

## English Language Arts

### Unit 2: Building Writing Habits

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Effective writers engage in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the behaviors that contribute to effective writing?</li> <li>What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Good writing is developed and organized in a clear and coherent manner.</li> <li>The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration.</li> <li>Grade-level vocabulary, language conventions and mechanics contribute to proficient writing.</li> <li>Writing is enriched through the use of literary devices and strong vocabulary.</li> </ul>
<b>Vocabulary/Content</b>	<p>Revise, edit, transitions, rubric, perspective, elaboration, support, evidence, craft, detail, topic sentence, analysis, paragraph, mechanics, grammar, peer review, conclusion, hook, plot, story arc, tone, voice, stamina, punctuation, leads, pre-write, publish, induction,</p>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.</li> <li>Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Engage effectively in a range of collaborative discussions with diverse partners <i>on grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</li> <li>Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking. See Appendix 5BWH</li> </ul>

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<p style="text-align: center;"><b>Related Common Core Curriculum Standards</b></p>	<p style="text-align: center;">-</p> <p><u>Writing –Grade 5</u></p> <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ( <a href="#">.W.5.5</a>)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><a href="#">.W.5.6</a></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><a href="#">.W.5.10</a></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening—Grade 5</u></p> <ul style="list-style-type: none"> <li>• SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> </li> <li>• SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> </ul>
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	<p><u>Language—Grade 5</u></p> <ul style="list-style-type: none"> <li>• L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequence, states, and conditions.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul> </li> <li>• L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> </li> <li>• L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> <li>• L.5.5. Demonstrate the use of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors in context.</li> <li>b. Recognize and explain in the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words to better understand each of the words.</li> </ul> </li> <li>• L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<p>Understanding the structure of a sentence / paragraph.  Editing vs revising  Stages of the writing process  Writing fluency activities  How to share and provide feedback  Peer editing</p>

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<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<p>Common Writing Prompt and Rubric Grade 5  Journal entries  Writing work throughout the stages  Published entries  Teacher-student conferences.  Progress charts</p>
<p style="text-align: center;"><b>Sample Resources</b></p>	<p>Lucy Calkins Writing Workshop</p> <ul style="list-style-type: none"> <li>▪ Teacher Resources</li> </ul> <p><u>The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction</u> by <u>Gail Boushey</u> and Joan Moser (Apr 28, 2009)</p> <p><u>The Daily Five</u> by <u>Gail Boushey</u> and Joan Moser (Jan 1, 2006)</p> <ul style="list-style-type: none"> <li>▪ <u>Nanci Atwell,</u></li> <li>▪</li> </ul>