait to tell all her friends back home about her ocean adventure!



Check for Understanding

Ask a student to summarize the story in their own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happen, or the language. Tell students to give a reason for their choice.
 - » Answers may vary, but students should supply a reason for their selection.

MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that the story map is a tool students can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in “Mia Sees the Ocean.”

Activity Page 2.1



- Introduce the elements of the story map, explaining each one. Students should be familiar with the basic elements listed on the map.
- Point out that the plot elements (beginning, middle, and end) offer another way to think about the elements students included in writing personal narratives (topic sentence, memorable details, concluding sentence). However, since students already learned in Unit 1, *Personal Narratives*, how to write narrative paragraphs, they will begin to write longer narratives in which each plot element occupies its own paragraph. The sample narratives in this unit illustrate this.
- Ask a student to identify the story's title. Write it on the map in the appropriate place and have students do the same.
 - » "Mia Sees the Ocean"
- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). Students should complete their own copies of map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read, "*Title*," then ask a student to identify the title, which you will write in the correct space.

COMPLETING A STORY MAP (10 MIN.)

- Ask students to complete the remaining sections of the story map independently. For the elements regarding the narrative techniques and concrete words and details, students should respond based on what the story does. They will respond to those questions for planning in later activities.
- Review student responses.

| | | | |
|---|---|---------------------------|--|
| Title | | <i>Mia Sees the Ocean</i> | |
| Character(s) | | Setting(s) | |
| <i>Mia</i>
<i>Penelope</i> | | <i>the beach</i> | |
| Plot | Beginning
<i>Mia visits her Aunt Penelope, who lives near the ocean, and Mia sees it for the first time when they go to the beach.</i> | | |
| | Middle
<i>Mia realizes the ocean is not like a pool.</i> <ul style="list-style-type: none"> • salty • waves can knock you down • animals and marine life (might be scared of sharks or jellyfish) • undertow can pull you to a different place; harder to swim | | |
| | End
<i>Finally figures out how to enjoy it:</i> <ul style="list-style-type: none"> • close eyes underwater • jump up and try to ride the waves • mostly seaweed (it tickles), some little fish • watch the shore to make sure you don't drift too far; can always come back to walk on sand | | |
| Final Thought | | | |
| <i>wants to go back; can't wait to tell her friends back home about it</i> | | | |
| Circle at least one of the following narrative techniques you might use in this work. If you circle <i>other</i> , make sure to fill in the blank to explain the technique you will use. | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">dialogue</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">description</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">pacing</div> </div> <div style="margin-top: 5px;"> other: _____ </div> | | | |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things: | | | |
| <i>how seaweed feels and looks</i> | | | |

Challenge

Ask students to take a sentence of the story that is not in dialogue and rewrite it in dialogue.



Access

Entering/Emerging

Preteach “Mia Sees the Ocean” and review terms such as *algae*, *patchwork*, *briny*, and *feathery* with heavy support.

Transitioning/Expanding

Preteach “Mia Sees the Ocean” and review terms such as *algae*, *patchwork*, *briny*, and *feathery* with moderate support.

Bridging

Preteach “Mia Sees the Ocean” and review terms such as *algae*, *patchwork*, *briny*, and *feathery* with light support.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which element of a narrative they think is most important. Students should give a reason for their choice.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will plan their own narratives.

~~~~~ End Lesson ~~~~~

## 3

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

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]**

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Blank Story Map** 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]**

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                        |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                  |
| Connections: Elements of a Narrative           | Partner     | 3 min.  | ❑ blank story map for projection or display                                      |
| Modeling: Planning with Story Maps             | Whole Group | 10 min. | ❑ blank story map for projection or display                                      |
| Planning with Story Maps                       | Whole Group | 12 min. | ❑ Activity Page 3.1 for classroom display and individual copies for each student |
| Wrap-Up                                        | Partner     | 5 min.  |                                                                                  |

## ADVANCE PREPARATION

- Prepare to project or display the blank story map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.

### Universal Access

- Prepare images and vocabulary related to kinds of travel, such as images of airplanes and terms such as *baggage*, *security*, *ticket*, and *terminal*.

## Lesson 3



# Introducing Narrative Writing

**Primary Focus:** 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]**

## CONNECTIONS: ELEMENTS OF A NARRATIVE (3 MIN.)

- Ask students to work with a partner to review as many elements of a narrative as they can. Students should name the element and describe how it works in a narrative.
- Tell students that in this lesson they will learn how to plan a narrative that includes all of the necessary elements.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to write a story about another one of the adventures Mia has while she visits her Aunt Penelope.
- Ask students to name a few adventures Don Quixote and Sancho Panza have had in the stories they have read.
  - » Answers may vary but could include how Don Quixote argues with the mule drivers, becomes a knight, and believes he is beaten up by a giant.
- Ask if all Don Quixote's adventures have been fun, and encourage students to give examples to support their answers.
  - » Answers may vary, but students should recognize that some adventures are not fun. For example, Don Quixote has rocks thrown at him and believes he was beaten up by a giant.
- Explain that you want to write a story in which Mia had an adventure that is not all fun. Because you want to plan your work, you are going to start by filling out a story map.

### Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

- Project a blank story map.

### ➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input on story elements, such as what the dog's name should be.

---

I know I want to write a narrative about Mia having an adventure that isn't all fun. I think I'll write about something that sounds fun, but might be more work than expected. One thing like that is getting a dog. Maybe I'll write about Penelope's dog, who might be a bit of a troublemaker. I think I'll name him Otis.

The first element on the map is the title. I think I might call my narrative "Mia Meets Otis," because I want to use the title to make my readers interested in the story. They won't know who Otis is, so maybe they will want to read ahead to learn that.

[Write *Mia Meets Otis* under *Title*.] I know I can change my mind later, but for now I'll write that on the map.

---

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows:

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |                         |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--|
| <b>Title</b>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                | <i>Mia Meets Otis</i>   |  |
| <b>Character(s)</b>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                | <b>Setting(s)</b>       |  |
| <i>Mia</i><br><i>Penelope</i><br><i>Otis</i>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                | <i>Penelope's house</i> |  |
| <b>Plot</b>                                                                                                                                                                                                                                                                                                         | <b>Beginning</b><br><i>Mia meets Otis, Penelope's dog. He seems like a lot of fun; Mia thinks it's great to have a dog around.</i> <ul style="list-style-type: none"> <li>• <i>brings her his toys</i></li> <li>• <i>likes to have his ears scratched</i></li> <li>• <i>sleeps on the floor by her bed at night</i></li> </ul> |                         |  |
|                                                                                                                                                                                                                                                                                                                     | <b>Middle</b><br><i>Mia discovers some problems.</i> <ul style="list-style-type: none"> <li>• <i>Otis ate her tennis shoe.</i></li> <li>• <i>Otis barked at 3 in the morning.</i></li> <li>• <i>Otis ate the peanut butter toast she set on the counter.</i></li> </ul>                                                        |                         |  |
|                                                                                                                                                                                                                                                                                                                     | <b>End</b><br><i>Sometimes you have to make compromises when you live with others—even if those others are dogs!</i>                                                                                                                                                                                                           |                         |  |
| <b>Final Thought</b><br><i>Having a pet can be great, but it is also a lot of work.</i>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                |                         |  |
| Circle at least one of the following narrative techniques you might use in this work. If you circle other, make sure to fill in the blank to explain the technique you will use.                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                         |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span>dialogue</span> <span style="border: 1px solid black; border-radius: 10px; padding: 2px 5px;">description</span> <span>pacing</span> </div> <div style="text-align: center; margin-top: 5px;">       other: _____     </div> |                                                                                                                                                                                                                                                                                                                                |                         |  |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things:                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                |                         |  |
| <i>describing Otis</i>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                |                         |  |



### Check for Understanding

Ask students to suggest ways they might use the various techniques in the narrative.

- » Answers may vary but could include suggestions of dialogue, such as when Mia reprimands Otis, or various ways to add detail and description. They could also include ideas about pacing at moments such as Mia's being awoken by Otis's barking.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

## PLANNING WITH STORY MAPS (12 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative about someone who takes a new form of transportation. (The example is about Mia, since she is a familiar character, but your students may write about any character they wish.) They should use Activity Page 3.1, Blank Story Map, to help their planning.
- Ask students to name some different forms of transportation.
  - » Answers may vary but could include car, airplane, school bus, taxi, boat or ferry, subway or metro, city bus, train, walking, carpool, or others.
- If you are selecting the form of transportation for the narrative, tell students what it is. If you are allowing students to select the form of transportation, take a quick poll or vote to determine it.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail about their answer.
  - What is the best thing about this kind of transportation?
  - What is the most confusing thing about this kind of transportation?
  - Who would you usually see on this kind of transportation?
  - What is the most interesting thing about this kind of transportation?
  - What is the most surprising thing about this form of transportation?
  - What kind of adventure might you have on this kind of transportation?
- Display Activity Page 3.1 and distribute a copy of it to each student.

### ➤ Activity Page 3.1

- Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a narrative about someone who uses a new kind of transportation. You will fill out the story map projection as students should fill out their individual maps.
- Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

## Activity Page 3.1





## Challenge

Ask students to think about how different people might have different experiences on this kind of transportation. For example, a student who usually walks to school might have an easier adjustment to a school bus than a businessperson would. Students' backpacks are easier to carry down a narrow aisle of a bus, but a businessperson's laptop bag might be more bulky and hard to carry on a school bus.



## Access

### Entering/Emerging

Review transportation-related images and vocabulary terms and provide heavy support as students work on the story map.

### Transitioning/Expanding

Review transportation-related images and vocabulary terms and provide moderate support as students work on the story map.

### Bridging

Review transportation-related images and vocabulary terms and provide light support as students work on the story map.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|
| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>A New Way to Travel - Mia's First Airplane Trip</i> |  |
| <b>Character(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Setting(s)</b>                                      |  |
| <i>Mia</i><br><i>Penelope</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>airplane</i>                                        |  |
| <b>Plot</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Beginning</b><br><i>Mia is going to visit her Aunt Penelope.</i> <ul style="list-style-type: none"> <li>• <i>is a little nervous but excited to be on a plane for the first time</i></li> <li>• <i>has a guide from the airport to help explain things to her</i></li> <li>• <i>Getting to the plane takes work!</i> <ul style="list-style-type: none"> <li>- <i>airport security: check you and your bags</i></li> <li>- <i>have to find which plane is yours</i></li> </ul> </li> </ul> |                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Middle</b><br><i>Mia gets on the plane.</i> <ul style="list-style-type: none"> <li>• <i>has to learn how to find her seat</i></li> <li>• <i>where does the bag go? (not under your own seat!)</i></li> <li>• <i>take off is a little scary because it gets louder and you are tilted back in your seat</i></li> </ul>                                                                                                                                                                     |                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>End</b><br><i>Before Mia realizes it, they have landed smoothly. Everything went well after all!</i>                                                                                                                                                                                                                                                                                                                                                                                      |                                                        |  |
| <b>Final Thought</b><br><i>Flying can be a good way to get someplace far away.</i>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |  |
| Circle at least one of the following narrative techniques you might use in this work. If you circle other, make sure to fill in the blank to explain the technique you will use. <div style="display: flex; justify-content: space-around; align-items: center;"> <span>dialogue</span> <span>description</span> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 5px;">pacing</div> </div> <div style="text-align: center; margin-top: 5px;">             other: _____         </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |  |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things: <div style="text-align: center; margin-top: 10px;"> <i>describing the plane's takeoff</i> </div>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |  |

## WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative about a character that takes a new kind of transportation.
- Explain that the map offers an outline of the important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.

- Tell students that as a way to think about what their character might do on this kind of transportation, they should discuss the following with a partner:
  - What is the most exciting thing the character experiences on this kind of transportation?
  - How is this kind of transportation like the other kinds of transportation this character usually takes?
  - What is the most surprising thing the character experiences on this kind of transportation?
  - What does the character carry with him or her on this kind of transportation?
  - What is the most frightening thing the character experiences on this kind of transportation?
  - What does the character see on this kind of transportation?
  - What is the most boring thing the character experiences on this kind of transportation?
- If time permits, allow students to share their ideas with the class. You may also wish to keep a note of these details to incorporate into the story you will draft in the next lesson.

---

End Lesson

## 4

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

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]**

**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Drafting Paper** 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]**

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                  |
|------------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                            |
| Connections: In Review                         | Whole Group | 2 min.  |                                            |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. | ❑ drafting paper                           |
| Writing a Narrative                            | Whole Group | 13 min. | ❑ Activity Page 3.1<br>❑ Activity Page 4.1 |
| Wrap-Up                                        | Partner     | 5 min.  |                                            |

## ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- If you would like students to write their own copies of the narrative, prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** 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]

## CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
  - » Students saw a model for a planned narrative about Mia meeting her aunt's dog. Students also planned a class narrative about a character taking a new kind of transportation for the first time.

## MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (An example appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing. First, a narrative needs a title. I know from my map that I want to call my story "Mia Meets Otis." [Add *Mia Meets Otis* to the top of your document.]

Next, a narrative needs an introduction that sets up the situation in the plot, or what will happen in the story. I want to explain how Mia meets Otis first, because that's important. [Write *When Mia visited her Aunt Penelope, she met Penelope's dog Otis. He was very friendly, and he brought Mia his toys, putting them in her lap or at her feet.* on your paper.] That's the main beginning, but maybe I should add more detail about what happens when they

meet. [Write *Sometimes if she didn't pick them up immediately, Otis would nudge her with his nose, as if he wanted to remind her of his gifts.* to complete that paragraph.]

---

- Use the think-aloud strategy to complete the parts of the narrative draft: the remaining body paragraphs and the conclusion.
  - Optional: you may wish to illustrate how you are writing the dialogue, explaining proper use of quotation marks and other punctuation for dialogue. You may also wish to highlight how your narrative incorporates other important elements of writing (which students have learned in previous units), such as using the word *however* to show transition between thoughts and ideas.
  - Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
  - Read your narrative aloud. (A sample appears below.)
- 

### **Mia Meets Otis**

When Mia visited her Aunt Penelope, she met Penelope's dog Otis. He was very friendly, and he brought Mia his toys, putting them in her lap or at her feet. Sometimes, if she didn't pick them up immediately, Otis would nudge her with his nose, as if he wanted to remind her of his gifts.

Otis liked having his ears scratched, and he would sit near Mia for hours if she would keep scratching them. While he was still, Mia got a good look at him. He had thick, fluffy brown fur, and he was the biggest dog Mia had ever seen. When she stood next to him, his head reached her waist. Otis had a pink tongue with some black spots on it. But Mia's favorite characteristic about Otis was his eyes. They were dark brown pools shaped like almonds with a little white at the edges.

By bedtime, Otis and Mia were getting along really well, and Mia was pleased when Otis curled up on the floor by her bed. As she turned out the light, she told him goodnight, sure that they would both sleep well. However, a few hours later, Mia awoke to a terrible noise. Otis was barking, even though it was the middle

of the night! She did her best to quiet him, but she felt a little grumpy he had woken her up.

Things got even worse the next day. When Mia woke up, still a little tired from being awake in the middle of the night, she saw that Otis had chewed up one of her shoes. It had a hole where the big toe should go. She and Penelope talked about it while they made breakfast.

"It does take some special work to live with a dog," Penelope said. "Maybe you should put your other shoes in the closet at night. Make sure to shut the door."

"Okay," Mia sighed. She liked Otis, but she still felt a little annoyed.

Mia thought she might feel better after eating breakfast. She set her plate on the table, then went to the refrigerator to get some juice. Penelope had squeezed it fresh that morning from some oranges growing in the yard, and she promised it would be the best juice Mia had ever tasted. It would be great for washing down her peanut butter toast. When Mia turned to walk back to the table, she gasped.

"What's wrong?" asked Penelope. Then she saw Otis. He had his big brown paws up on the kitchen table, and he was scarfing down Mia's breakfast.

"Otis, no!" screamed Penelope. The dog dropped back to the floor, licking peanut butter off his nose.

Mia sighed, then got the bread out of the cabinet and started to make another piece of toast. Maybe having a dog was more work than she had thought.

- 
- Ask students to give a silent thumbs up if this narrative shows some of the problems that Mia had in her adventure of living with a dog.

## WRITING A NARRATIVE (13 MIN.)

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative about someone taking a new form of transportation.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



### Check for Understanding

Ask students to explain each element of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about Mia taking her first airplane trip, and we started planning that in the last class. Now turn and tell one of your classmates about one thing Mia might encounter on that plane, and make sure to give some details about it. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

## Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might write about what happens if Mia uses the airplane bathroom or if she gets to meet the plane's pilot after the flight.

## Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.



## Access

### Entering/Emerging

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative.

### Transitioning/Expanding

Have students discuss in small groups how to use the five senses to add more detail to the narrative.

### Bridging

Have students consider how to use the five senses to add more detail to the narrative.



## Activity Page 4.1

---



- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure it covered each part of the map.

---

### WRAP-UP (5 MIN.)

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate their suggestions.

---

End Lesson

# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students use a story map to plan a narrative about Don Quixote and Sancho Panza visiting their school. **[W.5.5]**

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Blank Story Map** Students use a story map to plan a narrative about Don Quixote and Sancho Panza visiting their school. **[W.5.5]**

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                             |
|------------------------------------------------|-------------|---------|-----------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                       |
| Modeling: Planning a Narrative                 | Whole Group | 4 min.  | ☐ Activity Page 3.1                                                   |
| Connections: Character Traits                  | Small Group | 7 min.  | ☐ Unit 4, <i>Don Quixote</i> , Activity Page 1.3 (optional)           |
| Planning A Narrative                           | Independent | 16 min. | ☐ Activity Page 5.1<br>☐ Writing Prompt: Don Quixote's Next Adventure |
| Wrap-Up                                        | Partner     | 3 min.  | ☐ Activity Page 5.1                                                   |

## ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 5.1, blank drafting paper, to each student.
- Prepare to arrange students in small groups.
- If desired, ensure that students have Unit 4, *Don Quixote*, Activity Page 1.3. (optional)
- Prepare to display the Writing Prompt for Don Quixote's Next Adventure, found in Teacher Resources.

## Universal Access

- Prepare sentence frames/starters to guide students' thinking about how Don Quixote's characteristics would cause him to react to the events of a school day.
  - One of Don Quixote's character traits is \_\_\_\_\_.
  - Because of this trait, Don Quixote would probably react to the school cafeteria by \_\_\_\_\_.
  - Don Quixote would probably react to math class by \_\_\_\_\_.
  - Don Quixote would probably think the school library was \_\_\_\_\_.
  - Don Quixote would probably most like \_\_\_\_\_ about my school.

- Don Quixote would probably say \_\_\_\_\_ to my principal.
- Don Quixote would probably say \_\_\_\_\_ to my teacher.
- Don Quixote would probably say \_\_\_\_\_ to me and my classmates.

Start Lesson

## Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to plan a narrative about Don Quixote and Sancho Panza visiting their school. [W.5.5]

### MODELING: PLANNING A NARRATIVE (4 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



### Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

### CONNECTIONS: CHARACTER TRAITS (7 MIN.)

- Display Writing Prompt: Don Quixote's Next Adventure.

#### ➤ Writing Prompt: Don Quixote's Next Adventure

What would happen if Don Quixote came to visit your school? Would he bring Sancho Panza with him? What sort of mishaps or experiences might they have? Would he learn anything during his visit? Write a narrative about Don Quixote visiting your school.

Remember to include all the elements of a narrative.

- Ask a student to read the prompt aloud.



- Explain that in order to plan narratives about Don Quixote's visit, it would be helpful to think about how he might react to being at school. To do that, it will be helpful to think about his character traits.
- Ask students to name some of Don Quixote's character traits, which they discussed in Unit 4, *Don Quixote*.
  - » Answers may vary, but they could include curious, eccentric, idealistic, and brave.
- If desired, provide students with Unit 4, *Don Quixote*, Activity Page 1.3 for reference.
- Arrange students in groups and ask them to discuss Don Quixote's character traits and how they might cause him to react to different events in the school day.

---

#### **PLANNING A NARRATIVE (16 MIN.)**

- Have students work to plan their stories following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title, characters, setting: 2 min.
  - Plot: 10 min. (3–4 min. each on beginning, middle, and end)
  - Final Thought: 2 min.
  - Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed story map follows.



## 6

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students compose a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Drafting Paper** Students compose a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                      |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                |
| Connections: Narrative Elements                | Whole Group | 2 min.  |                                                                                                                |
| Modeling: Drafting Narratives                  | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for “Mia Meets Otis”<br><input type="checkbox"/> “Mia Meets Otis” |
| Drafting Narratives                            | Independent | 18 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1                       |
| Wrap-Up                                        | Whole Group | 3 min.  |                                                                                                                |

## ADVANCE PREPARATION

- Prepare to display completed story map for “Mia Meets Otis,” which was completed in Lesson 3, and the text of “Mia Meets Otis,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 6.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 5.1 from the previous lesson.



## Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students compose a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3a, W.5.3b, W.5.3e]

## CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their stories about Don Quixote visiting their school.



### Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then using another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should use good details and include narrative techniques such as dialogue, description, and pacing.
- Ask students what tools they already have to help them draft.
  - » Students have a plan for their narratives. They will use the completed story map, Activity Page 5.1, to help them draft their narratives.

- Display the completed story map for “Mia Meets Otis,” which was completed in Lesson 3, and the text of “Mia Meets Otis,” which was completed in Lesson 4.
- Pick a section of the story map, and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

## DRAFTING NARRATIVES (18 MIN.)

- Distribute Activity Page 6.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 5.1, on which they planned their narratives in the previous lesson.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
  - Title and planning where to include narrative techniques and good descriptive words: 3 min.
  - Beginning of narrative: 4 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 4 min.
- A sample narrative follows, but your students’ work should reflect the individual story maps they developed in Lesson 5.

### Activity Page 6.1



### Don Quixote at Jefferson Elementary

It was a typical morning at school. All the students were learning.

There was a loud noise in the school library. A tall, thin man with a big helmet on his head walked into the room.

“I am here to rescue the distressed students, as is my knightly duty, as I am the one and only Don Quixote,” the helmeted man announced.

“Shhh,” said people in the library.

But Don Quixote did not quiet down. He repeated that he had come to help the distressed students, saying it so many times

that finally Ms. Knupp, the principal, came to see what was wrong. After listening to him for several minutes, Ms. Knupp asked Don Quixote why he believed students at Jefferson Elementary were distressed.

“Don Quixote,” she said, “I understand that as a knight, you are bound to help those who are distressed. But our school is happy! Students have fun.”

Don Quixote thought for a minute. Then he said he knew students were distressed, because they were not learning about how to become knights, which every reasonable person wants to learn.

“Come with me,” Ms. Knupp said.

Ms. Knupp walked to Ms. Ruiz’s classroom.

“I think you’ll like what you see in here,” Ms. Knupp told Don Quixote.

Don Quixote glanced into the classroom. Every student was reading silently from a red book.

“Harumph!” Don Quixote exclaimed. “I see no lessons in knighthood! Where are their helmets? Their armor? Their horses? These students are not learning about knighthood!”

Ms. Knupp pointed toward the books.

“Don Quixote, look closer.”

The knight did look closer, and he could scarcely believe what he saw. Every student was reading a book about him! It was called *Adventures of Don Quixote*.

“You see,” said Ms. Knupp, “all our students read about you in fifth grade. They are learning about knights from the very best—you!”

Ms. Knupp asked Don Quixote to stay and speak to the students about his time as a knight. He had just settled into Ms. Ruiz’s chair when suddenly the classroom intercom crackled.

“Ms. Knupp, you’re needed back in the office,” a voice said.

“Eek!” shouted Don Quixote, jumping from his chair. “I hear a voice, but it is not coming from anybody. There’s a ghost in this school!”

As Don Quixote ran away, he shouted that the classroom had enough knights to fight ghosts without him.

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### WRAP-UP (3 MIN.)

- Ask students to raise a silent hand if their narratives include the following:
  - a title
  - the character Don Quixote
  - at least one character other than Don Quixote
  - a beginning
  - a middle
  - an ending
  - a final thought
  - dialogue
  - description
  - words that help show pacing
- Tell students that in the next lesson they will continue drafting their stories, and they will get to add more words to create good descriptions and show pacing.

---

End Lesson

### Challenge

Ask students to incorporate temporal words to help show pacing in their narratives.

### Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



### Access

#### Entering/Emerging

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

#### Transitioning/Expanding

In a preteaching session, have students narrate the events on their story maps to small group.

#### Bridging

In a preteaching session, have students narrate the events on their story maps to others.

## 7

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students revise a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3c, W.5.3d]

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Drafting Paper** Students revise a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3c, W.5.3d]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                         |
|------------------------------------------------|-------------|---------|---------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                   |
| Connections: The Best Words                    | Whole Group | 5 min.  | ☐ Sample sentences                                |
| Modeling: Revision                             | Whole Group | 10 min. | ☐ Sample paragraphs 1 and 2 from “Mia Meets Otis” |
| Revision                                       | Independent | 13 min. | ☐ Activity Page 6.1                               |
| Wrap-Up                                        | Partner     | 2 min.  |                                                   |

## ADVANCE PREPARATION

- Prepare to display the following sample sentences:
  - Mia heard an unusual noise.
  - Mia ran into the kitchen.
  - Mia saw a loaf of bread on the kitchen floor.
  - Otis ran out of the room.
- Prepare to display sample paragraphs 1 and 2 from “Mia Meets Otis.”
- Ensure that students have Activity Page 6.1, which they completed in the previous lesson.

### Universal Access

- Prepare a temporal word list with the following terms:
  - first
  - next
  - last
  - finally
  - initially
  - ultimately
  - then
  - afterwards

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students revise a narrative about Don Quixote visiting their elementary school. [W.5.3, W.5.3c, W.5.3d]

## CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences:
  - Mia heard an unusual noise.
  - Mia ran into the kitchen.
  - Mia saw a loaf of bread on the kitchen floor.
  - Otis ran out of the room.
- Ask student volunteers to read each sentence aloud.
- Ask students to suggest words they might add to each sentence to show the order of these events or how they are connected.
  - » Answers may vary, but a sample follows:  
First, Mia heard an unusual noise.  
Next, Mia ran into the kitchen.  
Then Mia saw a loaf of bread on the kitchen floor.  
Finally, Otis ran out of the room.
- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

## MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display Sample Paragraph 1 from “Mia Meets Otis.”

### ➤ Sample Paragraph 1

By bedtime, Otis and Mia were getting along really well, and Mia was pleased when Otis curled up on the floor by her bed. As she turned out the light, she told him goodnight, sure that they would both sleep well. However, a few hours later, Mia awoke to a terrible noise. Otis was barking, even though it was the middle of the night! She did her best to quiet him, but she felt a little grumpy he had woken her up.

- Ask students to identify the words or phrases that show the sequence of events as you read the paragraph aloud.
  - » by bedtime; when Otis curled up; as she turned out the light; however, a few hours later; the middle of the night
- Display Sample Paragraph 2 from “Mia Meets Otis” and ask a volunteer to read it aloud.

### ➤ Sample Paragraph 2

“Otis, no!” screamed Penelope. The dog dropped back to the floor, licking peanut butter off his nose.

- Ask student pairs to discuss a revision to this paragraph. The suggested revision should add a word or phrase to help show the sequence of events or pacing. Allow some pairs to share their ideas, and guide students in identifying successful revisions.
  - » Answers may vary, but they could include changing *The dog* to *When it heard Penelope’s voice, the dog*.
- Explain that it is also useful to add good descriptive words to writing. For example, instead of writing *Mia awoke to a terrible noise*, you could write that she awoke to a terrible growling. Replacing *noise* with *growling* is useful, because growling is a kind of noise, so using it makes the description more specific.
- Ask student pairs to discuss ways they could add better, more specific words to describe Otis’s bark.
  - » Answers may vary, but they could include that the barking was gruff, deep, or loud.



### Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include that Mia told Otis, “Shush.”
-





### Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

### Support

Allow student pairs to collaborate on revision suggestions.



### Access

#### Entering/Emerging

Preteach temporal words.

Offer heavy support and ask questions based on the five senses (How does this sound/feel/look/taste/smell?) to guide students in adding descriptive words to their narratives.

#### Transitioning/Expanding

Preteach temporal words.

Offer moderate support and ask questions based on the five senses as students add description to their narratives.

#### Bridging

Preteach temporal words.

Offer light support and ask questions based on the five senses as students add description to their narratives.

### REVISION (13 MIN.)

- Make sure students have Activity Page 6.1, on which they drafted their narratives in the previous lesson.
- Guide students through the process of revising their narratives to add temporal words or phrases and words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 6 min.
  - Descriptive words: 6 min.
- A sample story, which reflects both revision and editing (which students will complete in the following lesson), appears in Lesson 8.
- Collect student revisions at the end of the lesson. You will add feedback to these prior to Lesson 8.

### WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will continue to work on their narratives in the next lesson.

