



Park Hill School District

Building Successful Futures • Each Student • Every Day

2019 Summer School: 5th Grade Reading and Writing Curriculum

Scope and Sequence:

| Timeframe | Unit | Instructional Topics |
|------------------|--|---|
| 24 Days | Summer School 5th Grade Reading and Writing: Crafting the Nonfiction Genre | Topic 1: Memoirs Topic 2: Biographies Topic 3: Persuasive Essay Topic 4: Journal Article |

2019 Summer School 5th Grade Reading and Writing Unit: Crafting the Nonfiction Genre

Subject: ELA - Reading and Writing

Grade: 5th grade Summer School

Name of Unit: Crafting the Nonfiction Genre

Length of Unit: 24 days

Overview of Unit: One of the focus areas for literacy is the exposure and study of more non-fiction. This unit takes a look at four different nonfiction structures in which students have the opportunity to read and write in the four different types.

Priority Standards for the Unit

- 5.R3.Ca Read, infer, and draw conclusions to identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.
- 5.R3.Ce Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W1.Aa Follow a writing process to plan a first draft by selecting a genre appropriate for conveying the purpose to an intended audience.
- 5.W1.Ba Appropriate to genre type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.
- 5.W2.Aa-g Write opinion texts that
 - a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose
 - b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details
 - c. use specific and accurate words that are related to the topic, audience, and purposecontain information using student's original language except when using direct quotation from a source
- e. reference the name of the author(s) or name of the source used for details or facts included in the text
- f. use transitions to connect opinion and reason
- g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
- 5.W2.Ba-h Write informative/ explanatory texts that:
 - a. introduce a topic using a topic sentence in an introductory paragraph
 - b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
 - c. use an organizational format that suits the topic

- d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- e. contain information using student’s original language except when using direct quotations from a source
- f. use transition words to connect ideas within and across categories of information
- g. use text structures when useful create a concluding paragraph related to the information

Supporting Standards for the Unit:

- 5.R3.Bc Read, infer, and draw conclusions to verify facts through established methods.
- 5.R3.Ac Read, infer, and draw conclusions to interpret factual or quantitative information.
- 5.W1.Ca Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.
- 5.W1.Cb Reread, revise, and edit drafts with assistance to edit for language conventions.

Getting Ready for the Unit:

- Prepare your own writer’s notebook, including entries about memorable moments and special places
- Have a writer’s notebook available for each student
- Gather examples of 4th and 5th grade mentor texts

Essential Questions:

1. How can I follow an author like a fan of that author, learning not only about the distinctive, unique moves that author tends to make but also thinking about the topics and theses that the author tends to address?
2. How can I notice the similar and different ways that an author approaches the same theme throughout his or her writing?
3. Can this thinking about other authors help me think about my own writing in new ways?

Enduring Understanding/Big Ideas:

1. Understanding an author’s craft facilitates a reader’s ability to make meaning from the text.
2. Authors make intentional choices that are designed to produce a desired effect on the reader.
3. Studying how an author crafts a story making purposeful decisions on content and structure may help readers write in new ways.

| Standard | Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|-----------------|---|--|--|-----------------------|
| 5.R3.Ca | conclusions to identify devices used in biographies and autobiographies, including how an author presents major events in a person's life. | Read Infer Draw | Apply Evaluate Create | 3 3 2 |
| 5.R3.Ce | conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Read Infer Draw | Apply Evaluate Create | 3 3 2 |
| 5.W1.Aa | a writing process to plan a first draft by selecting a genre appropriate for conveying the purpose to an intended audience. | Follow Plan | Understand Create | 3 3 |
| 5.W1.Ba | a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre. | Develop | Apply | 3 |
| 5.W2.Aa-g | opinion texts | Write | Apply | 3 |
| 5.W2.Ba-h | informative/explanatory texts | Write | Apply | 3 |

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|---|
| <ul style="list-style-type: none"> ● Read ● Infer ● Draw conclusions ● Write ● Plan ● Draft ● Source ● Details | <ul style="list-style-type: none"> ● Memoir ● Biography ● Persuasive ● Journal ● Article |

Topic 1: Memoirs

Engaging Experience 1

Title: Memoirs

Suggested Length of Time: 5 Days

Standards Addressed:

Priority:

- 5.R3.Ca Read, infer, and draw conclusions to identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

Supporting:

- 5.R3.Bc Read, infer, and draw conclusions to verify facts through established methods.
- 5.R3.Ac Read, infer, and draw conclusions to interpret factual or quantitative information.
- 5.W1.Ca Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.
- 5.W1.Cb Reread, revise, and edit drafts with assistance to edit for language conventions.

