

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>

Fifth Grade Writing Summaries

Please note: *Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.*

1	<p>A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun creative outlet. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.</p>
2	<p>In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, called the Codex Project, which encompasses all three civilizations. During the first few lessons, students will plan and draft a paragraph about the Maya and practice paraphrasing and note-taking. Next students will plan and draft a paragraph about the Aztec. They will also incorporate images into the project that are related to their topic. Students will practice using linking words and phrases to compare the Maya and the Aztec. Finally students will plan and draft a paragraph about the Inca. Students will also have an opportunity to edit their writing in all three paragraphs. Students will then integrate their writing and images to complete their Codex Project.</p> <p>Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>
3	<p>A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p>The Poet’s Journal has been designed to reinforce the unit’s integration of reading and writing poetry. The journal resembles a writer’s notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet’s Journal indicates the extent to which reading, writing, and understanding poems are inherently connected. The Poet’s Journal also contains extra pages to encourage students to compose their own poems—something the unit’s final lesson will set them up to accomplish.</p>

4	In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.
5	In the writing lessons, students will engage in an extended writing project. In this unit, students will conduct research using two sources about a famous Renaissance artist to compose a biography. The writing project includes a diary entry that will be revised, edited, published, and presented during Lessons 16–19. These lesson days are unique to this unit as days devoted exclusively to writing instruction.
6	In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.
7	The writing assignments in this unit appear in the Activity Book. In general, they ask students to use both creative and analytical skills to reflect on character. In a recurring activity, students take on the role of “Dear Course Smoother,” an advice columnist assigned to respond to characters facing sticky situations. Later in the unit, students write from the perspective of the characters or of artists working on a production of the play. Writing assignments should encourage students to support their ideas with evidence from the text and to express their creative ideas clearly. Indeed, students should see these goals as linked: even their most seemingly outlandish creative ideas for acting, design, or language, are acceptable if they can be supported by the text!
8	In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land. Students will focus on note-taking, incorporating evidence, and crafting an argument. Students will also revise, edit, and share their writing.
9	<p>As with other literary units in Grade 5, writing is integrated with the reading process in these lessons. Students use the insights they have gained from close reading and apply them to a variety of writing tasks. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit are:</p> <ul style="list-style-type: none"> • appropriate organization of content for a range of purposes • combining informational and literary details • applying recently learned insights to convey information and understanding to others • integrating information from multiple sources to explain concepts and ideas • revising writing in response to peer feedback <p>Crucially, some of the activities are so integrated that they have been labeled as both reading and writing segments in the lesson.</p>