~~~~~ End Lesson ~~~~~

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students respond to teacher feedback by editing their work. [W.5.3, W.5.4, W.5.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Drafting Paper Students respond to teacher feedback by editing their work.
[W.5.3, W.5.4, W.5.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---------------------------------------|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: The Writing Process | Whole Group | 3 min. | |
| Modeling: Editing | Whole Group | 10 min. | ❑ Sample paragraph in need of editing |
| Editing | Independent | 12 min. | ❑ Activity Page 6.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the following sample paragraph in need of editing:

Sample Paragraph in Need of Editing

What's wrong? asked Penelope. Then she saw Otis. he had his big brown paws up on the kitchen table and he was scarfing down mia's breakfast.

- Prepare feedback for each student's narrative. In this lesson, students will focus on editing based on your feedback.

Universal Access

- Prepare to group students based on the kinds of edits they will be making.
- Prepare additional examples to demonstrate the kinds of edits suggested by your feedback.

Lesson 8

Introducing Narrative Writing



Primary Focus: Students respond to teacher feedback by editing their work. [W.5.3, W.5.4, W.5.5]

CONNECTIONS: THE WRITING PROCESS (3 MIN.)

- Ask students to name the different steps they have taken so far in developing their narratives.
 - » Students have used story maps to plan their narratives, drafted their narratives, and revised their narratives.
- Tell students that planning, drafting, and revising are parts of the writing process.
- Explain that in this lesson, students will work on another part of the writing process, editing. Tell students that revision and editing have some things in common, but they are not exactly the same.
 - Revision is making changes to the ideas or content in your work. It can mean adding better words or even new paragraphs. It can also mean cutting ideas or paragraphs that do not relate to your main idea or point.
 - Editing is making corrections the writing you have already done. For example, editing can mean checking to make sure you have used quotation marks correctly in dialogue.

Note: If you are planning to use one of the optional extension activities, you may wish to tell students that they will publish their work, another step of the writing process, in a subsequent lesson.



Check for Understanding

Ask students to review the steps of the writing process.

MODELING: EDITING (10 MIN.)

- Tell students that in this lesson, they will use the feedback you provide to edit their narratives.
- Display the sample paragraph with feedback. Explain that this is what a paragraph of “Mia Meets Otis” might look like before it was edited. This paragraph has some things that still need correction, and students will get to help identify those things.
- Use the think-aloud strategy to model how to edit work based on feedback. A sample text follows, but you may customize it for your class.

Okay, I know this needs editing, so I want to look over it for problems. Hmm. The first thing I see is that the dialogue isn't marked with quotation marks. I'll add those. [Add quotation marks around *What's wrong?*] I also see some letters that should be capitalized, because I know we use a capital letter to start a sentence and to start someone's name. [Capitalize *He* at the start of the third sentence and *Mia*.] Finally, I know I need to use a comma before the word *and* in the last sentence, because it is a coordinating conjunction. [Add a comma between *table* and *and* in the last sentence.]

Note: The corrections to the paragraph are based on Grade 4 CCSS Language standards, so students should be familiar with the grammatical principles applied. However, if your students need additional support, you may wish to allow time to discuss these grammatical principles in more depth.

REVISION AND EDITING (12 MIN.)

- Make sure students have Activity Page 6.1, on which they began drafting their stories in the previous lesson and to which you have added feedback for editing.
- Explain that you have left feedback on each draft.
- Guide students through the process of editing their work. Suggested times follow, but you may customize these according to your class's needs.

Activity Page 6.1



- Reading feedback: 2 min.
- Turn and talk with a partner about what needs to be done and how to implement it: 4 min.
- Editing: 6 min.
- A sample revision follows for reference, but your students' work should reflect your feedback on their original drafts.

Don Quixote at Jefferson Elementary

It was a typical morning at Jefferson Elementary School. Third graders learned how Vikings collected goods like bilberries and iron to trade. Fourth grade students rehearsed pitches describing inventions they had developed. In Ms. Ruiz's fifth grade classroom, students read quietly from their latest Student Reader.

Suddenly there was a commotion in the school library. A tall, thin man with a big helmet on his head walked into the room.

"I am here to rescue the distressed students, as is my knightly duty, as I am the one and only Don Quixote," the helmeted man announced.

"Shhh," said people in the library.

But Don Quixote did not quiet down. He repeated that he had come to help the distressed students, saying it so many times that finally Ms. Knupp, the principal, came to see what was wrong. After listening to him for several minutes, Ms. Knupp asked Don Quixote why he believed students at Jefferson Elementary were distressed.

"Don Quixote," she said, "I understand that as a knight, you are bound to help those who are distressed. But our school is happy! Students have fun."

She described how students were gathering bilberries, practicing to pitch their inventions, and reading. Don Quixote thought for a minute. Then he said he knew students were distressed, because they were not learning about how to

Challenge

Have students brainstorm a list of things they should check for while editing their work.

Support

Allow student pairs to brainstorm different ways to revise based on the feedback received.



Access

Entering/Emerging

Illustrate how to fix the kinds of errors mentioned in feedback; provide 1:1 support as students edit their work.

Transitioning/Expanding

Illustrate how to fix the kinds of errors mentioned in feedback; allow students to work in groups based on the kind of edits needed in their work.

Bridging

Illustrate how to fix the kinds of errors mentioned in feedback; allow students to work on editing with a partner.

become knights, which every reasonable person wants to learn.

Ms. Knupp thought for a minute.

“Come with me,” she said.

Ms. Knupp walked out of the library and into the hallway. She walked all the way to the end of a corridor, pausing by the door to Ms. Ruiz’s classroom.

“I think you’ll like what you see in here,” Ms. Knupp told Don Quixote.

Don Quixote glanced into the classroom. Every student was reading silently from a red book.

“Harumph!” Don Quixote exclaimed. “I see no lessons in knighthood! Where are their helmets? Their armor? Their horses? These students are not learning about knighthood!”

Ms. Knupp pointed toward the books.

“Don Quixote, look closer.”

The knight did look closer, and he could scarcely believe what he saw. Every student was reading a book about him! It was called *Adventures of Don Quixote*.

“You see,” said Ms. Knupp, “all our students read about you in fifth grade. They are learning about knights from the very best—you!”

Ms. Knupp asked Don Quixote to stay and speak to the students about his time as a knight. He had just settled into Ms. Ruiz’s chair when suddenly the classroom intercom crackled.

“Ms. Knupp, you’re needed back in the office,” a voice said.

“Eek!” shouted Don Quixote, jumping from his chair. “I hear a voice, but it is not coming from anybody. There’s a ghost in this school!”

As Don Quixote ran away, he shouted that the classroom had enough knights to fight ghosts without him. As for him, he was going to find Dulcinea—as long as she was somewhere without ghosts!



WRAP-UP (5 MIN.)

- Ask students to exchange their narratives with a student peer.
- As students read their peer's work, ask them to identify at least one thing their peer's narrative has in common with and one way it differs from their own narrative.
- If time permits, you may wish to have students share their observations with the class.
- You may wish to collect student narratives for formative assessment or to compare to the pre-assessment. Students will write additional narratives later in Writing Studio.

End Lesson

Optional Extension Activity: Publishing

This unit offers a good opportunity to fulfill CCSS W.5.6, which applies to publishing and the use of digital tools. We recommend that you pursue one or more of the following options with your students, depending on the technology available in your school.

- Ask students to type final copies of their narratives using word processors.
- With proper guidance and support, allow students to use the Internet to find images to accompany their narratives.
- Because *Don Quixote* was written over five hundred years ago, some public domain images of the character exist. You may wish to gather a selection of these images to share with students and prompt a conversation about how they might illustrate their own narratives of Don Quixote's school adventure.
- Use a word processor or publishing software to create a class book that compiles students' narratives. Students may work collaboratively to develop a new title, such as *The New Adventures of Don Quixote*, for the collection.

Writing Studio 4

Developing Opinion Writing



Contents

DEVELOPING OPINION WRITING

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Developing Opinion Writing (30 min.)

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- Reviewing the Prompt
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Lesson 3 183

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- Connections: Advertisements and Audiences
- Introduce the Isabella d'Este Writing Prompt
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Lesson 4 189

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Developing Opinion Writing (30 min.)

- Connections: Acting Tips
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- Wrap-Up

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students compose opinion pieces about the best Renaissance artist. [W.5.1]

FORMATIVE ASSESSMENT

Activity Page 1.1

Blank Drafting Paper Students compose opinion pieces about the best Renaissance artist. [W.5.1]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Elements of an Opinion | Whole Group | 5 min. | |
| Reviewing the Prompt | Whole Group | 3 min. | ☐ Opinion Writing Prompt |
| Writing Opinions | Independent | 20 min. | ☐ Activity Page 1.1
☐ Student Readers
<i>The Renaissance: Patrons, Artists, and Scholars</i> |
| Wrap-Up | Partner | 2 min. | |

ADVANCE PREPARATION

- This lesson draws on content from Unit 5, *The Renaissance*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review on Renaissance artists they have learned about in Unit 5, you may direct them to review the relevant passage from their Student Readers.
- Prepare to distribute Activity Page 1.1, Blank Drafting Paper, available in Teacher Resources, to each student.

Universal Access

- Ensure that students have Activity Page 5.2, which they completed in Unit 5, *The Renaissance*.

Lesson 1

Developing Opinion Writing



Primary Focus: Students compose opinion pieces about the best Renaissance artist. [W.5.1]

CONNECTIONS: ELEMENTS OF AN OPINION (5 MIN.)

- Ask students to review the elements of an opinion.
 - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.

Note: If you believe students will need support remembering these elements, you may wish to write them on the board as they generate the list. You may leave this list on the board as students draft their essays.

- Ask students to name some reasons that authors write opinion pieces.
 - » Answers may vary but could include that they want to express their thoughts, preferences, or beliefs or that they want to convince a reader to do or believe something.
- Tell students that for their next opinion essay, they will think about the Renaissance artists they have studied and write an essay describing which one is the best.
- Ask students to name the main artists they have studied. You may wish to allow them to consult their Student Readers for support.
 - » Answers may vary, but students have learned about many artists, including Michelangelo, DaVinci, Raphael, Sofonisba Anguissola, and Brunelleschi.

Activity Page 1.1



Challenge

Ask students to support their opinions with evidence from more than one work of art created by the artist they are writing about.

Support

If students struggle to identify a favorite Renaissance artist, suggest that they look at the images of Renaissance artwork in their Student Readers. They may select their favorite artwork, then write an opinion arguing that its creator is the best Renaissance artist.

REVIEWING THE PROMPT (3 MIN.)

- Display the Opinion Writing Prompt and review it with students. You may wish to explain that although students will go through all the steps of the writing process for later opinion essays, they will write this essay in class.

➤ Opinion Writing Prompt

Artists held an important role during the Renaissance. They designed buildings, created portraits of rulers, and decorated churches. Think about the Renaissance artists you have studied in Unit 5, *The Renaissance*.

Write an opinion piece that identifies the best Renaissance artist and explains why he or she is the best. Make sure to think about all the elements of a good opinion piece, including providing good reasons for your choice and strong evidence to support those reasons.



Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class.

WRITING OPINIONS (20 MIN.)

- Tell students that they will have twenty minutes to draft their essays.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Title: 1 min.
 - Statement of opinion: 1 min.
 - Introduction and hook: 3 min.
 - Body paragraphs: 12 min.
 - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

WRAP-UP (2 MIN.)

