

**Units of Study in Opinion, Information and Narrative Writing
Grade 5 Pacing Guide**

Unit 2 - The Lens of History: Research Reports

| Wk | On Demand Narrative Assignment, Found in Writing Pathways Assessment Book, Page 128 | | | | | | | | | | | | | |
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| Bend 1: Writing Flash-Drafts about Westward Expansion | | | | | | | | | | | | | | |
| Wk | Session | Mini-Lesson | Pg | Teaching Point | Pg | Active Engagement | Pg | Link | Pg | Conferring | Pg | Share | Pg | CCSS |
| 1 | 1 | Organizing for the Journey Ahead | 2 | "Researchers organize what they are bringing with them to their writing. When things are organized, it is easier to carry and use those things—that is true for information too" | 5 | After helping with a modeled sort/categorize, students should sort and categorize their own key words | 7 | Explain that students will prepare to flash-draft research reports during the next session. Send writers off to collect/categorize their Post-It Notes | 7 | Problem Solving, Just Like the Settlers Did | 9 | Preparing Information for Drafting | 11 | W5.2, W5.7, W5.8, W5.10, RI5.2, RI5.3, RI5.5, RI5.7, SL5.1, L5.1, L5.2, L5.3, L5.6 |
| 1 | 2 | Writing Flash-Drafts | 12 | "Before a writer writes, the writer often gets full of the kind of writing he or she aims to make. Information writers profit from filling themselves up with all they know about how their kind of writing tends to go" | 13 | Ask small groups to recall characteristics of good information writing. Have each group share an important tip prior to sending off students to write | 13 | Coach writers to reflect on their work plans in the light of these new suggestions | 15 | Support the Logical Grouping of Information within Sections | 16 | Relying on Rubrics and Partnerships to Strengthen Drafts | 18 | W5.2, W5.4, W5.5, W5.10, RI5.2, RI5.3, SL5.1, SL5.4, L5.1, L5.2, L5.3 |
| 2 | 3 | Note-Taking and Idea-Making for Revision | 20 | "Researchers shift between reading to collect and record information and writing to grow ideas. As note-takers, then, researchers record and also reflect. When reflecting, researchers think, and talk and jot about patterns, surprises, points of comparison or contrast, and they entertain questions" | 22 | Encourage students to reflect on the text that you read, suggesting they think about patterns or questions. | 24 | Channel students to do the same work with their own writing. Recap that they need to set up materials so they are ready to revise in general and to highlight places. They can also write new subsections | 25 | Effective Note-Taking | 26 | Planning for Improvements in Our Writing | 28 | W5.2, W5.5, W5.7, W5.8, W5.9, RI5.1, RI5.2, RI5.3, RI5.4, RI5.9, SL5.1, L5.1, L5.2, L5.3, L5.6 |

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| 2 | 4 | Writers of History Pay Attention to Geography | 30 | "When you write and revise as a historian, it is important to remember qualities of good writing and also qualities of good history. Historians think it is important to look at geography. A history writer can think about the places in which history occurred by keeping a map close by as he or she reads, takes notes or writes" | 32 | Encourage students to revise with an eye toward geography. Consider geography when modeling revision for students. | 34 | Take a moment to celebrate the way students have already begun to use the lens of geography to revise their writing. Students should begin to work independently on revising a previous passage to bring out more information on place. | 35 | Revision with the Lens of Geography | 36 | Using Scale as a Way to Gather More Information | 38 | W5.2, W5.5, RI5.3, SL5.1, SL5.5, L5.1, L5.2, L5.3, L5.6 |
| 3 | 5 | Writing to Think | 40 | "When researching something, you need to not just move facts from someone else's book to your page. You also need to think, to come up with your own ideas. And one of the best ways to do this is to ask questions, and then find your own answers to those questions, 'Maybe it's because...' or 'I wonder if perhaps...'" | 43 | Return to previous sample text with embedded geographical information, to practice thinking about information again. Support students' efforts to grow ideas using thinking prompts | 45 | Remind students of the teaching point and set them up for their independent work | 46 | From Recording Facts to Growing Ideas | 47 | Using Discussion Groups to Bring About New Thinking | 49 | W5.2, W5.5, W5.7, W5.8, W5.9, W6.2, RI5.1, RI5.4, RI5.9, RI6.1, SL5.1, SL5.4, L5.1, L5.2, L5.3 |
| 3 | 6 | Writers of History Draw on Awareness of Timelines | 51 | "When you write and revise as a historian, it is important to remember qualities of good writing and also qualities of good history. Historians write about relationships between events because the past will always have an impact on what happens in the future. This is called a cause-and-effect relationship. A history writer can highlight relationships by having a timeline close by" | 54 | Ask students to think about a timeline and how it can help them make connections. Add this to your anchor chart | 56 | Have students reread their information writing, asking "Does this show qualities of good writing?" and "Does this show good thinking about history?" | 57 | Contextualizing Dates and Troubleshooting | 58 | Deepening Understanding with Discussion Groups | 60 | W5.2, W5.5, W5.9, W6.2, RI5.2, RI5.5, SL5.1, SL5.4, L5.1, L5.2, L5.3 |

