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

Unit 2 - The Lens of History: Research Reports

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1				ound in Writing Pathways Asse	essme	ent Book, Page 128								
		ing Flash-Drafts about			_	I	_	- · ·	_		_	la.	_	0000
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 test 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

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											
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											
		ing Focused Research Mini-Lesson		orts that Teach and Engage R			ъ	T :l-	ъ	Conformino	ъ	Chana	ъ	CCSS
WK	Session	MIIII-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!"		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, R15.1, R15.7, R15.9, R15.10, SL5.1, SL5.2, SL5.4, L5.1, L5.2, L5.3, L5.5

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 extraclose 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		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

8	15	Creating Cohesion	122	"Writers set up their writing almost the way we might set a table- matching up certain elements, patterning everything, and making the whole affair look welcoming and thoughtful. Writers do that by making matches and patterns in words, in structures and in meanings"	123	Recap the general principle behind the ways you've made the sections match and ask students to try to invent some more ways, with a partner	125	Let students know that writers always think through patterns in the ways their writing goes as they are drafting. Remind writers to try this work with their macro- structure (sections) and micro- structures (subsections)	125	Keeping Promises to Readers	126	Sharing Failed Attempts	127	W5.2, W5.5, W6.2, RI5.5, SL5.1, L5.1, L5.2, L5.3
8	16	Using Text Features to Write Well	128	"We are going to investigate mentor texts, searching for the text features. We will ask ourselves 'How do these text features teach the reader?' We'll figure out how text features might help our own information writing"	130	Students will work in groups of 3 to study a mentor text, sharing details about text features. Document some findings on a chart, and add a text feature to a shared piece of writing. Explain the decision, and invite students to plan a text feature to their own writing, explaining their decision to a partner		Send writers off, reminding them of the resources that they have for drafting and revision	132	Supporting Students' Use of Text Features	133	Celebrating and Mentoring: A Museum Walk	135	W5.2, W5.5, W6.2, RI5.7, RI5.10, RI6.7, SL5.1, SL5.3, SL5.5, L5.1, L5.2, L5.3, L5.6
9	17	Crafting Introductions and Conclusions	136	"Research writers introduce their writing by explaining its structure. Researchers also try to lure readers to read their writing"		Give students the opportunity to come up with an introduction based on a fourth technique, helping readers envision the topic	139	Remind writers of the purpose of an introduction. Also, let them in on the timeline of the remainder of the unit, using this timeline as fuel to their writing fire	140	Focusing on the Logistics of Quoting and Citing Sources	141	Using Compare/ Contrast to Keep Readers Thinking		W5.2, RI5.1, RI5.10, SL5.1, L5.1, L5.2, L5.3
9	18	Letter to Teachers: Mentor Texts Help Writers Revise	143											

10	19	Adding Information inside Sentences	146	"Writers have several ways of using punctuation to help load more information into the sentences they have already written"	147	Explain the process of checking the information dispersal in writing and ask students to use appropriate punctuation to help tie in information as needed	149	Send students off with a reminder of the impending celebration, asking them to come up with a plan for how to finish their reports	149	Editing	150	New Ways to Add Information to Sentences	152	W5.2, W5.5, RI5.10, SL5.1, L5.1, L5.2, L5.3, L6.2
10	20	Letter to Teachers: Celebration	153											