- Ask students to tell a partner about the artist they selected for their essay and why they selected that artist.
- Tell students that in the next lesson they will think about how they could develop their opinion writing to convince different people to agree with their opinions.

~~~~~  
End Lesson



### Access

#### Entering/Emerging

Have students review their completed Unit 5, *The Renaissance*, Activity Page 5.2, which contains notes on Raphael and Michelangelo. Ask yes or no questions to help students select the better painter and gather information for their essays.

#### Transitioning/Expanding

Have students review Activity Page 5.2 and ask open-ended questions to help them select the better painter and gather information for their essays.

#### Bridging

Have students review Activity Page 5.2 to gather information for their essays.

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the student's opinion on the best Renaissance artist. [W.5.5]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Artists and Audiences** Students consider the best evidence to convince certain audiences. [W.5.5]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Convince Me!	Whole Group	8 min.	
Modeling: Selecting Reasons for Specific Audiences	Whole Group	3 min.	❑ Activity Page 2.1
Selecting Reasons for Specific Audiences	Independent	14 min.	❑ Activity Page 1.1 ❑ Activity Page 2.1 ❑ Student Readers <i>The Renaissance: Patrons, Artists, and Scholars</i> (optional)
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 2.1, which is available in Teacher Resources.
- Ensure that students have Activity Page 1.1, on which they drafted their opinion essays in the previous lesson.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 2

# Developing Opinion Writing



**Primary Focus:** Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the student's opinion on the best Renaissance artist. **[W.5.5]**

**CONNECTIONS: CONVINCE ME! (8 MIN.)**

- Ask students to work with a partner to discuss the reasons they would use to convince the following people that ice cream is the perfect snack:
  - your three-year-old sibling
  - Dr. Wellbody, your pediatrician
  - your parents after your family has been working outside on a hot summer day
- Then repeat the list, but this time have students think of the perfect reason to convince each person that carrots are the perfect snack.
- Ask students if they think that each person would be convinced by the same reason.
  - » Students should recognize that a child will likely approve different snacks from an adult. If students struggle to distinguish between their parents and Dr. Wellbody, you might guide them to think about the situation each person is in. For example, the tired, hot parents might be more motivated by cold foods and convenience than by nutrition.
- If time permits, you may wish to have volunteers share how they would convince each person to sample each food.
  - » Answers may vary but could include that students would convince a three-year-old by saying that ice cream tastes sweet and carrots are a bunny rabbit's favorite food; Dr. Wellbody by saying that ice cream has calcium and will strengthen your bones, while carrots are nutritious; and hot, tired parents by saying that ice cream will help cool everyone off and carrots do not require any more work to prepare, because you can eat them raw.
- Explain that each of these people is a different audience. When you want to convince an audience that your opinion is right, it can help to use reasons that would appeal to it.

- Tell students that readers are a kind of audience. Not every reader responds to the same reasons or evidence, so good opinion writers will select the best reasons or evidence for their audience.

### MODELING: SELECTING REASONS FOR SPECIFIC AUDIENCES (3 MIN.)

- Display Activity Page 2.1 and explain that students will use it to think about how they might convince each audience to agree with their opinion on the best Renaissance artist.

#### ➤ Activity Page 2.1

- Using “a Renaissance Scholar” as an example, model how to complete one row of the chart.



#### Check for Understanding

Ask students to explain the example to a partner in their own words.

### SELECTING REASONS FOR SPECIFIC AUDIENCES (14 MIN.)

- Tell students that they should complete the chart for the remaining audiences.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

#### Artists and Audiences

Fill in the blank based on your opinion essay.

In my opinion, the best Renaissance artist is Michelangelo.

Complete the following chart by thinking about which reasons and evidence would be most likely to convince different audiences to agree with your opinion about the best Renaissance artist. Your teacher will show you an example to start.

#### Activity Page 2.1



#### Challenge

Ask students to suggest new audiences (such as the school principal, an architect, an engineer, etc.) and identify the best reasons and evidence to convince these audiences about the best Renaissance artist.

#### Support

Allow students to consult the Unit 5 Student Reader, *The Renaissance: Patrons, Artists, and Scholars*, to help them gather more reasons and evidence about their chosen artist.



### Access

#### Entering/Emerging

Use questions, such as “Dr. Wellbody studies organs and muscles. Did Michelangelo have to think about muscles in his work?” to guide students in completing the Activity Page.

#### Transitioning/Expanding

Use sentence frames and starters, such as, “Parents like \_\_\_\_\_, so they would like Michelangelo’s work because \_\_\_\_\_.” to guide students in completing the Activity Page.

#### Bridging

Allow students to discuss artists and audiences in pairs as they complete the Activity Page.

Audience	Cares about	Most convincing reason	Because
a Renaissance scholar	<i>overall impact on the Renaissance</i>	<i>He did different kinds of art and helped train other artists.</i>	<i>He had a lot of influence in spreading Renaissance art.</i>
your three-year-old brother or sister	<i>their own place in the world</i>	<i>He started making art when he was just a boy.</i>	<i>This shows that you can do great things even if you're little.</i>
Dr. Wellbody	<i>the human body</i>	<i>Sculptures like David</i>	<i>They show how good Michelangelo was at showing muscles and other parts of the human body.</i>
parents	<i>children</i>	<i>the Pietá</i>	<i>It shows a mother's love for her son.</i>

### WRAP-UP (5 MIN.)

- Ask student volunteers to respond to each question and give a reason for their answer. Students may imagine audiences other than the ones on Activity Page 2.1.
  - Who would be the easiest audience to convince that your artist is the best?
  - Who would be the most difficult audience to convince that your artist is the best?
  - Which audience would be most likely to be convinced by the difficulty of the artist's projects?
  - Which audience would be most likely to be convinced by how unique or original the artist's work seemed?
- Tell students that in the next lesson they will think about how they could develop their opinion writing into advertisements.

End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

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]**

## FORMATIVE ASSESSMENT

### Activity Page 3.1

**Isabella d'Este and the Grotta** 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]**



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Advertisements and Audiences	Whole Group	5 min.	
Introduce the Isabella d'Este Writing Prompt	Whole Group	5 min.	☐ Isabella d'Este Writing Prompt
Researching the Grotta	Independent	15 min.	☐ Activity Page 3.1 ☐ Student Readers <i>The Renaissance: Patrons, Artists, and Scholars</i>
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to display the Isabella d'Este Writing Prompt, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and to distribute a copy to each student.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.

## Lesson 3

# Developing Opinion Writing



**Primary Focus:** Students gather research for an opinion piece convincing people in the Renaissance to visit Isabella d'Este's grotto. [W.5.9, W.5.9b]

**CONNECTIONS: ADVERTISEMENTS AND AUDIENCES (5 MIN.)**

- Ask several students to volunteer places they would most like to travel with their families.
  - » Answers may vary but could include the beach, popular theme parks, natural history museums, etc.
- Ask students why they would like to go to these places.
  - » Answers may vary but could include that they seem fun, they want to go some place they have never been, that they would like to learn about or see something new (such as dinosaurs), etc.
- Ask students what a commercial for these places would say or show. They may draw on real-world examples they have seen, or they may offer original suggestions.
  - » Answers may vary but could include that they would show pictures or videos of people having fun, playing games, looking at the objects in the vacation spot, etc. They may also talk about how easy or affordable it is to visit the location.
- Tell students that the people who watch commercials are a kind of audience, just like people who read books. People who make commercials try to change the audience's opinion about the thing being advertised or convince them to buy a certain product.

**Check for Understanding**

Ask students to explain in their own words how a commercial relates to an opinion.

- » Answers may vary, but students should understand that the makers of an advertisement or commercial want the audience to have a certain kind of opinion about the thing being advertised. For example, the makers of a commercial for a theme park want to convince viewers that the theme park is the best place for a vacation.

## INTRODUCE THE ISABELLA D'ESTE WRITING PROMPT (5 MIN.)

- Display the Isabella D'Este Writing Prompt, available in Teacher Resources, and explain that students will spend the next several lessons working on this assignment.

### ➤ Isabella d'Este Writing Prompt

As the “First Lady of the Renaissance,” Isabella d'Este had an important role. Although she was well known on her own, imagine that she decided that she wanted more people to come and visit her grotta. If d'Este hired you to advertise her grotta to people who lived during the Renaissance, how would you convince them that it was the best spot to visit in all Italy?

Write an opinion piece explaining to a Renaissance audience why d'Este's grotta would be the perfect or best place for them to visit. Make sure to think about all the elements of a good opinion piece and think carefully about what reasons would be most convincing to someone in the Renaissance.

- Review the prompt with students.
- Ask students to turn and use their own words to explain the prompt to a peer.

## Activity Page 3.1



### Challenge

Ask students to name why Renaissance citizens might object to visiting the grotta.

Have students think of a way their commercials could respond to each objection.

### Support

Allow students to consult Activity Page 10.3, which they completed in Unit 5, *The Renaissance*, Lesson 10, for additional support.

## RESEARCHING THE GROTTA (15 MIN.)

- Distribute Activity Page 3.1 to students and ensure that they have their Student Readers for Unit 5, *The Renaissance*.
- Tell students that they should consult the Student Reader section on Isabella d'Este and her grotta in order to complete the chart on the Activity Page. You may wish to complete the first row as an example.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

- Although student answers may vary, a sample completed Activity Page 3.1 follows.



## Access

### Entering/Emerging

Use yes/no questions, such as “Would people in the Renaissance like to see d’Este’s ancient coins?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use sentence frames and starters, such as, “People would like to see the grotta’s \_\_\_\_\_, because \_\_\_\_\_.” to guide students in completing the Activity Page.

### Bridging

Allow students to discuss features of the grotta in pairs as they complete the Activity Page.

## Isabella d’Este and the Grotta

Use information from your Student Reader to complete the chart. Put the information into your own words, but make sure to include the page on which you found it in the Student Reader.

<b>Fact about the grotta or Isabella d’Este</b>	<b>Why the fact is important</b>	<b>A person would be persuaded by this information if he or she ____</b>	<b>Because</b>
<i>D’Este was not like other women in the Renaissance (62).</i>	<i>because it shows how unique she was</i>	<i>believed women could be valuable members of Renaissance society</i>	<i>D’Este offered an example of a woman who had lots of power and importance.</i>
<i>D’Este was well-educated (60).</i>	<i>because it shows that she probably knew how to get the most interesting things for the grotta</i>	<i>valued education</i>	<i>D’Este was smart enough to know what was worth collecting in her grotta.</i>
<i>D’Este knew Latin and Greek (60).</i>	<i>Renaissance scholars were inspired by looking back to Greece and Rome.</i>	<i>were a true humanist</i>	<i>He or she would think d’Este’s influences were important.</i>
<i>D’Este collected many different kinds of artwork and treasures (62).</i>	<i>She was diverse.</i>	<i>could not travel frequently</i>	<i>You would want to see as much as possible on your one trip.</i>
<i>D’Este had works of art by some of the Renaissance’s most important artists (62).</i>	<i>Artists were important figures in the Renaissance.</i>	<i>had heard of some important artists</i>	<i>If you went to the grotta you could see their work!</i>
<i>The grotta was a room, but it was almost like a treasure chest of amazing things (62).</i>	<i>It sounds like an exciting place to visit.</i>	<i>wanted an adventure for a vacation</i>	<i>The idea of a cave of treasures sounds like something a pirate would have!</i>

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**WRAP-UP (5 MIN.)**

- Ask students to speak with a partner about the person in the Renaissance who would be the easiest audience to convince to visit the grotta.
- Ask students to speak with a partner about the person in the Renaissance who would be the most difficult audience to convince to visit the grotta.
- Have students write on their Activity Pages the kind of evidence they think would most convince the difficult audience to visit the grotta.
- Tell students that in the next lesson they will use additional resources to add to their research on the grotta and that they should particularly look for evidence that would convince the difficult Renaissance audience members.

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End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students conduct research on the works of art owned by Isabella d'Este. [W.5.7]

## FORMATIVE ASSESSMENT

### Activity Page 4.1

**Isabella d'Este's Artworks** Students conduct research on the works of art owned by Isabella d'Este. [W.5.7]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: d'Este's Artwork	Whole Group	5 min.	
Researching the Grotta's Artwork	Independent	20 min.	☐ Activity Page 4.1
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare to display Activity Page 4.1, available in Teacher Resources, and to distribute a copy to each student.
- This lesson offers an ideal opportunity to guide students in conducting research using the Internet. It is useful to allow students to research the Titian portraits and the DaVinci drawing of d'Este. If you have the available technology for students to look up images on their own, prepare instructions to guide them in that process. Alternatively, you may demonstrate this search process to the class as a whole. (Public domain photographs of these artworks are widely available online, though of course you should research and bookmark appropriate images in advance of the lesson.) The second Titian portrait and the DaVinci drawing also appear in the Student Reader, which students may consult if digital alternatives are not available.

### Universal Access

- Prepare questions to guide students in looking at the works of art.

## Lesson 4

# Developing Opinion Writing



**Primary Focus:** Students conduct research on the works of art owned by Isabella d'Este. [W.5.7]

## CONNECTIONS: D'ESTE'S ARTWORK (5 MIN.)

- Tell students that when writing, it is often helpful to look at your topic from more than one angle.
- Ask students to review what they researched in the prior lesson.
  - » Answers may vary but could include that they researched facts about the grotta.
- Tell students that in this class, they will do a different kind of research. They will gather information about some of the works of art Isabella d'Este commissioned, or asked artists to make for her.



## Check for Understanding

Ask students to explain why knowing about the works of art d'Este had could help them convince Renaissance travelers to visit the grotta.

- » Answers may vary but could include that visitors may be more convinced if they have heard about what they might see in the grotta. They might also want to see work by famous artists.

## RESEARCHING THE GROTTA'S ARTWORK (20 MIN.)

- Distribute Activity Page 4.1 to students.
- Tell students that they should consult the sample works of art from Isabella d'Este's grotta in order to complete the chart on the Activity Page. You may wish to complete the first row as an example.

## Activity Page 4.1





## Challenge

Ask students to name which Renaissance citizens might prefer each work of art and to name some reasons for this preference.

## Support

Provide a list of features or characteristics (such as color, vanishing point, the kind of clothing the subject is wearing, whether or not the subject is smiling, etc.) for students to describe in the works of art.



## Access

### Entering/Emerging

Use yes/no questions, such as “Does the person in this painting look happy?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use open-ended questions such as “Why might the woman in this painting be holding a book?” to guide students in completing the Activity Page.

### Bridging

Allow students to discuss features of the artworks in pairs as they complete the Activity Page.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary based on the images used, a sample completed Activity Page 4.1 follows.

## Isabella d’Este’s Artwork

Use the chart to describe your observations about Isabella d’Este’s works of art. Make a note about why someone would want to see each work of art.

Artwork	Characteristics	Someone would want to see this work of art because
Titian portrait 1	Her clothes are fancy.	It might show them what clothing was in style.
Titian portrait 1	D’Este looks old.	If you saw the portrait and d’Este herself at the grotta, you could decide how accurately Titian painted her.
Titian portrait 2	D’Este looks very young.	It might show how artists sometimes did not paint things or people the way they really were.
DaVinci drawing	It is not in color.	It could help you decide whether you like paintings or drawings better.
DaVinci drawing	D’Este’s clothes look simple.	It might make you realize that you can have a portrait made even if you look plain.
DaVinci drawing	D’Este looks average, not like a ruler or powerful woman.	If you lived in Mantua, this drawing might make you wonder whether she would be a successful leader.

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**WRAP-UP (5 MIN.)**

- Tell students that you will hold up or display each image they evaluated during the lesson. When you hold up the artwork students would most like to see, they should raise their hand. Count the votes received by each piece and declare the piece with the most votes the class's favorite work of art from d'Este's collection.
- If time permits, ask students who voted for the piece to explain what they like about it.
- Tell students that in the next lesson they will use the research they have conducted to plan their advertisements.

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End Lesson

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students use an essay map to plan an essay convincing Renaissance citizens to visit Isabella d'Este's grotta. [W.5.5]

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## FORMATIVE ASSESSMENT

Activity Page 5.1

**Blank Opinion Essay Map** Students use an essay map to plan an essay convincing Renaissance citizens to visit Isabella d'Este's grotta. [W.5.5]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Purpose and Audience	Whole Group	3 min.	
Modeling: Planning with Essay Maps	Whole Group	3 min.	☐ Activity Page 5.1
Planning with Essay Maps	Independent	20 min.	☐ Activity Page 5.1
Wrap-Up	Partner	4 min.	

## ADVANCE PREPARATION

- Prepare to display Activity Page 5.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Ensure that students have their completed Activity Pages 3.1 and 4.1, on which they gathered research for their essay, and the Isabella d'Este Writing Prompt, which they reviewed in Lesson 3.

### Universal Access

- Prepare sentence starters or frames such as the following:
  - A Renaissance banker would want to go to the grotta because \_\_\_\_\_.
  - The Pope would most enjoy \_\_\_\_\_ about the grotta.
  - If Michelangelo went to the grotta, he would \_\_\_\_\_.
  - Savonarola would probably say \_\_\_\_\_ about the grotta because \_\_\_\_\_.

## Lesson 5

# Developing Opinion Writing



**Primary Focus:** Students use an essay map to plan an essay convincing Renaissance citizens to visit Isabella d'Este's grotta. **[W.5.5]**

## CONNECTIONS: PURPOSE AND AUDIENCE (3 MIN.)

- Ask students to name the purpose and audience of their opinion writing piece.
  - » Students are writing to persuade Renaissance citizens to visit Isabella d'Este's grotta.
- Ask students to name some things in their own world that help convince people to visit certain places.
  - » Answers may vary but could include commercials or advertisements that students encounter on television, radio, the Internet, or other media.

## MODELING: PLANNING WITH ESSAY MAPS (3 MIN.)

- Ask students to review why it is important to plan your ideas before writing.
  - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project Activity Page 5.1, a blank opinion essay map.

### ► Activity Page 5.1

#### Activity Page 5.1



### Check for Understanding

Ask students to review the elements of an opinion essay, as listed on the blank essay map.

- » Students should recall that opinion essays include a topic, a statement of opinion about that topic, reasons for the opinion, evidence supporting each reason, a title, an introduction or hook, and a conclusion and final thought.

## PLANNING WITH ESSAY MAPS (20 MIN.)

- Distribute a copy of Activity Page 5.1 to each student.
- Explain that students will plan an essay to convince Renaissance travelers to visit Isabella d'Este's grotta.
- Tell students that they will have twenty minutes to plan their essays. They should consider the reasons and evidence they have collected in research, then select the best reasons and evidence to convince the Renaissance audience to visit the grotta.
- Direct students through planning the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title: 1 min.
  - Statement of opinion: 1 min.
  - Idea for hook: 2 min.
  - Reason one to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason two to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason three to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Conclusion and final thought: 1 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

## Challenge

Ask students to plan additional paragraphs using more research.

## Support

Guide students in considering their research and which reasons might be most convincing to a Renaissance audience.



## Access

### Entering/Emerging

Use sentence starters or frames and provide heavy support as students work on the opinion map.

### Transitioning/Expanding

Use sentence starters or frames and provide moderate support as students work on the opinion map.

### Bridging

Use sentence starters or frames and provide light support as students work on the opinion map.

Title	
You've Gotta See the Grotta!	
Introductory Paragraph	<b>Topic:</b> <i>visiting Isabelle d'Este's grotta</i>
	<b>Opinion:</b> <i>You should do it.</i>
	<b>Idea for hook:</b> <i>The grotta has something for everyone!</i>
Body Paragraph One	<b>Reason one to support opinion:</b> <i>Isabella d'Este isn't like other Renaissance women.</i>
	<b>Evidence for this reason:</b> <i>She has an education; she is wealthy and powerful.</i>
Body Paragraph Two	<b>Reason two to support opinion:</b> <i>The grotta has lots of different kinds of treasures.</i>
	<b>Evidence for this reason:</b> <i>It has paintings, antique coins, gemstones, and other things.</i>
Body Paragraph Three	<b>Reason three to support opinion:</b> <i>You can see paintings by famous artists.</i>
	<b>Evidence for this reason:</b> <i>D'Este was painted by Titian and DaVinci.</i>
Conclusion	<b>Why readers should agree with this opinion:</b> <i>Lots of artists and scholars hang out at the grotta.</i>
	<b>Final thought:</b> <i>Come visit the grotta today!</i>

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**WRAP-UP (4 MIN.)**

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write an essay to convince Renaissance travelers to visit the grotta.
- Tell students that as a way to think about how to develop good reasons and evidence, they could consider possible objections to the opinion.
- Arrange students in pairs. Have one partner read a reason people should visit the grotta. The other partner should try to come up with an objection. Then the partners can switch roles.
- Tell students that if they can think of a response to the objection, this can help them write stronger essays. For example, if an objection is “I don’t like art!” students could respond, “The grotta has more than just art! It’s filled with treasures like precious gemstones, coins, and other valuable items.”

~~~~~End Lesson~~~~~


Developing Opinion Writing

PRIMARY FOCUS OF LESSON

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]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Drafting Paper 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]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Reviewing the Prompt | Whole Group | 5 min. | |
| Writing Opinions | Independent | 23 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 2 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Pages 3.1, 4.1, and 5.1, which they completed in previous lessons. They should also have the Isabelle d'Este Writing Prompt, which was introduced in Lesson 3.
- Prepare to distribute Activity Page 6.1, Blank Drafting Paper, available in Teacher Resources, to each student.

Lesson 6

Developing Opinion Writing



Primary Focus: Students compose opinion pieces to convince a Renaissance audience that it should visit Isabella d'Este's grotto.

[W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d]

CONNECTIONS: REVIEWING THE PROMPT (5 MIN.)

- Ask students to review the elements of an opinion.
 - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.
- Display the Isabella d'Este Writing Prompt.

► Isabella d'Este Writing Prompt



Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class and name the purpose and audience for writing.

WRITING OPINIONS (23 MIN.)

- Tell students that they will have approximately twenty minutes to draft their essays.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Title: 1 min.
 - Statement of opinion: 1 min.

Activity Page 6.1



- Introduction and hook: 3 min.
 - Topic sentence for body paragraph one: 1 min.
 - Supporting sentences and evidence for body paragraph one: 4 min.
 - Topic sentence for body paragraph two: 1 min.
 - Supporting sentences and evidence for body paragraph two: 4 min.
 - Topic sentence for body paragraph two: 1 min.
 - Supporting sentences and evidence for body paragraph two: 4 min.
 - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
 - Essay content will vary from student to student, but a sample text follows.

You've Gotta See the Grotta!

Imagine a place where artistic treasures sparkle in every direction, where you can see the work of the finest artists and craftsmen of our time, and where a woman is the most powerful person. It almost sounds like a fantasy, but it is not one. This place is the fantastic grotta of Isabelle d'Este, and if you come to Mantua, you can see the grotta and its treasures with your own eyes. All Renaissance travelers will surely find something to delight them in the grotta, because it has something for everyone!

You may have heard tales of Isabella d'Este, Mantua's *La Prima Dona*. She is not like other Renaissance women. D'Este rules over Mantua, protecting its people and keeping them safe from invasions by other rulers. She learned Greek and Latin as a child and can debate contemporary ideas and issues with the smartest men from all Italy's city-states. If you visit the grotta, which is inside her home, you will be able to see what it is like to live with so much wealth and power.

Because d'Este is so rich and important, she has many different kinds of treasures in her grotta. On your visit, you might see coins from ancient civilizations. You could gaze upon the

Challenge

Ask students to think about an objection someone might make to the idea of visiting the grotta and to include a response to that objection in their essay.

Support

If students struggle with pacing, have them write the stop time next to each essay map component. This stop time will remind students when to move to the next part of the essay.