| 4 | 7 | Letters to Teachers: Assembling and Thinking about Information | 61 | | | | | | | | | | | |
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| 4 | 8 | Redrafting Our Research Reports | 64 | "Informational writers take a moment to look back over their research and conjure an image of what they hope to create, sometimes by quickly sketching a new outline, then writing fast and furious to draft fresh versions of their report" | 66 | Have students review their notes and writing in their notebooks, and have them imagine a rough outline of how their new drafts may go | 67 | Encourage students to envision their informational report, and then to begin drafting | 68 | Coaching Writers to Draft Quickly, Ratcheting Up Their Works as They Do | 69 | Adopting a Formal Tone | 71 | W5.2, W5.5, W5.10, W6.2, RI5.1, RI5.4, RI5.7, RI5.9, SL5.1, SL5.4, L5.1, L5.2, L5.3, L5.6 |
| 5 | 9 | Letters to Teachers: Celebrating and Reaching Toward New Goals | 73 | | | | | | | | | | | |
| Bend 2: Writing Focused Research Reports that Teach and Engage Readers | | | | | | | | | | | | | | |
| Wk | Session | Mini-Lesson | Pg | Teaching Point | Pg | Active Engagement | Pg | Link | Pg | Conferring | Pg | Share | Pg | CCSS |
| 5 | 10 | Drawing Inspiration from Mentor Texts | 80 | "To write research that is compelling to readers, your study of your topic needs to be driven not just by a desire to collect facts but also by an urgent need to find raw material that you can fashion into something that makes readers say 'whoa!'" | 83 | Channel students to talk in small groups. Assuming that writing to draw in readers is a goal, how will they adjust their research so they secure the raw materials they're going to need? | 85 | Rally students to work with urgency so their small group research team secures the details, stories, quotes, and storylines necessary to write compelling texts that draw in their readers | 85 | Supporting Non Fiction Reading | 86 | Writing Mission Statements | 87 | W5.2, W5.4, W5.5, W5.7, W5.8, W5.9, RI5.1, RI5.7, RI5.9, RI5.10, SL5.1, SL5.2, SL5.4, L5.1, L5.2, L5.3, L5.5 |

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| 6 | 11 | Primary Source Documents | 89 | "The chance to read and study primary resources is precious, so take every opportunity. When a source survives across the ages, allowing you to go back and hear the original message, you've been given valuable information. But it takes a special kind of close reading for you to make sense out of a primary source document" | 91 | Let students know that gleaning information from primary sources takes extra-close reading. Ask them to read and talk with their partner about a primary source document you showcase. Model observations for students, and ask them to reread the document with their research in mind | 91 | Remind students that using primary sources requires close reading since the information in the artifact has not been contextualized or interpreted by anyone | 94 | Figuring Out New Vocabulary | 95 | Focusing on Images for Research | 97 | W5.2, W5.7, W5.8, W5.9, RI5.1, RI5.2, RI5.4, RI5.7, RI5.9, SL5.1, SL5.5, L5.1, L5.2, L5.3, L5.4, L5.6 |
| 6 | 12 | Letter to Teachers: Organizing Information for Drafting | 100 | | | | | | | | | | | |
| 7 | 13 | Finding a Structure to Let Writing Grow Into | 104 | "Writers need to check to see if they have the containers - structures and formats- that will let their information and ideas grow. As always, to see possibilities for ways you can structure your writing, you can turn to published authors" | 106 | Have students help you figure out how to use a particular structure to allow for development in your own writing. Ask students to think about how they could use a new format to help their own work | 108 | Remind writers they know how to use authors as mentors, and ask them to get started finding, in published works, a format that can help let their current writing grow | 109 | Coaching Students in Structuring Their Writing | 110 | Building a Repertoire of Ideas for Logical Structures | 112 | W5.2, W6.2, RI5.5, RI5.10, SL5.1, L5.1, L5.2, L5.3, L5.6 |
| 7 | 14 | Finding Multiple Points of View | 114 | "Every single story or fact has multiple points of view from which it can be seen, and writers need to always ask themselves 'What are some other ways to see this story?' Often this means keeping an ear, an eye out for the voices of people whose points of view are not often heard" | 116 | Using a shared video clip or artifact, ask students to describe the first story, and then, to go beyond that, finding other perspectives | 118 | Remind students to carry with them this question of what other perspectives they could include in their writing | 118 | Teaching Students to Mine Primary Sources | 119 | Using Information from Primary Sources | 121 | W5.2, W5.8, RI5.1, RI5.5, RI5.6, SL5.1, L5.1, L5.2, L5.3, L5.5 |