Access

Entering/Emerging

Have students review their completed Activity Page 5.1 and describe their argument orally to you before they write it down.

Transitioning/Expanding

Have students review their completed Activity Page 5.1 and describe their argument orally to a peer before they write it down.

Bridging

Have students review their completed Activity Page 5.1 and describe their argument orally to a group before they write it down.

beautiful books in her library, each one unique and rare. If you like military history, you can see the medals she collects and imagine what brave acts a soldier would need to perform to earn them. You can even wonder at her jewelry collection and daydream about what it would be like to have jewels like these to wear any time you wanted.

If that's not enough to tempt you, you should also visit Isabella d'Este's grotta to see works of art by the most famous artists of our time, the men the popes hire to decorate their own churches. D'Este's collection includes several portraits by Titian, but they do not look very similar. You can compare the two paintings to each other to see which one you prefer. If you are lucky, you can compare them to d'Este herself to see which is a better likeness! (People say her favorite is the one where she looks young and thin.) You can also see the sketch the great DaVinci completed of d'Este as he passed through Mantua on his way to France. Don't you want to visit the same place the master visited during his last days in Italy?

In short, the grotta is the best place to visit in all Italy. Even travelers who visit from great distances, such as Rome, will consider the trip worthwhile, because they can see so many special things in the grotta that they would never see anywhere else. You might even get to meet one of the artists or scholars who hang out there. You really should visit the grotta today!

WRAP-UP (2 MIN.)

- Ask students to vote on whether they think the best way to convince an audience to visit the grotta is a commercial or an essay like the ones they have just written.
- Tell students that in the next lesson they will think about how they can develop the opinion essays they have just drafted into commercials.

End Lesson

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. [W.5.6]

FORMATIVE ASSESSMENT

Activity Page 7.1

Blank Drafting Paper Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotta. [W.5.6]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Commercials | Whole Group | 5 min. | |
| Modeling: Revising: From Essay to Script | Whole Group | 5 min. | ☐ Sample Introduction |
| Revising: From Essay to Script | Small Group | 15 min. | ☐ Activity Page 6.1
☐ Activity Page 7.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Pages 5.1, and 6.1, which they completed in previous lessons.
- This lesson is designed to fulfill CCSS W.5.6, which asks students to use technology and digital tools to collaborate and publish work. If your classroom is not conducive to using technology, you may have students complete the assignments on paper. Additionally, you should review this lesson and the following lesson to determine how much time you would like to devote to rehearsing and staging the commercials. If students need additional support and practice with writing, you may decide to use both lessons as writing time. Alternatively, if students are ready for enrichment, you may wish to extend this unit into some Pausing Points or other time and allow students additional time to rehearse and practice their commercials before recording them.
- Prepare to arrange students into groups.
- Prepare to display the sample introduction.
- Prepare to distribute Activity Page 7.1, blank drafting paper, to each student.

Universal Access

- Prepare sentence frames or starters to guide students in revising their essays into commercial scripts. For example, “If I were using this idea in a commercial, I would say . . .”

Lesson 7

Developing Opinion Writing



Primary Focus: Students collaborate to turn their essays into commercials to convince a Renaissance audience to visit Isabella d'Este's grotto. **[W.5.6]**

CONNECTIONS: COMMERCIALS (5 MIN.)

- Tell students to name some of their favorite commercials and to list reasons they enjoy them.
 - » Answers may vary but could include that these commercials make things seem exciting and fun or that they give students ideas about what they might like to see or do in their free time.
- Ask students to describe the tone of their favorite commercials.
 - » Answers may vary but could include excited, energetic, happy, etc.



Check for Understanding

Ask students to suggest which tone might be best in their own commercials persuading a Renaissance audience to visit Isabella d'Este's grotto and to provide a reason for their choice.

MODELING: REVISING: FROM ESSAY TO SCRIPT (5 MIN.)

- Tell students that in this lesson they will work together in their planning groups to turn their essays into commercial scripts. Explain that students will perform their commercials in a future lesson. You may also wish to explain how your class will use technology to share recordings of their performances.
- Tell students that just as the commercials they see use a particular tone to appeal to viewers, their grotto commercial should use an engaging or exciting tone to convince a Renaissance audience to visit the grotto.
- Display the sample introduction.

➤ Sample Introduction

Imagine a place where artistic treasures sparkle in every direction, where you can see the work of the finest artists and craftsmen of our time, and where a woman is the most powerful person. It almost sounds like a fantasy, but it is not one. This place is the fantastic grotta of Isabelle d'Este, and if you come to Mantua, you can see the grotta and its treasures with your own eyes. All Renaissance travelers will surely find something to delight them in the grotta, because it has something for everyone!

- Use the think-aloud strategy to demonstrate revising the essay's introduction into one that might be used in a commercial script. An example appears below, but you may customize this as needed for your class.
- As you talk, compose your essay draft on the chart paper or on a projection as students observe.

To revise your essay into a script, you'll want to make sure it will be exciting and interesting to viewers. I think this introduction is an okay start, but it might need a bit more excitement. Maybe I can think about why a Renaissance citizen might need a vacation. Maybe I could add a few sentences about that at the beginning. [Add *Are you sick of Savonarola? Itching to explore more of Italy beyond your own city-state? Have you grown tired of only seeing beautiful works of art when you go to church?* to the top of your document.] That might help appeal to people in different parts of Renaissance Italy. But I should say a bit more to tell them what to do if this is how they feel. [Add *Then you need a vacation! And I have just the place for you.* to the top of your document.] I may still need to change some words, but I think my old introduction will fit pretty well here.

- Continue modeling as needed to ensure that students understand how to change the essay's information into a commercial script that addresses a Renaissance audience.

Activity Page 7.1



REVISING: FROM ESSAY TO SCRIPT (15 MIN.)

- Distribute Activity Page 7.1, which students will use to draft their scripts. Students should consult their completed Activity Page 6.1 as they work.

- Tell students that they will have approximately fifteen minutes to draft their commercial scripts. Explain that they should each transcribe, or write down, the script they develop.

Note: If you teach in a 1:1 technology environment, you may have students type the script in further fulfillment of CCSS W.5.6.

- Direct students through drafting the following components of their scripts. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Introduction and hook: 3 min.
 - Script for body paragraph one: 3 min.
 - Script for body paragraph two: 3 min.
 - Script for body paragraph three: 3 min.
 - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

WRAP-UP (5 MIN.)

- Allow groups several minutes to assign roles for their commercials. You may also encourage them to discuss props they could use to stage their advertisement.
- Tell students that in the next lesson they will rehearse their commercials before presenting them for the class. Remind students that the commercials will be recorded and shared, so they may wish to practice their role as a take-home.

End Lesson

Challenge

Ask students to create different characters for their commercial. For example, it might include someone who has been to the grotto returning home and telling her friends what she saw and why they should visit, or it could include a tour guide character who is an expert on the best places to visit in Italy.

Support

If students struggle with the revision, have them work together to act out each paragraph, then transcribe what they staged.



Access

Entering/Emerging

Provide heavy support as students use sentence frames or starters to convert their essay's sentences into a commercial script.

Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to convert their essay's sentences into a commercial script.

Bridging

Provide light support as students use sentence frames or starters to convert their essay's sentences into a commercial script.

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students collaborate to perform and publish their commercials for Isabella d'Este's grotto. **[W.5.6]**

FORMATIVE ASSESSMENT

Commercials

Publishing Students collaborate to perform and publish their commercials for Isabella d'Este's grotto. **[W.5.6]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|-----------------------|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Acting Tips | Whole Group | 5 min. | |
| Rehearsal | Whole Group | 5 min. | ❏ Sample Introduction |
| Recording and Publishing | Small Group | 15 min. | ❏ Activity Page 7.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Page 7.1, on which they completed drafting their scripts in the previous lesson. If students transcribed their scripts using a word processor, make sure they have that file.
- This lesson is designed to fulfill CCSS W.5.6, which asks students to use technology and digital tools to collaborate and publish work. Teachers may customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your school has video announcements each morning, you may partner with the school's Digital Pedagogy Specialist to incorporate student commercials into the video announcements as a "special interruption" or "special message from sponsors."

If your classroom does not have video recording devices, you may record the commercials using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by emailing clips of them to parents.

Although the lesson outlines one possible approach, feel free to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their classroom community to enhance the learning experience.

- Prepare to arrange students into the same groups they used for writing their commercial scripts.
- Prepare to record the commercials in a quiet location. If time is limited, you may wish to invite parent volunteers or teacher aids to assist. You may also wish to locate a quiet spot, such as an unused classroom or auditorium, for filming.

Start Lesson

Lesson 8

Developing Opinion Writing



Primary Focus: Students collaborate to perform and publish their commercials for Isabella d'Este's grotto. [W.5.6]

CONNECTIONS: ACTING TIPS (5 MIN.)

- Remind students of good tips for acting well. These may include speaking loudly and clearly, making sure not to stand between a classmate and the camera, and performing as naturally as possible.



Check for Understanding

Ask students to make additional suggestions for acting well.

- You may wish to review procedures for filming. For example, if you will have all students watch as each group performs its commercial, remind students that they must remain extremely quiet. If groups will go to another location when it is time for filming, review the procedures for that process.

REHEARSAL (5 MIN.)

- Allow students a few minutes to gather their props and complete final planning.
- Tell students that they have time to practice their commercials before filming. Remind students that all groups will practice simultaneously, or at the same time, but they should focus on their group's performance.

- As students rehearse, determine the order in which you will record their performances.

RECORDING AND PUBLISHING (15 MIN.)

- Review the process by which you will publish student videos and clarify the role students will play in this process. For example, if you have parent volunteers assisting, you might create different stations staffed by an adult. Student groups could move through each station in order, following adult instruction to record and publish their videos. A sample follows, but you should customize it for your classroom.
 - Station 1: groups continue rehearsing
 - Station 2: groups assemble their props and costumes
 - Station 3: groups record their commercials
 - Station 4: groups publish their commercials using appropriate digital tools, with adult guidance
 - Station 5: viewing station where groups can watch all the commercials as they are published

WRAP-UP (5 MIN.)

- Ask students which they preferred writing, the essay or the commercial.
 - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a viewing for all the commercials, remind students of when that will take place.
- Collect Activity Page 6.1, which you will evaluate using the *Fifth Grade Writing Rubric: Opinion Writing*, located in Teacher Resources. You may also wish to collect the commercial scripts written on Activity Page 7.1.

End Lesson

Challenge

In rehearsal, ask students to practice saying their lines with different tones. Have them select the best tone for recording the commercial and give a reason for their choice.

Support

If students struggle with stage fright, allow them to say their lines chorally with others.



Access

Entering/Emerging

Provide heavy support as students rehearse their commercial script.

Transitioning/Expanding

Provide moderate support as students rehearse their commercial script.

Bridging

Provide light support as students rehearse their commercial script.

Writing Studio 5

Developing Informative Writing



Contents

DEVELOPING INFORMATIVE WRITING

Lesson 1 219

Developing Informative Writing (30 min.)

- Connections: Summaries
- Read-Aloud: "How Printing Changed the World"
- Completing an Essay Map
- Introduce the Prompt
- Wrap-Up

Lesson 2 226

Developing Informative Writing (30 min.)

- Connections: Review the Prompt
- Reviewing Summaries
- Researching the Text
- Wrap-Up

Lesson 3 231

Developing Informative Writing (30 min.)

- Connections: Review the Activity Page
- Researching the Text
- Wrap-Up

Lesson 4 236

Developing Informative Writing (30 min.)

- Connections: Summaries
- Planning An Essay
- Wrap-Up

Lesson 5 241

Developing Informative Writing (30 min.)

- Connections: Introductions
- Drafting Introductions
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Lesson 6

245

Developing Informative Writing (30 min.)

- Connections: Body Paragraphs
- Drafting Body Paragraphs
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Lesson 7

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Developing Informative Writing (30 min.)

- Connections: Conclusions
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Lesson 8

254

Developing Informative Writing (30 min.)

- Connections: Polishing and Publishing Your Work
- Creating a Final, Polished Copy
- Wrap-Up

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of a summary. [W.5.2]

FORMATIVE ASSESSMENT

Activity Page 1.1

Blank Summary Map Students identify and describe the purpose and features of a summary. [W.5.2]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|--------|------------------------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Summaries | Whole Group | 5 min. | |
| Read-Aloud: “How Printing Changed the World” | Whole Group | 7 min. | ☐ “How Printing Changed the World” |
| Completing an Essay Map | Independent | 8 min. | ☐ Activity Page 1.1 |
| Introduce the Prompt | Whole Group | 7 min. | ☐ Summary Writing Prompt |
| Wrap-Up | Independent | 3 min. | |

ADVANCE PREPARATION

- Prepare to project or display “How Printing Changed the World.” Alternatively, you may provide copies of the essay for each student.
- Prepare to project or display Activity Page 1.1, Blank Summary Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.
- Prepare to project or display the Summary Writing Prompt. Alternatively, you may provide copies of the prompt for each student.

Universal Access

- Prepare questions to help students complete the essay map. Examples include:
 - Where in the summary do you notice a linking word?
 - Does the summary contain any of our vocabulary words?
 - What is one quotation used in the summary?

Lesson 1

Developing Informative Writing



Primary Focus: Students identify and describe the purpose and features of a summary. [W.5.2]

CONNECTIONS: SUMMARIES (5 MIN.)

- Ask students to explain what a summary is.
 - » A summary is a description of something, usually a text the author has read or watched or a set of events he or she experienced. If a summary is about a text, it explains the text's main idea and most important supporting points.
- Why would someone use a summary?
 - » Answers may vary but might include that summaries provide important information. They can explain a text or series of events to someone who has not read the text or did not participate in the events.
- Remind students that they have studied three different kinds of writing. Ask students what kind of writing a summary is.
 - » A summary is informative writing.
- Ask students to turn and talk with a partner about a time when they might summarize something. If time permits, you may allow one or more students to share their answers with the class.
 - » Answers may vary, but they could include that students summarize the school day for their parents or summarize a book they have read.
- Explain that students will spend the next several lessons writing summaries.

READ-ALoud: "HOW PRINTING CHANGED THE WORLD" (7 MIN.)

- Tell students that you have an example of a summary to share with them. It is based on information they have read before in a Student Reader.
- Project or display "How Printing Changed the World." Alternatively, you may provide copies of the essay for each student.

➤ How Printing Changed the World

- Read the summary aloud.

How Printing Changed the World

“The Power of the Printed Word,” Chapter 1 of *The Reformation: Shifts in Power*, describes Johann Gutenberg and his very important invention, the printing press.

Gutenberg lived in Germany in the 1400s. In contrast to today, books in Gutenberg’s time were rare. “Throughout the Middle Ages, books were made by hand” (4). Monks wrote books on parchment, which took a very long time. Therefore, only rich people or members of the clergy could afford to own books.

Gutenberg worked at the mint, where he molded metal. One day, he realized he could use metal to make the shape of letters. He also realized that he could use those letters to make copies of books. This was called moveable type. Other people had thought of this, too, but Gutenberg had another idea. He invented a machine called the printing press. This machine made it possible to make books much faster than writing them by hand.

Gutenberg’s printing press changed the world. Because of it, books became easier to print. Soon, more books were available, and they were printed in lots of different languages. The printing press especially changed things for people who were not rich. People who had not read before started learning to read, because they could afford books.

It is clear that Gutenberg made a big difference. “He did change the world” (8). Without his printing press, we might all still be reading from hand-copied books on parchment!

Source: “The Power of the Printed Word,” Chapter 1 of *The Reformation: Shifts in Power* (2015).

Note: This example includes a basic entry for the source being summarized. It also includes a simple approach to citing quotations from that source, in which students record the page number being quoted in parenthesis. If your students are not familiar with citation, you may wish to allow a few minutes to explain this citation method. Alternatively, you may have students revise the citation to fit the style they have practiced.

- Ask students to turn to a partner and name one interesting fact included in the summary.

COMPLETING AN ESSAY MAP (8 MIN.)

- Distribute Activity Page 1.1, Blank Summary Map, and display or project it.

➤ Activity Page 1.1

- Ask students to review how they have used this kind of map before.
 - » Students have used essay maps to outline and plan essays.
- Have student volunteers review the items on the essay map.
- Ask students to complete the essay map independently based on the material in “How Printing Changed the World.” You may wish to model the first item or two. Make sure to talk through your reasoning as you work. For example, you might read, “How Printing Changed the World,” then say, “I know that’s the title of the essay, because it appears at the top before any of the essay’s sentences. I’ll put that on the essay map by *Title of summary.*” Then you might read the opening paragraph and identify the title of the work being summarized, “The Power of the Printed Word.”
- Review student responses.

Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to explain a piece of writing the author has read; it gives an overview of that work for someone who has not read it.

Activity Page 1.1



| | |
|--|---|
| Title of summary: | <i>How Printing Changed the World</i> |
| Title of work being summarized: | <i>“The Power of the Printed Word”</i> |
| Topic of work being summarized: | <i>Gutenberg’s invention of the printing press</i> |
| Body Paragraph One | Main idea/topic sentence:
<i>In Gutenberg’s time, books were rare.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>“Throughout the Middle Ages, books were made by hand” (4).</i> • <i>Monks wrote books on parchment.</i> • <i>Only rich people could afford to own books.</i> |

Support

Model completing the information for Body Paragraph One, noting how to distinguish the topic sentence from supporting details.



Access

Entering/Emerging

Ask yes/no questions and provide heavy support to help students complete the essay map.

Transitioning/Expanding

Ask short-answer questions and provide moderate support to help students complete the essay map.

Bridging

Ask open-ended questions and provide light support to help students complete the essay map.

| | |
|---|--|
| Body Paragraph Two | Main idea/topic sentence:
<i>Gutenberg invented the printing press.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>He worked at the mint, and he molded metal.</i> • <i>He realized he could use metal to make the shape of letters, and he could use those letters to make copies of books.</i> • <i>He invented a machine called the printing press, which made it possible to make books much faster than writing them by hand.</i> |
| (Optional) Body Paragraph Three | Main idea/topic sentence:
<i>The printing press changed the world.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>Books became easier to print.</i> • <i>More books were available, and they were printed in lots of different languages.</i> • <i>People who had not read before started reading because they could afford books.</i> |
| Conclusion | Final thoughts about the topic:
<i>Gutenberg made a big difference. "He did change the world" (8).</i> |
| If you are reading a summary, note where it uses the following things. If you are planning a summary, write down an example of each thing that you might add to your draft. | |
| Specific vocabulary: | <i>movable type, clergy</i> |
| Linking words: | <i>in contrast, especially</i> |
| Quotation from the text: | <i>"Throughout the Middle Ages, books were made by hand" (4).</i> |
| Source: | <i>"The Power of the Printed Word," Chapter 1 of The Reformation: Shifts in Power (2015).</i> |

INTRODUCE THE PROMPT (7 MIN.)

- Tell students that in the next Writing Studio lesson, they will start working on their own summaries.
- Display the Summary Writing Prompt and read it aloud, repeating as necessary.

➤ Summary Writing Prompt

Although we read for many purposes, one important purpose is to understand or gain information about things. In many cases, we need to share that information with someone else who may not have read the same text we read. That means that we will need to summarize the text, or describe its topic, main ideas, and most important points.

Write a summary of Chapter 4 from your Student Reader, *The Reformation: Shifts in Power*. Your summary should help explain the main ideas and most important supporting points from this chapter. In order to do this, you may also want to review Chapter 3, which explains what life was like before the Reformation and looks at the circumstances or situation that helped lead Luther and others to push for reform. You have already summarized part of Chapter 3, so you may use that summary as you prepare.



Check for Understanding

Ask students to explain the prompt in their own words.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about when they might want to read a summary. Students should give a reason or reasons for their choice.
- If time permits, ask student volunteers to share their ideas.
- Tell students that in the next Writing Studio lesson, they will begin gathering information to use in their summaries.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information from the text to be summarized. **[W.5.8]**

FORMATIVE ASSESSMENT

Activity Page 2.1

Gathering Information Students gather information from the text to be summarized. **[W.5.8]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review the Prompt | Whole Group | 5 min. | ☐ Summary Writing Prompt |
| Reviewing Summaries | Whole Group | 5 min. | ☐ Unit 6, Activity Page 3.2, Excerpt Reading And Summary |
| Researching the Text | Independent | 15 min. | ☐ Activity Page 2.1
☐ Student Readers <i>The Reformation: Shifts in Power</i> |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Summary Writing Prompt, which was introduced in the previous lesson.
- Ensure that each student has Activity Page 3.2 (Excerpt Reading and Summary) from Unit 6, *The Reformation*, which was completed in Lesson 3.
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and to distribute a copy to each student. This activity allows options for differentiation, as you may not wish to have each student complete each section of the Activity Page. Determine in advance which sections you would like students to complete; possible options are outlined in the sidebars.
- Prepare to arrange students in pairs for the Wrap-Up activity.

Universal Access

- In a preteaching session, have students reread *The Reformation: Shifts in Power*, Chapter 4, “The Reformation Movement.”
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

Lesson 2



Developing Informative Writing

Primary Focus: Students gather information from the text to be summarized. [W.5.8]

CONNECTIONS: REVIEW THE PROMPT (5 MIN.)

- Ask students to name the kind of writing they will work on in this unit.
 - » summary, a kind of informative writing
- Ask students to name a time when it would be useful to summarize something.
 - » Answers may vary but could include that summaries are useful for explaining things to someone who did not read, see, or experience them. Students might summarize the events of the previous school day for a friend who was absent. They might also summarize the contents of a book or movie for someone who has not read or watched those things.
- Display the Summary Writing Prompt, which was introduced in the previous lesson.

► Summary Writing Prompt

- Ask students to explain the prompt to a peer.

**Check for Understanding**

Ask a volunteer to explain the prompt in his or her own words.

REVIEWING SUMMARIES (5 MIN.)

- Distribute Unit 6, Activity Page 3.2, which students completed in Lesson 3 of Unit 6, *The Reformation*.
- Ask students to reread their summaries.
- Have students turn and talk with a partner to review the things that helped lead to the Reformation.
- As time permits, you may ask a few students to share with the class some things that led to the Reformation.

RESEARCHING THE TEXT (15 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their Student Readers for Unit 6, *The Reformation*.
- Tell students that they should consult the Student Reader, Chapter 4, in order to complete the chart on Activity Page 2.1. You may wish to model an example to complete the first row of the Activity Page.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 appears in Lesson 3.

Activity Page 2.1



Challenge

Ask students to add quotations that represent each main idea from the text they are summarizing; ensure that they provide a page number citation for each quotation.

Support

Model how to complete a row of the Activity Page, filling in all items. Ask students to complete a full row on their own, with appropriate support, then allow them to omit the quotation section of remaining rows.



Access

Entering/Emerging

Use yes/no questions, such as “Is the main idea of this paragraph that Luther began to wonder if the Church’s ideas were right or not?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use sentence frames and starters, such as “Luther began to think that the Church was _____” to guide students in completing the Activity Page.

Bridging

Allow students to discuss the text in pairs as they complete the Activity Page.

WRAP-UP (5 MIN.)

- Ask students to speak with a partner. Each student in the pair should share one row of his or her Activity Page and explain how he or she summarized the information from the text.
- Tell students that in the next lesson they will use additional resources to add to their information on Luther and the Reformation.

Note: Students will continue working on Activity Page 2.1 in the next lesson. You may wish to collect their work in progress, review it, and offer feedback prior to the next lesson.

~~~~~End Lesson~~~~~

# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students gather information from the text to be summarized. **[W.5.8]**

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Gathering Information** Students gather information from the text to be summarized. **[W.5.8]**



## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                        |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                  |
| Connections: Review the Activity Page           | Whole Group | 5 min.  | ☐ Activity Page 2.1                                                              |
| Researching the Text                            | Independent | 20 min. | ☐ Activity Page 2.1<br>☐ Student Readers <i>The Reformation: Shifts in Power</i> |
| Wrap-Up                                         | Partner     | 5 min.  |                                                                                  |

## ADVANCE PREPARATION

- Ensure that each student has Activity Page 2.1, which was started in the previous lesson.
- If you reviewed Activity Page 2.1 after the previous lesson, prepare to offer differentiation or feedback based on your observations of student work in progress.
- Prepare to arrange students in pairs for the Wrap-Up activity. These partners should not be the same as the ones used in the previous lesson.

### Universal Access

- In a preteaching session, have students reread *The Reformation: Shifts in Power*, Chapter 4, “The Reformation Movement.”
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 3

# Developing Informative Writing



**Primary Focus:** Students gather information from the text to be summarized. [W.5.8]

## CONNECTIONS: REVIEW THE ACTIVITY PAGE (5 MIN.)

- Ask students to explain the writing they are doing in this unit.
  - » Students are summarizing Chapter 4 (“The Reformation Movement”) of *The Reformation: Shifts in Power*, the Student Reader for Unit 6, *The Reformation*.
- Ask students to name what type of writing a summary is.
  - » informative

## RESEARCHING THE TEXT (20 MIN.)

- Distribute Activity Page 2.1 and ensure that students have their Student Readers for Unit 6, *The Reformation*.



### Check for Understanding

Ask a student to share a row from Activity Page 2.1 that they completed in the previous class.

- Tell students that they should consult the Student Reader, Chapter 4, in order to continue completing the chart on Activity Page 2.1. If students need additional support, you may wish to model an example to complete an additional row of the Activity Page. Alternatively, you may review the example you modeled in the previous lesson.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

## Challenge

Ask students to add quotations that represent each main idea from the text they are summarizing; ensure that they provide a page number citation for each quotation.

## Support

Model how to complete a row of the Activity Page, filling in all items. Ask students to complete a full row on their own, with appropriate support, then allow them to omit the quotation section of remaining rows.



## Access

### Entering/Emerging

Use yes/no questions, such as “Is the main idea of this paragraph that Luther began to wonder if the Church’s ideas were right or not?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use sentence frames and starters, such as “Luther began to think that the Church was \_\_\_\_\_” to guide students in completing the Activity Page.

### Bridging

Allow students to discuss the text in pairs as they complete the Activity Page.

- Although student answers may vary, a sample completed Activity Page 2.1 follows.

### Researching the Text

Use information from your Student Reader, Chapter 4 (“The Reformation Movement”) to complete the chart.

| <b>Main idea about Luther and the Reformation</b>                                            | <b>Why this idea is important</b>                               | <b>Information that supports this idea</b>                                                                                                                                                      | <b>Quotation and page number</b>                                                                                          |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <i>Martin Luther caused the Reformation, which created lots of changes.</i>                  | <i>shows why the Reformation is important</i>                   | <i>Luther was a monk who studied the Bible. But he began to have questions about things the Church believed or did.</i>                                                                         | <i>“Martin Luther sparked the Reformation, a movement that brought about great religious and political changes” (34).</i> |
| <i>Luther decided some things the Church said or did were wrong.</i>                         | <i>shows Luther's role in the Reformation</i>                   | <i>He thought the Church should not issue indulgences, or things that pardoned people, for money.</i>                                                                                           | <i>“The practice of issuing indulgences in exchange for money became intolerable for Luther” (36).</i>                    |
| <i>Luther decided to share his ideas and thoughts about how the Church needed to change.</i> | <i>shows Luther's role in the Reformation</i>                   | <i>He wrote Ninety-Five Theses, or problems he had with the Church's practices, and shared them.</i>                                                                                            | <i>“Outraged, Luther decided to act” (36).</i>                                                                            |
| <i>Luther's ideas were shared among many people.</i>                                         | <i>shows Luther's role in the Reformation</i>                   | <i>The printing press made it easy to share things. Others felt as Luther did.</i>                                                                                                              | <i>“Thousands of copies were distributed across Europe in just a few months” (38).</i>                                    |
| <i>The Church did not like Luther's ideas.</i>                                               | <i>shows how problems arose for Luther</i>                      | <i>The pope called Luther to Rome and issued a papal bull. Luther went into hiding.</i>                                                                                                         | <i>“Luther was ordered to recant, or take back all that he'd said about the Church and its teachings” (38).</i>           |
| <i>Many people agreed with Luther.</i>                                                       | <i>shows how Luther's ideas became the Reformation movement</i> | <i>While Luther was in hiding, others began to keep up his ideas. This became a religious and political movement. Many people left the Catholic Church and started worshipping in new ways.</i> | <i>“Martin Luther set the Reformation in motion” (42).</i>                                                                |

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**WRAP-UP (5 MIN.)**

- Ask students to speak with a partner. Each student in the pair should share one row of his or her Activity Page and explain how he or she summarized the information from the text.
- Tell students that in the next lesson they will use the completed Activity Page 2.1 to plan their summaries of Chapter 4, “The Reformation Movement.”

~~~~~End Lesson~~~~~

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students plan summaries of “The Reformation Movement,” Chapter 4 of *The Reformation: Shifts in Power*. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 4.1

Blank Summary Map Students plan summaries of “The Reformation Movement,” Chapter 4 of *The Reformation: Shifts in Power*. [W.5.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Informative Writing (30 min.) | | | |
| Connections: Summaries | Whole Group | 5 min. | <input type="checkbox"/> Summary Writing Prompt
<input type="checkbox"/> Activity Page 2.1 |
| Planning An Essay | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Partner | 5 min. | <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

- Make sure students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Prepare to arrange students into pairs.
- Prepare to distribute copies of Activity Page 4.1, Blank Summary Map, available in Teacher Resources, to each student.

Universal Access

- Prepare an example to model how students might incorporate a quotation collected in research to complete an element on the essay map.
- Prepare an example to model how students may develop a paragraph's main idea from the material on their research.

Lesson 4



Developing Informative Writing

Primary Focus: Students plan summaries of “The Reformation Movement,” Chapter 4 of *The Reformation: Shifts in Power*. [W.5.5]

CONNECTIONS: SUMMARIES (5 MIN.)

- Ensure that students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered information on the chapter they are summarizing.
- Ask students to reread the Summary Writing Prompt silently.



Check for Understanding

Ask students to explain the purpose of the essay they are planning, based on the information in the writing prompt.

- » Students are summarizing Chapter 4, “The Reformation Movement,” of the Student Reader, *The Reformation: Shifts in Power*.

- Ask students to turn and talk with a peer about the most important idea in the chapter.
- If time permits, you may allow a few volunteers to share their thoughts with the class.

PLANNING AN ESSAY (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to plan his or her essay.
- Review the components on Activity Page 4.1, ensuring that students understand what each represents.

Activity Page 4.1



- Make sure students have Activity Page 2.1, which they completed in previous lessons.
- Have students plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs. If students are not writing three body paragraphs, you may redistribute the time allotted to the third paragraph.
 - Title and topic: 3 min.
 - Body Paragraph One: 4 min.
 - Body Paragraph Two: 4 min.
 - Body Paragraph Three: 4 min.
 - Conclusion: 2 min.
 - Final questions: 3 min.
- As students work, circulate and provide support as needed. Answers may vary, but a sample completed essay map follows.

| | |
|--|---|
| Title of summary: | <i>Martin Luther's Reforms</i> |
| Title of work being summarized: | <i>"The Reformation Movement"</i> |
| Topic of work being summarized: | <i>Martin Luther and the Reformation</i> |
| Body Paragraph One | Main idea/topic sentence:
<i>Martin Luther caused the Reformation, which created lots of changes.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>Luther studied the Bible.</i> • <i>Luther was a monk.</i> • <i>Luther began to have questions about things the Church believed or said.</i> |
| Body Paragraph Two | Main idea/topic sentence:
<i>Luther spoke out against things the Church did that he believed were wrong.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>Luther decided that indulgences were wrong.</i> • <i>"Outraged, Luther decided to act" (36).</i> • <i>He wrote and shared Ninety-Five Theses. These were meant to make people talk about his ideas about the Church.</i> |

Challenge

Ask students to include more than one quotation from the text in their essay map.

Support

Model how to use information gathered in research to complete a section of the essay map on Activity Page 4.1.



Access

Entering/Emerging

Model developing topic sentences from the information researched and offer heavy support as students complete the essay map.

Transitioning/Expanding

Model developing topic sentences from the information researched and offer moderate support as students complete the essay map.

Bridging

Model developing topic sentences from the information researched and offer light support as students complete the essay map.

| | |
|---|---|
| (Optional) Body Paragraph Three | Main idea/topic sentence:
<i>Luther got in trouble for his ideas.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none">• <i>The pope called Luther to Rome and issued a papal bull.</i>• <i>Luther went into hiding.</i>• <i>Other people believed in his ideas and kept working for change.</i> |
| Conclusion | Final thoughts about the topic:
<i>Many people agreed with his ideas, and changes started happening in the way people worshiped. "Martin Luther set the Reformation in motion" (42).</i> |
| If you are reading a summary, note where it uses the following things. If you are planning a summary, write down an example of each thing that you might add to your draft. | |
| Specific vocabulary: | <i>clergy, papal bull</i> |
| Linking words: | <i>in contrast, especially</i> |
| Quotation from the text: | <i>"Outraged, Luther decided to act" (36).</i> |
| Source: | <i>"The Reformation Movement," Chapter 4 of The Reformation: Shifts in Power (2015).</i> |

WRAP-UP (5 MIN.)

- Have each student summarize his or her essay map for a partner.
- If time permits, have students ask one question they have about their partner's plan.
- Tell students that in the next lesson, they will start drafting their essays.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft introductions to their summaries. [W.5.2, W.5.2a, W.5.9b]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students draft introductions to their summaries.
[W.5.2, W.5.2a, W.5.9b]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Introductions | Whole Group | 5 min. | |
| Drafting Introductions | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 3.2 from Unit 6, <i>The Reformation</i> |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1, and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Ensure that each student has Activity Page 3.2 from Unit 6, *The Reformation*, which was completed during Lesson 3 of that unit.
- Prepare to distribute Activity Page 5.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 8. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation.

Universal Access

- Prepare sample summary introductions and review these with students, highlighting features of an effective introduction.

Lesson 5

Developing Informative Writing



Primary Focus: Students draft introductions to their summaries.

[W.5.2, W.5.2a, W.5.9b]

CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their summaries. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the information in the summary.
- Tell students that you will read two things, and they should identify which is background information.
 - A) Maraya's puppy sat when she asked.
 - B) Maraya had been training her puppy for several weeks.
 - » B) is background
 - A) Before the printing press, most people could not afford books.
 - B) The printing press was a very important invention.
 - » A) is background
 - A) The class cheered when Mrs. Greenwell walked into the room.
 - B) Mrs. Greenwell had been absent for many weeks after having a baby.
 - » B) is background
- Ask students to explain why it is important to have background information when learning about something.
 - » Answers may vary, but they should reflect an understanding that background knowledge helps readers understand the importance of what they are learning or the events that helped parts of history happen.
- Tell students that they will spend this lesson writing introductions that help provide background knowledge readers might need to understand their summaries of Chapter 4. You may wish to explain that students should draft the introduction first in order to think about this background more.



Challenge

Ask students to add a quotation to their introduction.

Support

Ask students to explain what information a reader would need in order to understand the changes that took place during the Reformation.



Access

Entering/Emerging

Ask students to orally describe the main idea of their summaries on Activity Page 3.2, then provide heavy support as they develop those ideas into their introductions.

Transitioning/Expanding

Ask students to orally describe the main idea of their summaries on Activity Page 3.2, then provide moderate support as they develop those ideas into their introductions.

Bridging

Ask students to orally describe the main idea of their summaries on Activity Page 3.2, then provide light support as they develop those ideas into their introductions.

DRAFTING INTRODUCTIONS (22 MIN.)

- Distribute Activity Page 5.1, which each student will use to record his or her essay draft.
- Ensure that each student has Activity Page 3.2 from Unit 6, *The Reformation*, and Writing Studio Activity Pages 4.1 and 2.1, which they will use to draft their summaries.
- Explain that in Activity Page 3.2, students summarized “Setting the Stage for Reform,” the chapter that appears in the Student Reader before Chapter 4, “The Reformation Movement.” They will use this summary to help them write their introductions, including background information a reader may need to know about in order to understand the information about what happened in the Reformation.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class’s needs.
 - Title and topic: 6 min.
 - Highlighting key background information from Activity Page 3.2: 6 min.
 - Drafting introduction from key background: 10 min.

A sample essay appears in Lesson 7.

WRAP-UP (3 MIN.)

- Have students describe their introductions to a partner.



Check for Understanding

Ask a volunteer or two to share their introduction’s main idea.

- Tell students that in the next lesson they will begin drafting their summaries’ body paragraphs.

End Lesson

Developing Informative Writing

6

PRIMARY FOCUS OF LESSON

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.5.9b]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper 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.5.9b]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Body Paragraphs | Whole Group | 5 min. | |
| Drafting Body Paragraphs | Independent | 19 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up | Partner | 6 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Students should also have Activity Page 5.1, on which they began drafting their summaries in the previous lesson.

Universal Access

- Prepare sample body paragraph and review these with students, highlighting the main idea and supporting details.
- Provide a list of linking words and review with students.
- Reteach vocabulary words from Unit 6, *The Reformation*.
- Prepare sentence starters to help students transform the main idea and supporting information from their essay maps into complete sentences for their drafts.

Lesson 6

Developing Informative Writing



Primary Focus: 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.5.9b]

CONNECTIONS: BODY PARAGRAPHS (5 MIN.)

- Tell students that in this lesson they will draft the body paragraphs of their summaries.
- Ask students to explain the components of a good body paragraph.
 - » Answers may vary, but they should include a main idea or topic sentence and supporting details.
- Tell students to consult their essay map for additional items that their summary draft should include.
 - » Their draft should include linking words, specific vocabulary, and a quotation from the text being summarized.
- Tell students that they do not have to include all these things in this lesson, but they should do their best to include the things they can.



Check for Understanding

Ask students to name some linking words and specific vocabulary they might include in their summaries.

Support

Allow students to consult the glossary from the Unit 6 Student Reader, *The Reformation: Shifts in Power*.

DRAFTING BODY PARAGRAPHS (19 MIN.)

- Ensure that students have Activity Page 5.1, on which they began drafting their essays in the previous lesson.
- Ensure that students have Activity Pages 4.1 and 2.1, which they will use to draft their summaries.

Challenge

Ask students to include strong verbs in their draft, as they have practiced in Unit 6, *The Reformation*.



Access

Entering/Emerging

Use sentence starters and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

Transitioning/Expanding

Use sentence starters and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

Bridging

Use sentence starters and provide light support to help students present a main idea and supporting information in their body paragraphs.

- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Body Paragraph One: 7 min.
 - Body Paragraph Two: 6 min.
 - Body Paragraph Three: 6 min.

A sample essay appears in Lesson 7.

WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name a linking word and a specific vocabulary word they use in their essay drafts.
- Tell students that in the next lesson they will draft their summaries' conclusions.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft conclusions to their summaries. [W.5.2, W.5.2b, W.5.2e, W.5.9b]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students draft conclusions to their summaries.
[W.5.2, W.5.2b, W.5.2e, W.5.9b]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Conclusions | Whole Group | 5 min. | |
| Drafting Conclusions | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Students should also have Activity Page 5.1, on which they began drafting their summaries in the previous lesson.

Universal Access

- Review the proper preparation of a source list.
- Prepare sentence starters to help students identify the final thought to include in their summaries' conclusions.

Lesson 7

Developing Informative Writing



Primary Focus: Students draft conclusions to their summaries.

[W.5.2, W.5.2b, W.5.2e, W.5.9b]

CONNECTIONS: CONCLUSIONS (5 MIN.)

- Tell students that in this lesson they will draft the conclusions of their summaries. They will also add a source list and, if they have not already done so, a quotation from the text they are summarizing.
- Ask students to review what a good conclusion includes.
 - » Answers may vary, but they should include that a good conclusion reviews the ideas of the essay and offers readers a final thought.
- Ask students how a quotation can help make an essay stronger.
 - » Answers may vary, but they could include that quotations help readers understand the work being summarized by presenting part of it in its author's own words. They may also help readers see that you have summarized correctly.



Check for Understanding

Ask students to explain why it is important to include a source list for the work you are summarizing.

- » A source list helps readers know where to find the work. It is also important to provide a source for any quotations. This is part of showing your work in writing, because it lets readers see where the quotations came from. It also tells them where they can learn more about your subject.

Support

Review the proper punctuation for a quotation.

DRAFTING CONCLUSIONS (22 MIN.)

- Ensure that students have Activity Page 5.1, on which they began drafting their essays in the previous lesson.

- Ensure that students have Activity Pages 4.1 and 2.1, which they will use to draft their summaries' conclusions.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Conclusion: 9 min.
 - Incorporating a quotation: 9 min.
 - Listing a source: 4 min.
- If students finish drafting with time remaining, they may read over their draft to check that it includes all the elements from the essay map. They may also edit or proofread it, noting any changes they would like to make when they prepare the final copy.

A sample essay follows.

Challenge

Ask students to include more than one quotation in their drafts.



Access

Entering/Emerging

Use sentence starters, such as "The final thought of my summary should be ____." and provide heavy support to help students draft their conclusions.

Transitioning/Expanding

Use sentence starters and provide moderate support to help students draft their conclusions.

Bridging

Use sentence starters and provide light support to help students draft their conclusions.

Martin Luther's Reforms

In Martin Luther's time, the Catholic Church was very important and powerful. "It was the social glue that held communities together" (24). Its clergy, or priests, had rules about lots of different things. One rule allowed indulgences, or special things that let people pay to get out of penance.

"The Reformation Movement," Chapter 4 of *The Reformation: Shifts in Power*, explains how a monk named Martin Luther did not like all the things the Church did. Luther studied the Bible a lot, and he began to have questions about things the Church believed or said. Because of his feelings, he helped cause the Reformation, a movement that created lots of changes in the Church and the world.

In contrast to many clergy members, Luther decided that some things the Church said were wrong. He especially believed that indulgences were wrong. "Outraged, Luther decided to act" (36). Luther spoke out against things the Church did that he believed were wrong. He wrote and shared Ninety-Five Theses. These were meant to make people talk about the Church and what it said.

Not everyone thought it was okay to challenge the Church, and Luther got in trouble for his ideas. The pope called Luther to Rome and issued a papal bull, or an official document saying Luther was wrong. It said Luther should change his mind. Instead, Luther went into hiding. Other people believed in his ideas, though, and they kept working for change.

Many people agreed with Luther's ideas, and eventually changes started happening in the way people worshiped. A lot of people helped create those changes, but "Martin Luther set the Reformation in motion" (42).

Source: "The Reformation Movement," Chapter 4 of *The Reformation: Shifts in Power* (2015).

WRAP-UP (3 MIN.)

- Have students turn and talk with a partner to share the quotation they used in their essay drafts.
- Tell students that in the next lesson they will create a final, clean copy of their summaries.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their summaries. **[W.5.6]**

FORMATIVE ASSESSMENT

Final Summary

Polishing Students use keyboarding techniques to produce a final, publishable copy of their summaries. **[W.5.6]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Polishing and Publishing Your Work | Whole Group | 5 min. | |
| Creating a Final, Polished Copy | Independent | 22 min. | ☐ Keyboard, Word Processor, Summary Drafts (Activity Page 5.1) |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their summaries. If necessary, reserve time in the school computer lab. If technology is not available, you may adapt this lesson to have students rewrite clean copies of their summaries.
- Ensure that students have the drafts of their summaries, which they completed in the previous lesson.

Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

Lesson 8

Developing Informative Writing



Primary Focus: Students use keyboarding techniques to produce a final, publishable copy of their summaries. [W.5.6]

CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on during the summary assignment.
 - » Answers may vary but could include quoting, paraphrasing, planning, drafting, including linking words or specific details, etc.
- Ask students to name a part of the process they have not yet worked on.
 - » Students should recognize that they have not published or created clean copies of their work. They may also say that they have not done revision or editing; you may wish to devote additional time to include these steps if desired.
- Use the drafts and final versions of writing to lead a discussion on requirements for publishing or creating a final copy of writing.
- Tell students that in this lesson they will prepare a final, polished copy of their work. If you are going to publish or display their work in some way, you may wish to explain that process at this time, noting how this underscores the need for a clean copy.



Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that students have their summary drafts, which were completed in previous lessons.

- Ensure that students have access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final summaries, providing support as needed.
- Circulate as students work, offering feedback on their work.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which they like better: writing by hand or typing on a keyboard. Students should give a reason for their choice.
- Ask students to consider how keyboarding might be similar to Gutenberg's use of the printing press.
- If time permits, have a few volunteers share their opinion and reason with the class. You may wish to use this to comment on why it is important to be able both to write longhand and type on a keyboard.
- Collect student work and evaluate using the *Fifth Grade Writing Rubric: Informative/Explanatory Writing*, available in Teacher Resources.
- Tell students that in the later Writing Studio lessons they will continue developing their writing skills.

~~~~~  
End Lesson

### Support

Conduct brief one-on-one conferences with students to offer support and input on their keyboarding skills.

### Challenge

If students complete their keyboarding with time remaining, ask them to write 1–2 sentences explaining what kind of reader would be most interested in a summary and how that reader might use it.



### Access

#### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

#### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

#### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.



Writing Studio 6

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# Developing Narrative Writing

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- Introduce the Prompt
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- Wrap-Up

### Lesson 2 268

#### Developing Narrative Writing (30 min.)

- Connections: Review the Prompt
- Modeling: Research
- Research
- Wrap-Up

### Lesson 3 273

#### Developing Narrative Writing (30 min.)

- Connections: Review the Activity Page
- Research
- Wrap-Up

### Lesson 4 278

#### Developing Narrative Writing (30 min.)

- Connections: Review the Prompt
- Modeling: Planning a Narrative
- Planning a Narrative
- Wrap-Up

### Lesson 5 283

#### Developing Narrative Writing (30 min.)

- Connections: Introductions
- Drafting Introductions
- Wrap-Up

## Lesson 6

287

### Developing Narrative Writing (30 min.)

- Connections: Body Paragraphs
- Drafting Body Paragraphs
- Wrap-Up

## Lesson 7

291

### Developing Narrative Writing (30 min.)

- Connections: Draft Review
- Putting It All Together
- Drafting Conclusions
- Wrap-Up

## Lesson 8

296

### Developing Narrative Writing (30 min.)

- Connections: Polishing and Publishing your Work
- Creating a Final, Polished Copy
- Wrap-Up

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students compose narratives describing someone who has a problem. [W.5.3]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**What's the Problem?** Students compose narratives describing someone who has a problem. [W.5.3]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	3 min.	❑ Writing Prompt for Activity Page 1.1
Writing Narratives	Independent	20 min.	❑ Activity Page 1.1
Wrap-Up	Partner	4 min.	

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Writing Narratives activity.
- You will use the *Fifth Grade Writing Rubric: Narrative Writing*, available in Teacher Resources, to assess students' final narratives in this unit; however, you may also use it to evaluate the narratives students write in this lesson if you wish to provide additional feedback and formative assessment.

### Universal Access

- Prepare sentence starters as follows:
  - Some people in our community have the problem that...
  - I get frustrated when...
  - Something I would like to change is...
  - A problem I'd like to write about is...

## Lesson 1

# Developing Narrative Writing



**Primary Focus:** Students compose narratives describing someone who has a problem. [W.5.3]

**CONNECTIONS: NARRATIVES (3 MIN.)**

- Ask a few student volunteers to review the components of a narrative.
  - » Answers may vary but should include that narratives are stories that include a plot, characters, and a setting.
- Ask why people tell or write narratives.
  - » Answers may vary but could include that narratives, or stories, can help entertain people. They can also teach people.
- You may remind students that narratives may be true (nonfiction) or imagined (fiction).

**INTRODUCE THE PROMPT (3 MIN.)**

- Tell students that in this Writing Studio lesson they will write their own narratives about a character (which could be themselves) who has a problem.
- Display the Writing Prompt for Activity Page 1.1 and review it with students.

**➤ Writing Prompt for Activity Page 1.1**

Think about the different problems people experience throughout their day. 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. Because your narrative may be about you or someone else, it may be fiction or nonfiction. Make sure to include all the elements of a narrative in your story.



### Challenge

Ask students to include dialogue for some of their narrative's characters.

### Support

If students struggle to create a narrative, encourage them to think about something a character might wish were different. They might think about a fifth grade student's daily schedule and something they might want to change about it.



### Access

#### Entering/Emerging

Review the prompt and use sentence starters to guide students in determining their narratives' subjects.

#### Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in determining their narratives' subjects.

#### Bridging

Review the prompt and provide sentence starters for student groups to discuss in determining their narratives' subjects.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## WRITING NARRATIVES (20 MIN.)

- Distribute Activity Page 1.1.
- Tell students that they will have twenty minutes to draft their narratives.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title: 1 min.
  - Characters: 3 min.
  - Setting: 2 min.
  - Beginning of plot: 4 min.
  - Middle of plot: 4 min.
  - End of plot: 4 min.
  - Final thought: 2 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- You may wish to collect student narratives for review and assessment.

---

**WRAP-UP (4 MIN.)**

- Ask students to turn and talk with a peer about the problem they described in their narratives.
- If time permits, you may wish to have several volunteers share their ideas with the class.
- Tell students that in the next Writing Studio session, they will start planning narratives about characters with a different problem—one they have studied in Unit 7, *A Midsummer Night's Dream*.

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End Lesson

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]

## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Gathering Information** Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: Review the Prompt	Whole Group	5 min.	❑ Character Problem Writing Prompt
Modeling: Research	Whole Group	5 min.	❑ Activity Page 2.1 ❑ <i>William Shakespeare's A Midsummer Night's Dream</i>
Research	Independent	15 min.	❑ Activity Page 2.1 ❑ <i>William Shakespeare's A Midsummer Night's Dream</i> ❑ Activity Pages 2.1, 4.1, 6.1, 8.1 from Unit 7, <i>A Midsummer Night's Dream</i> (optional)
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare to display the Character Problem Writing Prompt and distribute a copy of it to students.
- Ensure that each student has *William Shakespeare's A Midsummer Night's Dream*, the Student Reader for Unit 7.
- Ensure that students have Activity Pages 2.1, 4.1, 6.1, and 8.1 from Unit 7, *A Midsummer Night's Dream* (optional).
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and distribute a copy to each student.

### Universal Access

- In a preteaching session, have students review the Character Organizers (Activity Pages 2.1, 4.1, 6.1, and 8.1) from Unit 7, *A Midsummer Night's Dream*.
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 2

# Developing Narrative Writing



**Primary Focus:** Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]

**CONNECTIONS: REVIEW THE PROMPT (5 MIN.)**

- Ask students to name the kind of writing they will work on in this unit.
  - » narrative
- Ask students to name some ways that narratives differ from informative and opinion writing.
  - » Answers may vary but could include that narratives tell a story. The primary goal of informative writing is to share information, and the primary goal of opinion writing is to share a belief or preference about something. They could also include that narratives have a plot, dialogue, and other specific elements.
- Display the Character Problem Writing Prompt and distribute a copy to each student.

**► Character Problem Writing Prompt**

Your Activity Book for *William Shakespeare's A Midsummer Night's Dream* contains lots of letters from the play's characters to the Course Smoother. Each of these characters has a problem and wants the Course Smoother's advice on solving it.

These characters wrote letters that were informative. That means that they gave the Course Smoother some information about the problem. But they could have done something different. For example, since people do not always see things the same way, they might have written opinion letters that tried to convince the Course Smoother that their situation was an urgent, important problem. Another way to approach their situation would have been to tell a story that shows how the character is affected by the problem.

For the next few lessons, you will try taking another approach to writing about a character's problem. You will pick a character from *A Midsummer Night's Dream* who has a problem. (This may be a character who wrote a Dear Course Smoother Letter, or it may be a different character.) Then you will write a narrative that shows how the problem affects the character.

You will write about a real problem the character has in the play, but you may imagine some details that show how this character is affected by the problem. For example, you should not write about how Bottom does not get to eat ice cream, because that is not a problem he has in the play. However, you could write about how he does not get assigned the role of all the characters in the workmen's production, because that is something that happens in the play. Your narrative might explain why Bottom would think this is a problem and how his life is affected by that problem.

If you like, you may write the narrative as a new scene in the play *A Midsummer Night's Dream*, though you should write your narrative in paragraphs, like the summaries of the play, rather than verse. Your narrative should contain all the elements of a narrative, including setting, character, detailed descriptions, and a plot that includes a beginning, middle, and end.

- Review the Character Problem Writing Prompt with the class.
- Ask students to explain the prompt to a peer.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## **MODELING: RESEARCH (5 MIN.)**

- Distribute Activity Page 2.1 to students and ensure that they have their Unit 7 Student Readers, *William Shakespeare's A Midsummer Night's Dream*.
- Review the Activity Page and its instructions. You may wish to model how to complete part of it before asking students to finish completing the Activity Page.
- Offer additional modeling as needed to ensure that students understand how to complete the Activity Page.

### Activity Page 2.1





## Challenge

Ask students to write a line of dialogue that shows how their character feels about his or her problem.

## Support

Model how to complete an additional section of the Activity Page, then offer additional support as needed to help students finish the Activity Page.



## Access

### Entering/Emerging

Use yes/no questions, such as “Is *worried* a good word to describe how this character feels about his or her problem?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use short answer questions, such as “How does this problem make the character feel?” to guide students in completing the Activity Page.

### Bridging

Use open-ended questions, such as “Why is this problem important to this character?” to guide students in completing the Activity Page.

## RESEARCH (15 MIN.)

- Tell students that they should consult the Student Reader, *William Shakespeare’s A Midsummer Night’s Dream*, in order to complete Activity Page 2.1. If you have provided the Activity Pages from Unit 7, you may also tell them to consult those as they prepare.
- Explain that students will also have time to work on this Activity Page in the following lesson, so it is okay if they do not finish it in this lesson. In this lesson, they may wish to review the text and their Character Organizers so they can pick the character and problem to write about in their narratives. Then they may complete the remaining parts in the next lesson.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 appears in Lesson 3.

## WRAP-UP (5 MIN.)

- Take a class poll to see which characters students are writing about.
- Tell students that in the next lesson they will continue gathering information to complete Activity Page 2.1.

**Note:** Students will continue working on Activity Page 2.1 in the next lesson. You may wish to collect their work in progress, review it, and offer feedback prior to that lesson.

~~~~~  
End Lesson
~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]

## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Gathering Information** Students gather information about the character and problem they will describe in their narratives.  
[W.5.8, W.5.9, W.5.9a]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Narrative Writing (30 min.)</b>			
Connections: Review the Activity Page	Whole Group	5 min.	<input type="checkbox"/> Activity Page 2.1
Research	Independent	20 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> <i>William Shakespeare's A Midsummer Night's Dream</i> <input type="checkbox"/> Activity Pages 2.1, 4.1, 6.1, 8.1 from Unit 7, <i>A Midsummer Night's Dream</i> (optional) <input type="checkbox"/> Character Problem Writing Prompt
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Ensure that each student has the Character Problem Writing Prompt.
- Ensure that each student has *William Shakespeare's A Midsummer Night's Dream*, the Student Reader for Unit 7.
- Ensure that students have Activity Pages 2.1, 4.1, 6.1, and 8.1 from Unit 7, *A Midsummer Night's Dream* (optional).
- Ensure that each student has his or her copy of Activity Page 2.1, which was distributed in the previous lesson.

### Universal Access

- In a preteaching session, have students review the Character Organizers (Activity Pages 2.1, 4.1, 6.1, and 8.1) from Unit 7, *A Midsummer Night's Dream*.
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 3

# Developing Narrative Writing



**Primary Focus:** Students gather information about the character and problem they will describe in their narratives. [W.5.8, W.5.9, W.5.9a]

**CONNECTIONS: REVIEW THE ACTIVITY PAGE (5 MIN.)**

- Ask students to review the research they have collected so far on the Activity Page.
- If time permits, you may allow student volunteers to offer an example of the research they have collected.

**Check for Understanding**

Ask a volunteer to explain how the research will help them with the narratives about character problems.

**RESEARCH (20 MIN.)**

- Ensure that students have Activity Page 2.1 and their Unit 7 Student Readers, *William Shakespeare's A Midsummer Night's Dream*.
- If students need additional support, review the Activity Page and model how to complete it. You may use the example offered in the completed Activity Page that follows.
- Tell students that they should consult the Student Reader, *William Shakespeare's A Midsummer Night's Dream*, in order to continue completing the chart on Activity Page 2.1. If you have provided the Activity Pages from Unit 7, you may also tell them to consult those as they prepare.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.



## Access

### Entering/Emerging

Use yes/no questions, such as “Is *worried* a good word to describe how this character feels about his or her problem?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use short answer questions, such as “How does this problem make the character feel?” to guide students in completing the Activity Page.

### Bridging

Use open-ended questions, such as “Why is this problem important to this character?” to guide students in completing the Activity Page.

## Challenge

Ask students to write a line of dialogue that shows how a character who is not their narrative’s main character feels about the problem.

## Support

Model how to complete additional sections of the Activity Page, then ask students to talk through how they might complete one section. Guide students in crafting their oral response into a written one.

- Although student answers may vary, a sample completed Activity Page 2.1 follows.

## Research for Character Problem Narrative

Use information from *William Shakespeare’s A Midsummer Night’s Dream* to complete the following items. You will use this information to help you plan your narrative.

### Character

- » Bottom

### Problem

- » He cannot play all the roles in the play.

### This is a problem because

- » Bottom wants to play every part.

### Because of this problem, my character

- » feels like his friends and fellow actors don’t trust him. He worries about why they won’t let him be the lion.

### If this were not a problem, my character would be able to

- » see that his friends have given him an important part by letting him play Pyramus.

### This problem makes my character feel

- » like maybe his friends think he is not courageous enough to play the lion.

### My character would say this about the problem:

- » Bottom says that he will rehearse “courageously.” This may be because he is hoping to prove that he could be the lion.

### This problem makes my character act like

- » he is discouraged. He says, “Well, I will undertake it.” He does not sound excited to be playing the part of Pyramus.

### Other important information about this problem:

- » Bottom does not understand why he can’t play them all. But if he took all the roles, the other actors wouldn’t have anything to do.

---

**WRAP-UP (5 MIN.)**

- Allow students to turn and talk with a peer to discuss the way their characters react to their problem.
- Tell students that in the next lesson they will use the information they have gathered to plan their narratives.

~~~~~End Lesson~~~~~

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students plan narratives explaining how a character is affected by a problem. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 4.1

Blank Story Map Students plan narratives explaining how a character is affected by a problem. [W.5.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Review the Prompt | Whole Group | 5 min. | |
| Modeling: Planning a Narrative | Whole Group | 5 min. | <input type="checkbox"/> Character Problem Writing Prompt |
| Planning a Narrative | Independent | 17 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Character Problem Writing Prompt |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

- Prepare to display the Character Problem Writing Prompt; ensure that each student has a copy of it.
- Prepare to distribute copies of Activity Page 4.1, a blank story map, to each student.

Universal Access

- Prepare the following sentence frames/starters to help students explore the way their character might be affected by the problem.
 - My character probably feels _____ because of this problem.
 - This problem is important, because it _____.
 - One thing that changed because of this problem is _____.
 - If this problem had not happened, then _____.

Lesson 4

Developing Narrative Writing



Primary Focus: Students plan narratives explaining how a character is affected by a problem. [W.5.5]

CONNECTIONS: REVIEW THE PROMPT (5 MIN.)

- Display the Character Problem Writing Prompt and distribute a copy to each student.

► Character Problem Writing Prompt

- Review the prompt, ensuring that students understand the assignment and the purpose for their writing. If students are ready for a challenge, you may choose to have them review the prompt with a partner or small group.



Check for Understanding

Ask a student volunteer to review the prompt in his or her own words.

MODELING: PLANNING A NARRATIVE (5 MIN.)

- Tell students that in this lesson they will use the information they have gathered in the previous lessons to plan their narratives about a character from *A Midsummer Night's Dream*.
- Distribute Activity Page 4.1 and review the blank story map structure as needed.
- You may wish to model how to complete the first item or two on the story map if students need a review of this process. If students are working proficiently at this process by this stage in the school year, you may have them move directly to planning their work independently.

Activity Page 4.1



PLANNING A NARRATIVE (17 MIN.)

- Have students use Activity Page 4.1 to plan their narratives. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title, characters, setting: 5 min.
 - Plot: 6 min. (2 min. each on beginning, middle, and end)
 - Final thought: 1 min.
 - Fill in blanks: 5 min.
- As students work, circulate and check on their progress. For reference, a sample completed story map follows.

Support

If students struggle to consider a character's perspective, help them review the play's text in the Student Reader, and ask them to find places in the text that help them understand what a character says or feels about certain events or experiences.

Challenge

Challenge students to note on their story map what a different character from *A Midsummer Night's Dream* might think about the events or objects described.



Access

Entering/Emerging

Provide sentence frames or starters and heavy support to help students plan their narratives.

Transitioning/Expanding

Provide sentence frames or starters and moderate support to help students plan their narratives.

Bridging

Provide sentence frames or starters and light support to help students plan their narratives.

| | | |
|---|--|--|
| Title: | | <i>Bottom's Blues</i> |
| Character you are writing about: | | <i>Bottom</i> |
| Problem that character is experiencing: | | <i>He is sad because he can't play all the roles in the play.</i> |
| Additional characters: | | <i>Quince, Snug</i> |
| Setting: | | <i>Athens</i> |
| Plot: | Beginning
<i>Bottom leaves the other actors and feels sad about the play.</i>
<ul style="list-style-type: none"> • He wants to be Pyramus. • He wants to be Thisbe. • He wants to be the lion. | |
| | Middle
<i>Bottom tries to rehearse his part as Pyramus.</i>
<ul style="list-style-type: none"> • He keeps getting distracted by thinking about other parts. • He keeps wondering why his friends won't let him have their parts, too. | |
| | End
<i>Bottom decides that maybe his friends deserve parts too.</i>
<ul style="list-style-type: none"> • He thinks about Snug preparing to be the lion. • He must be practicing how to roar. | |
| Final Thought: | | <i>Bottom decides he will try to share.</i> |
| List some temporal words you will use in your narrative: | | <i>next, finally</i> |
| List at least one place where your narrative will include dialogue: | | <i>when Bottom says what he will do when he sees his friends again</i> |
| List where you should include descriptive words to show how the character felt about or reacted to his or her problem: | | <i>how he walked as he walked away from the actor meeting—
he walked like he was sad</i> |

WRAP-UP (3 MIN.)

- Have students summarize their story maps for a partner.
- Tell students that in the next lesson, they will start drafting their narratives.

~~~~~ End Lesson ~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students draft introductions to their narratives. [W.5.3, W.5.3a, W.5.9, W.5.9a]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Blank Drafting Paper** Students draft introductions to their narratives.  
[W.5.3, W.5.3a, W.5.9, W.5.9a]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                           |
| Connections: Introductions                    | Whole Group | 5 min.  |                                                                                                                                                                                                                           |
| Drafting Introductions                        | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>William Shakespeare's A Midsummer Night's Dream</i> |
| Wrap-Up                                       | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                                                                                                |

## ADVANCE PREPARATION

- Ensure that students have the Character Problem Writing Prompt and Activity Pages 2.1 and 4.1, which they will use to draft their narratives and which were completed in previous lessons.
- Ensure that each student has *William Shakespeare's A Midsummer Night's Dream*.
- Prepare to distribute Activity Page 5.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors if you would prefer. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 8. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation.

## Universal Access

- Prepare sample narrative introductions and review these with students, highlighting features of an effective introduction.

## Lesson 5

# Developing Narrative Writing



**Primary Focus:** Students draft introductions to their narratives.  
[W.5.3, W.5.3a, W.5.9, W.5.9a]

## CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their narratives. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the information in the narrative.
- Ask students to explain why it is important to have background information when learning about something.
  - » Answers may vary, but they should reflect an understanding that background knowledge helps readers understand the importance of what they are learning or the events that helped parts of history happen.
- Ask students to think about what kind of background information a reader might want when reading a narrative.
  - » Answers may vary but could include that they would want to know who the narrative is about, where it takes place, or what the character is like.
- Tell students that they will spend this lesson writing introductions to their narratives about a character from *A Midsummer Night's Dream*. In their introductions, they might want to explain who their character is, for example.

## DRAFTING INTRODUCTIONS (22 MIN.)

- Distribute Activity Page 5.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 2.1 and 4.1, which they will use to draft their narratives. They should also have *William Shakespeare's A Midsummer Night's Dream*, the Student Reader for Unit 7.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs.

### Activity Page 5.1



## Challenge

Ask students to add a quotation to their introduction.

## Support

Ask students to explain what information a reader would need in order to understand the character's problem and feelings about it.



## Access

### Entering/Emerging

Ask students to orally describe their characters' problem, then provide heavy support as they develop those ideas into their introductions.

### Transitioning/Expanding

Ask students to orally describe their characters' problem, then provide moderate support as they develop those ideas into their introductions.

### Bridging

Ask students to orally describe their characters' problem, then provide light support as they develop those ideas into their introductions.

- Title and topic: 6 min.
- Identifying key background information about the character and his or her problem: 6 min.
- Drafting introduction from key background: 10 min.

A sample narrative appears in Lesson 7.

## WRAP-UP (3 MIN.)

- Have students describe their introductions to a partner, including the character they are writing about and the problem the character has.



## Check for Understanding

Ask a volunteer or two to share their narrative's character and problem.

- Tell students that in the next lesson they will begin drafting their narratives' body paragraphs.

End Lesson

# Developing Narrative Writing

# 6

## PRIMARY FOCUS OF LESSON

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]

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Blank Drafting Paper** 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]



## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                           |
| Connections: Body Paragraphs                  | Whole Group | 5 min.  |                                                                                                                                                                                                                           |
| Drafting Body Paragraphs                      | Independent | 19 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>William Shakespeare's A Midsummer Night's Dream</i> |
| Wrap-Up                                       | Partner     | 6 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                                                                                                |

## ADVANCE PREPARATION

- Ensure that students have the Character Problem Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their narratives and which were completed in previous lessons.
- Students should also have Activity Page 5.1, on which they began drafting their narratives in the previous lesson, and their Student Readers, *William Shakespeare's A Midsummer Night's Dream*, from Unit 7.

### Universal Access

- Prepare sample body paragraphs and review these with students, highlighting the main idea and supporting details.
- Provide a list of linking words and review with students.
- Reteach vocabulary words from Unit 7, *A Midsummer Night's Dream*.
- Prepare sentence starters, such as *The main idea of this paragraph should be...* to help students transform the main idea and supporting information from their story maps into complete sentences for their drafts.

## Lesson 6

# Developing Narrative Writing



**Primary Focus:** 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]

## CONNECTIONS: BODY PARAGRAPHS (5 MIN.)

- Tell students that in this lesson they will draft the body paragraphs of their narratives.
- Ask students to explain what components a good body paragraph includes.
  - » Answers may vary, but they should include a main idea or topic sentence and supporting details.
- Tell students to consult their story map for additional items that their summary draft should also include.
  - » Their draft should include linking words, descriptive details, and dialogue.
- Tell students that they do not have to include all these things in this lesson, but they should do their best to include the things they can. They may work on including dialogue in the next lesson if they run out of time during this lesson.



### Check for Understanding

Ask students to name some linking words and descriptions they might include in their summaries.

## Support

Allow students to consult the adjectives they used to describe their character on the Character Organizer in Unit 7, *A Midsummer Night's Dream*. Support students in connecting those adjectives to descriptive details about the character.

## Challenge

Ask students to add more details or dialogue to their narratives.



## Access

### Entering/Emerging

Use sentence starters and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

### Transitioning/Expanding

Use sentence starters and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

### Bridging

Use sentence starters and provide light support to help students present a main idea and supporting information in their body paragraphs.

## DRAFTING BODY PARAGRAPHS (19 MIN.)

- Ensure that students have Activity Page 5.1, on which they began drafting their narratives in the previous lesson.
- Ensure that students have Activity Pages 4.1 and 2.1, which they will use to draft their narratives. Students may also wish to consult *William Shakespeare's A Midsummer Night's Dream*.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
  - Body Paragraph One: 7 min.
  - Body Paragraph Two: 6 min.
  - Body Paragraph Three: 6 min.

A sample essay appears in Lesson 7.

## WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name a linking word, a descriptive detail, or a piece of dialogue they use in their essay drafts.
- Tell students that in the next lesson they will draft their narratives' conclusions.

~~~~~  
End Lesson
~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students draft conclusions for their narratives. [W.5.3e]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students draft conclusions for their narratives. [W.5.3e]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Draft Review                     | Independent | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                               |
| Putting It All Together                       | Whole Group | 5 min.  |                                                                                          |
| Drafting Conclusions                          | Independent | 17 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                       | Partner     | 3 min.  |                                                                                          |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 4.1 and 5.1 from previous lessons.

### Universal Access

- Review sample conclusions to help students understand the elements of a strong conclusion.

## Lesson 7

# Developing Narrative Writing



**Primary Focus:** Students draft conclusions for their narratives. [W.5.3e]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in previous lessons.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their narratives. They will make sure that they have a good, solid conclusion.
- Ask students what makes a strong conclusion.
  - » Answers may vary, but they could include that a strong conclusion leaves the reader with a final thought about the story or its topic.



### Check for Understanding

Ask students to name what final thoughts readers might have about the characters and their reactions to the problems they face.

- » Answers may vary but could include whether or not the character decides to do anything about his or her problem.

- Ask students to turn and share the main idea of their narrative with a partner.
- Tell students that they should use their conclusions to make sure the main idea is expressed in their narratives.

## Challenge

Have students add additional dialogue to their narratives.

## Support

Ask students to describe their narrative's main point. Offer support as needed to help them incorporate that point into the narrative's final thought.



## Access

### Entering/Emerging

Allow students to describe the end of their narrative orally to a teacher as they prepare to draft their conclusions.

### Transitioning/Expanding

Allow students to describe the end of their narrative orally to a partner as they prepare to draft their conclusions.

### Bridging

Allow students to describe the end of their narrative orally to a group of peers as they prepare to draft their conclusions.

## DRAFTING CONCLUSIONS (17 MIN.)

- Make sure students have Activity Pages 4.1 and 5.1, on which they began planning and drafting their narratives.
- Guide students through the process of drafting their narratives' conclusions. If they finish with remaining time, they may review their drafts to see if they include all the material from the story map. Suggested times follow, but you may customize these according to your class's needs.
  - Conclusion: 6 min.
  - Final thought: 3 min.
  - Fill-in-the-blank questions: 8 min.
- Although student work may vary, a sample essay follows.

### Bottom's Blues

One day, Bottom left a meeting with his friends Quince, Snug, and other actors. They had met to prepare for their upcoming play. Bottom had felt very excited about the performance, but as they met, he realized that he was not going to play all the parts, and he started to feel sad.

As Bottom left his friends, he walked sadly through Athens. There were a lot of interesting things happening in town that day, because Theseus and Hippolyta were about to get married. People were going to the palace with many kinds of beautiful flowers in many different colors. They were preparing a great feast with lots of roasted meat and delicious desserts.

But Bottom did not see any of this, because he was feeling so sad about not getting all the roles in the play. He trudged along slowly, head down. He kept thinking about how it wasn't enough to play Pyramus. He wanted to be Thisbe and the lion, too. As he shuffled down the street, Bottom tried not to cry.

As a way to keep from crying, Bottom tried to rehearse his part as Pyramus. He thought about how he would play the lover, how he would clutch his hand to his heart and cry, "Oh my love!" But next he thought about how much fun Snug would have as the

lion, and he felt sad again. Bottom wondered why his friends wouldn't give him all the play's parts.

When thought about Snug roaring, at first he felt jealous. He thought he could make an excellent roar, and he knew he would have fun playing a lion. Then he thought about Snug again. Bottom wondered what Snug would do if he did not have a part in the play, and he decided that Snug might get very sad.

Suddenly Bottom realized something very important: his friends wanted to have parts in the play too! Just like Bottom, they would feel sad if they didn't have anything to contribute. Bottom considered for a while. He thought about how courageous he could be as the lion. Then he decided that maybe he could be courageous even without being a lion.

Finally Bottom made a decision. "I'll do the most courageous thing possible," he declared. "I'll share with all my friends. There will be parts for all of us!"

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### WRAP-UP (3 MIN.)

- Ask students to speak with a partner about the following prompts:
  - Reading this narrative would help someone learn the following new things about my character.
  - Reading this narrative would show someone that my character was affected by this problem because \_\_\_\_\_.
  - Reading this narrative would be useful for teaching someone that my character thinks \_\_\_\_\_ is important.
- Tell students that in the next lesson they will write clean copies of their narratives.

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End Lesson



# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their narratives. [W.5.6]

## FORMATIVE ASSESSMENT

**Final Narrative**

**Polishing** Students use keyboarding techniques to produce a final, publishable copy of their narratives. [W.5.6]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                     |
|-------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b>   |             |         |                                                                                                                                               |
| Connections: Polishing and Publishing your Work | Whole Group | 5 min.  |                                                                                                                                               |
| Creating a Final, Polished Copy                 | Independent | 22 min. | <input type="checkbox"/> Keyboard<br><input type="checkbox"/> Word Processor<br><input type="checkbox"/> Narrative Drafts (Activity Page 5.1) |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                                                               |

## ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their narratives. If necessary, reserve time in the school computer lab. If technology is not available, you may adapt this lesson to have students rewrite clean copies of their narratives.
- Ensure that students have the drafts of their narratives, which they completed in the previous lesson.

### Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

## Lesson 8



# Developing Narrative Writing

**Primary Focus:** Students use keyboarding techniques to produce a final, publishable copy of their narratives. **[W.5.6]**

## CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on as they developed their narratives.
  - » Answers may vary but could include planning, drafting, including linking words or specific details, etc.
- Ask students to name a part of the process they have not yet worked on.
  - » Students should recognize that they have not published or created clean copies of their work. They may name other parts of the process, such as revising or editing. You may allow time for those tasks if you wish.
- Use the drafts and final versions of writing to lead a discussion on what is required in publishing, or creating a final copy of writing.
- Tell students that in this lesson they will prepare a final, polished copy of their work. If you are going to publish or display their work in some way, you may wish to explain that process at this time, noting how this reinforces the need for a clean copy.



### Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

## CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that students have their narrative drafts, which were completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final narratives, providing support as needed.
- Circulate as students type, offering feedback on their work.

## WRAP-UP (3 MIN.)

- If time permits, have a few volunteers explain how they can see their keyboarding skills improving. (For example, students may feel that they type with fewer mistakes or that they type more quickly than they did previously.)
- Collect student work and evaluate using the *Fifth Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.
- Tell students that in the later Writing Studio lessons they will continue developing their writing skills.

~~~~~  
End Lesson
~~~~~

## Support

If students struggle with typing, you may wish to read the text aloud as they type, thus freeing them to focus on the typing rather than consulting the source text.

## Challenge

If students complete their keyboarding with time remaining, allow them to conference with a partner, exchanging narratives and offering feedback on how they would solve the character's problem.



## Access

### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.



Writing Studio 7

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# Purposeful Writing

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# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.5.5]**

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**Text Types** Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.5.5]**

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials           |
|-------------------------------------|-------------|---------|---------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                     |
| Connections: Text Types             | Whole Group | 7 min.  |                     |
| Defining Text Types                 | Independent | 16 min. | □ Activity Page 1.1 |
| Wrap-Up                             | Partner     | 7 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display Activity Page 1.1 and to distribute a copy to each student.

### Universal Access

- Prepare sample story and essay maps, available in Teacher Resources, for students to consult in completing Activity Page 1.1.
- Prepare sentence starters as follows:
  - A narrative usually includes...
  - Some elements of an opinion piece are...
  - Informative writing should have features such as...

## Lesson 1

# Purposeful Writing



**Primary Focus:** Students review the writing text types and describe which one works best for a specific purpose and audience. [W.5.5]

## CONNECTIONS: TEXT TYPES (7 MIN.)

- Ask student volunteers to name each text type they have studied so far in Writing Studio.
  - » Students have studied narratives, opinions, and explanatory/informative writing.
- Ask a few student volunteers to review the components of each text type.
  - » Answers may vary but should include that narratives are stories that include characters, setting, and a plot with a beginning, middle, and end; opinions include a topic, an opinion about that topic, reasons and evidence for that opinion, and a concluding thought; and informative essays include a statement of the topic, some facts about the topic, and a concluding thought. Good writing also includes things like descriptive details, transition or temporal words, and other features.
- Tell students that in this unit, they will learn more about when to use each text type.

## DEFINING TEXT TYPES (16 MIN.)

- Tell students that they will now think more about each text type and when they might use it.
- Distribute Activity Page 1.1.
- Tell students that they will use the information they have learned about the different text types to complete the Activity Page.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

### Activity Page 1.1



## Challenge

Ask students to brainstorm several different occasions when they would use each text type.

## Support

If students struggle to recall the elements of opinion, informative, and narrative writing, allow them to consult sample story and essay maps.



## Access

### Entering/Emerging

Use sentence starters and heavy support to guide students in completing Activity Page 1.1.

### Transitioning/Expanding

Use sentence starters and moderate support to guide students in completing Activity Page 1.1.

### Bridging

Use sentence starters and light support to guide students in completing Activity Page 1.1.

- Although answers may vary, a sample completed Activity Page 1.1 follows.

## Text Types

Use the information you have learned about writing to complete the following table for the three writing text types.

| Text Type   | Key Elements                                                                                                                                                                                                                     | Purpose of this writing                                                                                  | Examples of this kind of writing                                               | I would use this writing if I wanted to...                |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------|
| Opinion     | Opinions include a topic, an opinion about that topic, reasons and evidence for that opinion, and a concluding thought. They can also include a hook and a statement about why readers should agree with the opinion.            | to express an opinion or belief about something; to convince someone to agree with the opinion expressed | argumentative essays, advertisements, reviews of restaurants, books, or movies | make someone agree with me or believe something I believe |
| Informative | Informative essays include a statement of the topic, some facts about the topic, and a concluding thought. They can include facts like statistics or data. They can also include specific vocabulary and quotations from a text. | to explain or inform                                                                                     | compare/contrast essays, summaries, book reports                               | teach someone about something                             |
| Narrative   | Narratives are stories that include characters, setting, and a plot with a beginning, middle, and end. They can also include good details or descriptions, temporal words, dialogue, and careful pacing.                         | to tell a story                                                                                          | fairy tales, novels, tall tales                                                | entertain someone                                         |

## WRAP-UP (7 MIN.)

- Ask students to turn and talk with a peer about which text type they would use for the following writing opportunities. They should give a reason for their choice.
  - help your parents understand why your family should adopt a puppy
  - help your younger cousin understand how to care for a pet puppy
  - help a teenager understand what it is like to work at the local animal shelter
  - help a teacher understand that the dog ate your homework
- Have several volunteers share their ideas with the class.
- See if any students would use a different text type for one of these prompts. For example, some students might use informative writing to teach someone how to care for a pet, while others might use a narrative, or a story about what happens to pets who do not receive proper care.
- Tell students that there is no single right answer to these prompts. Good writers can use any text type, but they think carefully about which text type would be best for a particular audience and purpose. You may wish to model this using the example *help your parents understand why your family should adopt a puppy*. Students could choose informative (for example, they might gather information and research, such as statistics that show people who own pets live longer than people who do not own pets), opinion (including reasons and evidence, such as dogs make the best pets, because they are loyal), or narrative (such as telling a story that shows how dogs are good pets; for example, you might tell a story of dogs who rescue their owners from danger or an imagined tale about how sad animals feel before they are adopted from an animal shelter.).
- Explain that in the next Writing Studio session, students will think about what kind of writing they would use to help younger students learn about Native American history and culture.

~~~~~End Lesson~~~~~

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students determine which text type to use to interest a younger student in Native American history and culture. **[W.5.5]**

FORMATIVE ASSESSMENT

Activity Page 2.1

Planning a Classroom Collection Students determine which text type to use to interest a younger student in Native American history and culture. **[W.5.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Introduce the Prompt | Whole Group | 8 min. | <input type="checkbox"/> Writing Prompt for Classroom Collection |
| Planning a Classroom Collection | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Student Readers for Unit 8, <i>Native Americans</i> |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Writing Prompt for Classroom Collection, available in Teacher Resources, and to distribute a copy to each student.
- Ensure that each student has *Native Americans: A Changing Landscape*, the Student Reader for Unit 7.
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and to distribute a copy to each student.

Universal Access

- In a preteaching session, have students identify the most interesting or important thing they have learned in Unit 8, *Native Americans*. This can serve as a starting point for their classroom collection contributions.

Lesson 2

Purposeful Writing



Primary Focus: Students determine which text type to use to interest a younger student in Native American history and culture. [W.5.5]

CONNECTIONS: INTRODUCE THE PROMPT (8 MIN.)

- Ask students to name what they have been studying in Unit 8.
 - » Students are studying Native American culture and history.
- Ask students to name the most interesting thing they have learned in this unit.
 - » Answers may vary, but students should cite material from Unit 8, *Native Americans*.
- Tell students that their final Writing Studio essay will help them get next year's class interested in learning more about Native Americans, too.
- Display the Writing Prompt for Classroom Collection and review it with the class.

➤ Writing Prompt for Classroom Collection

In class, we have been learning a great deal about Native Americans and their history. For the final Writing Studio essay, you will take that knowledge and use it to help next year's students by creating an entry in a classroom collection of writing about Native Americans.

For the next few lessons, work on your contribution to the classroom collection. You will pick a writing topic, something you have learned about in Unit 8, *Native Americans*. You will think about what will make next year's students interested in this unit and use that information to plan a piece of writing about that topic. Your teacher will discuss some examples from other units with you as a model.

Throughout the year, you have learned about different ways of writing. You have studied informative/explanatory writing, opinion writing, and narrative writing. Your writing should include all the elements of the text type you select.

Remember that the purpose of the classroom collection is to get next year's students interested in Unit 8, *Native Americans*. That means that next year's students are the audience for your writing. You should keep them in mind as you plan.

- You will use the writing rubrics for Grade 5 (*Fifth Grade Writing Rubric: Narrative Writing*, *Fifth Grade Writing Rubric: Opinion Writing*, or *Fifth Grade Writing Rubric: Informative/Explanatory Writing*), available in Teacher Resources, to assess students' final work in this unit. You will select the appropriate rubric to evaluate each student's work; because students may select their text type, you will not necessarily use the same rubric for each student.
- Tell students that there is not a right or wrong text type to use for this assignment. The goal is to help next year's students become interested in Unit 8, *Native Americans*.
- Ask students to explain the prompt to a peer.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

PLANNING A CLASSROOM COLLECTION (17 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their Unit 8 Student Readers, *Native Americans: A Changing Landscape*.
- Review the Activity Page.
- Model a sample approach to this assignment by using an example from Unit 7, *William Shakespeare's A Midsummer Night's Dream*. You may explain to students that if you were creating a classroom collection to interest next year's class in that unit, you could write an opinion, an informative essay, or a narrative. You might decide to write an opinion essay that tells students that knowing about Shakespeare will help prepare them for middle school, high school, and college. You might write an informative piece that explains how to read a play. Or you might write a narrative about how you learned Puck's monologue. Each of these could be useful, but the most important part is to remember the purpose and audience of writing. You would pick the text type best suited to the purpose (create interest in the unit) and audience (next year's students).
- Ask students to raise a silent hand to reflect which option they would pick if they were writing about Unit 7, *William Shakespeare's A Midsummer Night's dream*: narrative, opinion, or informative writing.

Activity Page 2.1





Access

Entering/Emerging

Use yes/no questions, such as “Is understanding why it is important to study Native Americans the most helpful thing for a new student?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use short-answer questions, such as “What is the most important thing about this unit?” to guide students in completing the Activity Page.

Bridging

Use open-ended questions, such as “What is one thing that would have helped you feel more prepared for or excited about this unit?” to guide students in completing the Activity Page.

- If time permits, you may have a student volunteer share his or her choice and the reasoning behind it.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

Classroom Collection: Native Americans

Use information from your own experience and from *Native Americans: A Changing Landscape* to complete the following items. You will use this information to help you plan your contribution to the classroom collection.

1. The most interesting thing I have learned from *Native Americans: A Changing Landscape* is
 - » about Luther Standing Bear.
2. This is interesting to me because
 - » it makes me think about how we have treated different people in our country’s history and how schools have changed a lot.
3. Would this be interesting to other students? Why or why not?
 - » Yes, because we are in school, so we will be interested in learning about other Americans and their school experiences. It is also interesting to see how different the Carlisle School was from our school. It makes me grateful for my school.
4. Something that makes me excited to learn new things is
 - » when I know other people have liked learning them, too.
5. One thing I wish I had known before we started Unit 8, *Native Americans*, is
 - » why it is important to learn about Native Americans. I also wish I had known how interesting the unit is.

Remember that the purpose of the classroom collection is to get others interested in Unit 8, *Native Americans*. The audience for the classroom collection is next year’s Grade 5 students. Based on what you have written above, answer the following questions.

6. I think the thing that will get students most interested in Unit 8, *Native Americans*, is
 - » knowing that other students have liked the unit and think it is important.

7. I will write about this thing in (circle one):

an opinion

a narrative

an informative essay

8. This is the best text type for my purpose because

- » people look up to those who are older. If the new students learn that I liked this unit when I was in Grade 5 and think it is important to learn about, they will probably be more convinced than when a teacher tells them it is important.

-
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

WRAP-UP (5 MIN.)

- Take a class poll to see which text type students selected.

Note: In the next lesson, students will plan their work using the appropriate map for their selected text type. Make sure to tally the number of students working in each text type so that you can prepare the correct maps for them to use in the next lesson.

- If time permits, allow students representing each text type to discuss the reasons for their choice.
- Tell students that in the next lesson they will continue planning their classroom collection contributions.

End Lesson

Challenge

Ask students to give reasons and evidence to support their answer to Activity Page 2.1, question 8.

Support

Allow students to consult the Student Readers, *Native Americans: A Changing Landscape*, for inspiration and ideas.

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students plan writing for the classroom collection, designed to interest next year's class in Unit 8, *Native Americans*. [W.5.5]

FORMATIVE ASSESSMENT

Blank Story or Essay Map
(will vary by student)

Blank Story or Essay Map Students plan writing for the classroom collection, designed to interest next year's class in Unit 8, *Native Americans*. [W.5.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Story Maps and Essay Maps | Whole Group | 5 min. | |
| Planning Classroom Collection Writing | Independent | 18 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Writing Prompt for Classroom Collection
<input type="checkbox"/> Blank Story Map, Blank Opinion Essay Map, or Blank Informative Essay Map (will vary by student) |
| Wrap-Up | Partner | 7 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Completed Story or Essay Map |

ADVANCE PREPARATION

- Prepare to distribute a blank story or essay map to each student, based on the text type he or she selected in the previous lesson.

Lesson 3

Purposeful Writing



Primary Focus: Students plan writing for the classroom collection, designed to interest next year's class in Unit 8, *Native Americans*. [W.5.5]

CONNECTIONS: STORY MAPS AND ESSAY MAPS (5 MIN.)

- Ask students what tools they have used to plan their writing in earlier units.
 - » Answers may vary based on text type, but students should recall the story map and essay map forms used in previous lessons.
- Explain that students will use the same maps to plan their writing for the classroom collection. However, the exact map students use will depend on the text type students are writing. Students writing narratives will use the blank story map; students writing opinions will use a blank opinion essay map; students writing informative essays will use a blank informative essay map.
- Distribute maps to students based on the text type in which they will work.



Check for Understanding

Ask a student volunteer to review the elements of a selected text type in his or her own words.

PLANNING CLASSROOM COLLECTION WRITING (18 MIN.)

- Have students use a blank story or essay map to plan their writing.
- You may wish to review the structure of each map with small groups working on each text type.

- As students work, circulate and check on their progress. Student work may vary based on their choice of text type, but for reference, a completed map follows as an example.

| Title | |
|-------------------------------|--|
| Grade 5's Most Important Unit | |
| Paragraphs | Introductory Paragraph
Topic: Unit 8, Native Americans
Opinion: <i>This is the most important unit all year.</i>
Idea for Hook: <i>Have you ever wanted to learn about real people and real history?</i> |
| | Body Paragraph One
Reason one to support opinion:
<i>There is a lot we hadn't learned yet about Native Americans.</i>
Evidence for this reason:
<i>The United States has not always treated Native Americans well.</i> |
| | Body Paragraph Two
Reason two to support opinion:
<i>Some Native Americans were sent to special schools to make them forget their heritage and become more like other Americans.</i>
Evidence for this reason:
<i>The Carlisle School was a big Native American school where people like Luther Standing Bear went.</i> |
| | Body Paragraph Three
Reason three to support opinion:
<i>Learning about our shared history can help us know how to act in the future.</i>
Evidence for this reason:
<i>We've learned some things that were not good, so now we know how to treat Native Americans better.</i> |
| | Conclusion
Why readers should agree with this opinion:
<i>Some units are just about history, but they aren't as connected to today. But Native Americans are still part of our country, and it is important to learn about them.</i>
Final thought:
<i>The Native Americans unit is my favorite, and I bet it will be yours, too!</i> |
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| | |

Support

Remind students to consider the writing’s purpose and audience as they plan.

Challenge

Remind students that not everyone likes the same things, and challenge them to note on their story or essay map how they might use their writing to interest different kinds of students in Unit 8, *Native Americans*.



Access

Entering/Emerging
Review the elements of the text type students have selected and provide heavy support as they plan their writing.

Transitioning/Expanding
Review the elements of the text type students have selected and provide moderate support as they plan their writing.

Bridging
Review the elements of the text type students have selected and provide light support as they plan their writing.

WRAP-UP (7 MIN.)

- Have students explain their contribution to the classroom collection and summarize their maps for a partner.
- Tell students that in the next lesson, they will start drafting their writing.

~~~~~End Lesson~~~~~

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students draft introductions to their writing for the classroom collection. **[W.5.4]**

## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Blank Drafting Paper** Students draft introductions to their writing for the classroom collection. **[W.5.4]**

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                  |
|-------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                            |
| Connections: Introductions          | Whole Group | 5 min.  | ☐ Activity Page 1.1                                                                                                                        |
| Drafting Introductions              | Independent | 20 min. | ☐ Activity Page 4.1<br>☐ completed story or essay map<br>☐ Activity Page 2.1<br>☐ <i>Native Americans: A Changing Landscape</i> (optional) |
| Wrap-Up                             | Partner     | 5 min.  | ☐ Activity Page 4.1                                                                                                                        |

## ADVANCE PREPARATION

- Ensure that students have the Writing Prompt for Classroom Collection, the story or essay map on which they planned their writing, and Activity Pages 1.1 and 2.1, which they completed in previous lessons and which they will use to draft their work.
- Ensure that each student has *Native Americans: A Changing Landscape*.
- Prepare to distribute Activity Page 4.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 7. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation.

## Universal Access

- Prepare sample introductions for each text type and review these with groups of students, highlighting features of an effective introduction within the text type on which students are working.

## Lesson 4

# Purposeful Writing



**Primary Focus:** Students draft introductions to their writing for the classroom collection. [W.5.4]

## CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their work. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the writing.
- You may also encourage students to think about what form they want their writing to take. For example, they have written summaries, advertisements, and other kinds of writing this semester. Although they already know they are writing opinions, narratives, or informative pieces, they may want to think about the form those pieces will take. If students are writing narratives, will they be a fairy tale, a fable, or a short story? Or will they be a personal narrative about their own time studying the Native Americans? The same sort of questions apply for each text type. Students may brainstorm based on Activity Page 1.1's list of the kinds of writing associated with each text type.
- Ask students to think about what kind of background information next year's students might want before starting Unit 8, *Native Americans*.
  - » Answers may vary but could include that they would want to know why the unit is interesting, if they will enjoy studying it, what other students have thought about it, etc.
- Tell students that they will spend this lesson writing introductions to their contributions to the classroom collection.

## DRAFTING INTRODUCTIONS (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 2.1 and the map on which they planned their work. They should also have *Native Americans: A Changing Landscape*, the Student Reader for Unit 8.

### Activity Page 4.1



## Challenge

Ask students to add a quotation or other piece of information from *Native Americans: A Changing Landscape* to their introduction.

## Support

Ask students to explain what information a reader would need at the start of this type of writing, then help students develop that information into an introduction.



## Access

### Entering/Emerging

Ask students to orally describe the purpose of their writing, then provide heavy support to help them make sure that purpose is clear in the work's introduction.

### Transitioning/Expanding

Ask students to orally describe the purpose of their writing, then provide moderate support to help them make sure that purpose is clear in the work's introduction.

### Bridging

Ask students to orally describe the purpose of their writing, then provide light support to help them make sure that purpose is clear in the work's introduction.

- Ask students to review the important parts of an introduction for their text type.
- Guide students as they write the introductions for their work. A sample essay appears in Lesson 7.

## WRAP-UP (5 MIN.)

- Have students describe their introductions to a partner, making sure to name the text type and main idea of their writing.



## Check for Understanding

Ask a volunteer or two to describe their introductions for the class.

- Tell students that in the next lesson they will begin drafting their body paragraphs.

End Lesson

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their writing. [W.5.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Drafting Paper** Students draft body paragraphs of their writing. [W.5.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                                          |
|-------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                                                    |
| Connections: Body Paragraphs        | Small Group | 6 min.  |                                                                                                                                                                    |
| Drafting Body Paragraphs            | Independent | 18 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Native Americans: A Changing Landscape</i> |
| Wrap-Up                             | Partner     | 6 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                                                         |

## ADVANCE PREPARATION

- Ensure that students have the Writing Prompt for Classroom Collection and Activity Page 2.1, which they will use to draft their narratives and which were completed in previous lessons.
- Students should also have Activity Page 4.1, on which they began drafting their narratives in the previous lesson, and their Student Readers, *Native Americans: A Changing Landscape*, from Unit 8.
- Prepare to divide students into small groups based on the text type they are writing. Each group should consist of students who are working in the same text type.

## Universal Access

- Prepare sentence starters to help students transform the main idea and supporting information from their story or essay maps into complete sentences for their drafts.

## Lesson 5

# Purposeful Writing



**Primary Focus:** Students draft body paragraphs of their writing. [W.5.4]

**CONNECTIONS: BODY PARAGRAPHS (6 MIN.)**

- Tell students that in this lesson they will draft the body paragraphs of their writing.
- Arrange students into groups based on the text type they are writing.
- Ask students to discuss what components a good body paragraph includes, based on the text type their group is writing.
  - » Answers may vary, but they could include the following: opinion body paragraphs include reasons, evidence, facts or details to support those reasons and evidence, and linking words that show how ideas connect to each other. Informative essay body paragraphs include facts, definitions, quotations, or other information about the topic. They can include linking words and specific vocabulary. Informative essays can also include material such as headings, captions, or illustrations. Narrative body paragraphs can include dialogue, description, pacing, details, and transitional words.
- Tell students that they will draft body paragraphs for their work in this lesson.

**Check for Understanding**

Ask students from each group to name some elements they should include in an opinion piece, an informative piece, and a narrative.

**Support**

Remind students to consult the maps on which they planned their writing and discuss the elements they should include in their work.



## Challenge

Ask students to add more details, description, evidence, or linking/transition words to their work, depending on the text type on which they are working.



## Access

### Entering/Emerging

Use the students' story or essay maps and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

### Transitioning/Expanding

Use the students' story or essay maps and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

### Bridging

Use the students' story or essay maps and provide light support to help students present a main idea and supporting information in their body paragraphs.

## DRAFTING BODY PARAGRAPHS (18 MIN.)

- Ensure that students have Activity Page 4.1, on which they began drafting their narratives in the previous lesson.
- Ensure that students have Activity Page 2.1, which they will use to draft their work. Students may also wish to consult *Native Americans: A Changing Landscape*.
- Direct students through drafting the body paragraphs of their work, making sure they include the appropriate elements for the text type on which they are working.

A sample essay appears in Lesson 7.

## WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name the text type elements that they included in their body paragraphs and give an example of each one.
- Tell students that in the next lesson they will draft their work's conclusion.

~~~~~  
End Lesson
~~~~~

# Purposeful Writing

# 6

## PRIMARY FOCUS OF LESSON

Students draft conclusions to their writing. [W.5.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Drafting Paper** Students draft conclusions to their writing. [W.5.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                               |
|-------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                         |
| Connections: Draft Review           | Independent | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                              |
| Putting It All Together             | Whole Group | 5 min.  |                                                                                                                                         |
| Drafting Conclusions                | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> story or essay map |
| Wrap-Up                             | Partner     | 3 min.  |                                                                                                                                         |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 2.1 and 4.1 from previous lessons. They should also have the story or essay maps on which they planned their work.

### Universal Access

- Review elements of conclusions based on each text type.

## Lesson 6

# Purposeful Writing



**Primary Focus:** Students draft conclusions to their writing. [W.5.4]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in previous lessons.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their writing. They will make sure that they have a good, solid conclusion.
- Ask students what makes a strong conclusion for each text type.
  - » Answers may vary, but they could include that a strong narrative conclusion leaves the reader with a final thought about the characters and their actions, a strong conclusion to an informative piece reminds readers of the topic and the main idea of the writing, and a strong conclusion of an opinion tells readers why they should agree with the opinion expressed in the essay.



### Check for Understanding

Ask students to give an example of a final thought that fits an opinion piece, a narrative, and an informative piece.

- » Answers may vary but should reflect appropriate elements based on each text type.

- Ask students to turn and share the main idea of their writing with a partner.
- Tell students that they should use their conclusions to make sure this main idea is expressed in their work.

## Challenge

Have students add additional detail or description to their writing.

## Support

Ask students to describe their work's main point. Offer support as needed to help them incorporate that point into the writing's final thought.



## Access

### Entering/Emerging

Allow students to describe the end of their work orally to a teacher as they prepare to draft their conclusions.

### Transitioning/Expanding

Allow students to describe the end of their work orally to a partner as they prepare to draft their conclusions.

### Bridging

Allow students to describe the end of their work orally to a group of peers as they prepare to draft their conclusions.

## DRAFTING CONCLUSIONS (17 MIN.)

- Make sure students have their completed story or essay maps and Activity Pages 2.1 and 4.1, on which they began planning and drafting their narratives.
- Guide students through the process of drafting their conclusions. If they finish with remaining time, they may review their drafts to make sure they include all the material from the story or essay map.

## WRAP-UP (3 MIN.)

- Ask students to speak with a partner about the following prompts:
  - Reading my work would help a new Grade 5 student learn something new, because \_\_\_\_\_.
  - Reading my work would help a new Grade 5 student become interested in Native Americans, because \_\_\_\_\_.
  - Reading my work would make a Grade 5 student more prepared for studying Native Americans, because \_\_\_\_\_.
- Tell students that in the next lesson they will write clean copies of their narratives.

~~~~~  
End Lesson
~~~~~

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.5.6]**

## FORMATIVE ASSESSMENT

### Final Essay

**Polishing** Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.5.6]**

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                        |
|-------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b>             |             |         |                                                                                                                  |
| Connections: Polishing and Publishing Your Work | Whole Group | 5 min.  |                                                                                                                  |
| Creating a Final, Polished Copy                 | Independent | 22 min. | <input type="checkbox"/> Keyboard, Word Processor<br><input type="checkbox"/> Writing Drafts (Activity Page 4.1) |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                                  |

## ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their writing. If necessary, reserve time in the school computer lab. If technology is not available, you may adapt this lesson to have students rewrite clean copies of their work.
- Ensure that students have the drafts of their writing, which they completed in the previous lesson.

### Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

## Lesson 7

# Purposeful Writing



**Primary Focus:** Students use keyboarding techniques to produce a final, publishable copy of their writing. [W.5.6]

## CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on during Writing Studio this year.
  - » Answers may vary but could include planning, drafting, research, revision, editing, including linking words or specific details, etc.
- Remind students that publishing is another part of the writing process.
- Tell students that in this lesson they will prepare a final, polished copy of their work, which will help in the publishing process. You may wish to explain the publication process you will follow for sharing this work with next year's Grade 5 students, which you will complete in the next lesson, and note how this underscores the need for a clean copy.



### Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

## CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that each student has his or her complete draft, which was completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final writing, providing support as needed.

### Support

If students struggle with typing, you may wish to read the text aloud as they type, thus freeing them to focus on the typing rather than consulting the source text.



## Challenge

If students complete their keyboarding with time remaining, allow them to conference with a partner, exchanging work and writing a sentence or more to compare and contrast the approach they each took to the assignment.



## Access

### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.

- Although student work may vary, a sample essay follows.

## Grade 5's Most Important Unit

Have you ever wondered why the things you learn matter in the real world? Sometimes it is easy to look at the older kids or adults and wish that you, too, had real things to do or learn. For example, my older sister is in middle school, and she and her friends like to pretend that elementary school is easy and mostly consists of playtime. They are wrong, but sometimes it is hard to make them remember that. But near the end of Grade 5, our class got to the best and most important unit we've studied all year long: Native Americans. This unit is important because it teaches us about real people in our nation's history, and I even learned things my sister does not know!

One reason the Grade 5 unit on Native Americans is so important is that it teaches a lot of new things about them. Even though we have learned about Native Americans in school already, we have not learned as much about the history they experienced. We have learned about the customs they had and how different tribes got their food by using baskets to gather things or by hunting, fishing, and trapping food. But when we arrived in Grade 5, there was still a lot we hadn't learned yet about Native Americans. For example, I did not know that the United States government did not always treat the Native Americans well until I read about it in *Native Americans: A Changing Landscape*. The United States treated them badly by making them relocate from their tribal lands in events like the Trail of Tears. It is important to know the whole story about our history, and that is one reason that this unit is the best.

Another reason this unit is important is that it taught me about how in the twentieth century some Native Americans were sent to special schools to make them forget their heritage and become more like other Americans. The Carlisle School was a big Native American school where people like Luther Standing Bear went. There, they were taught to live more like other Americans than like Native Americans. First, they were given

new names, like Luther Standing Bear, which is the name given to a boy whose tribe called him Plenty Kill. Boys like Luther had to cut their hair, which was unlike their tribal tradition, and they had to wear different clothes than their tribes liked. Luther learned some important things in school, but he did not abandon his tribal heritage, and he kept celebrating it even as he was older. That was important to learn, because I think Luther is a good role model for students who want to know how to preserve their heritage and not just be like everyone else.

Another reason the Native Americans unit is so important is that learning about our shared history can help us know how to act in the future. Although it is not good that the United States treated Native Americans so badly, now we know what not to do. We have learned how to treat Native Americans—and all people who come from different backgrounds—better. This is important for Grade 5, but it is also important for the rest of our lives. The United States is a country of immigrants, and it is good to think about how to make it a welcome place for everyone. That's another reason that the Native Americans unit is so interesting and important to study.

There are many reasons that the Native Americans unit is important and interesting. Plus, this unit helped me learn more than my sister, and therefore it made me smarter than an eighth grader! The Native Americans unit is my favorite, and I bet that by the time you finish Grade 5, it will be your favorite, too!

- 
- Circulate as students type, offering feedback on their work.

---

### **WRAP-UP (3 MIN.)**

- If time permits, have a few volunteers explain how they can see their keyboarding skills improving. For example, students may feel that they type with fewer mistakes or that they type more quickly than they did previously.
- Tell students that in the next Writing Studio lessons they will publish their work as part of the classroom collection.

---

End Lesson

# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to publish their work in the classroom collection. [W.5.6]

## FORMATIVE ASSESSMENT

### **Publishing**

*(media will vary)*

Students collaborate to publish their work in the classroom collection. [W.5.6]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                 |
|-------------------------------------|-------------|---------|---------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                           |
| Connections: Publishing Plan        | Whole Group | 5 min.  |                           |
| Publishing                          | Independent | 20 min. | ❑ Polished writing drafts |
| Wrap-Up                             | Whole Group | 5 min.  |                           |

## ADVANCE PREPARATION

- Make sure students have polished their completed writing from the previous lesson.
- Ensure that you have planned the manner in which students will create the classroom collection. This lesson is designed to fulfill CCSS W.5.6, which asks students to use technology and digital tools to collaborate and publish work. We encourage teachers to customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your classroom has its own website, you might have students publish their collection in a special page or section on the site. They may also create a book that will become part of the class library, or they could record their work as video essays for next year's students. Alternatively, you might invite a Grade 4 classroom to visit so your students can share their work with the students who will be in Grade 5 next year.

If your classroom does not have video recording devices, you may record the work using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by adding them to a class site or blog.

Although the lesson outlines one possible approach, feel free to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their classroom community to enhance the learning experience.

## Lesson 8

## Purposeful Writing



**Primary Focus:** Students collaborate to publish their work in the classroom collection. [W.5.6]

### CONNECTIONS: PUBLISHING PLAN (5 MIN.)

- Explain the process by which students will publish their work. Review any steps necessary for students to recall. For example, if you are recording student video essays, remind students of good tips for recording their work. These may include speaking loudly and clearly and performing as naturally as possible.



### Check for Understanding

Ask students to make additional suggestions for the publication process.

- » Answers may vary, but they should be based on the publishing process your class is using.

### Challenge

After students finish publishing their work, ask them to write a sentence explaining why the text type they selected is the best for the assignment's purpose and audience.

### Support

Allow students who struggle with the publication process to work with a partner or with teacher support.

### PUBLISHING (20 MIN.)

- Review the process by which you will publish student work and clarify the role students will play in this process.
- Arrange students into the appropriate configurations and have them publish their work.

## WRAP-UP (5 MIN.)

- Ask students to share which text type they think will make new Grade 5 students most interested in studying *Native Americans*.
  - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a publication event, remind students of when that will take place.
- Collect the polished drafts, which you will evaluate using the *Fifth Grade Writing Rubric: Opinion Writing*, *Fifth Grade Writing Rubric: Narrative Writing*, or the *Fifth Grade Writing Rubric: Informative/Explanatory Writing*, all located in Teacher Resources.

~~~~~  
End Lesson



Access

Entering/Emerging

Review the publication steps and provide heavy support as students publish their work.

Transitioning/Expanding

Review the publication steps and provide moderate support as students publish their work.

Bridging

Review the publication steps and provide light support as students publish their work.

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