Detailed Description/Instructions:

In Topic 1, students will learn a memoir is a collection of memories that an individual writes about moments or events, both public or private, that took place in the subject's life. The assertions made in the work are understood to be factual.

Bloom's Levels: Apply, Evaluate, Create

Webb's DOK: 3, 3, 2

Topic 2: Biographies

Engaging Experience 1

Title: Biographies

Suggested Length of Time: 5 Days

Standards Addressed:

Priority:

- 5.R3.Ca Read, infer, and draw conclusions to identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

Supporting:

- 5.R3.Bc Read, infer, and draw conclusions to verify facts through established methods.
- 5.R3.Ac Read, infer, and draw conclusions to interpret factual or quantitative information.
- 5.W1.Ca Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.
- 5.W1.Cb Reread, revise, and edit drafts with assistance to edit for language conventions.

Detailed Description/Instructions:

In Topic 2, students will learn that a biography is an account of somebody's life written by somebody else, complete with details of the most important parts.

Bloom's Levels: Apply, Evaluate, Create

Webb's DOK: 3, 3, 2

Topic 3: Persuasive Essay

Engaging Experience 1

Title: Persuasive Essay

Suggested Length of Time: 5 Days

Standards Addressed:

Priority:

- 5.R3.Ce Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W1.Aa Follow a writing process to plan a first draft by selecting a genre appropriate for conveying the purpose to an intended audience.
- 5.W1.Ba Appropriate to genre type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.
- 5.W2.Aa-g Write opinion texts that

Supporting:

- 5.R3.Bc Read, infer, and draw conclusions to verify facts through established methods.
- 5.R3.Ac Read, infer, and draw conclusions to interpret factual or quantitative information.
- 5.W1.Ca Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.
- 5.W1.Cb Reread, revise, and edit drafts with assistance to edit for language conventions.

Detailed Description/Instructions:

In Topic 3, students will learn that a persuasive essay, also known as an argumentative essay, is a piece of academic writing where you use logic and reason to show that your point of view is more legitimate than any other. You must expose clear arguments and support them by convincing facts and logical reasons.

Bloom's Levels: Apply, Evaluate, Create, Understand

Webb's DOK: 3, 3, 2, 3

Topic 4: Journal Article

Engaging Experience 1

Title: Journal Article

Suggested Length of Time: 5 Days

Standards Addressed:

Priority:

- 5.R3.Ce Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W1.Aa Follow a writing process to plan a first draft by selecting a genre appropriate for conveying the purpose to an intended audience.
- 5.W1.Ba Appropriate to genre type, develop a draft from prewriting by choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.
- 5.W2.Ba-h Write informative/ explanatory texts that:

Supporting:

- 5.R3.Bc Read, infer, and draw conclusions to verify facts through established methods.
- 5.R3.Ac Read, infer, and draw conclusions to interpret factual or quantitative information.
- 5.W1.Ca Reread, revise, and edit drafts with assistance to develop and strengthen writing by revising.
- 5.W1.Cb Reread, revise, and edit drafts with assistance to edit for language conventions.

Detailed Description/Instructions:

In Topic 4, students will learn that journal articles are shorter than books and written about very specific topics.

Bloom's Levels: Apply, Evaluate, Create, Understand

Webb's DOK: 3, 3, 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will research song lyrics that connect to the themes in books they have read, and then create a songbook. The songbook will include a minimum of 5 sets of song lyrics and an accompanying paragraph explaining the connection between the song lyrics and themes of the novels.

Rubric for Engaging Scenario

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------------|--|--|--|--|
| Content - Song Lyrics | Five sets of song lyrics are included in the songbook. | Three or four sets of song lyrics are included in the songbook. | Two sets of song lyrics are included in the songbook. | One or fewer sets of song lyrics are included in the songbook. |
| Content - Paragraph on Theme | The writer wrote a paragraph for each of the song lyrics giving details about the connection between the lyrics and the themes in the texts. | The writer wrote a paragraph for each of the song lyrics giving details about the connection between the lyrics and the themes in the texts. | The writer wrote a paragraph for each of the song lyrics giving details about the connection between the lyrics and the themes in the texts. | The writer worked to write a paragraph for each of the song lyrics giving details about the connection between the lyrics and the themes in the texts. |
| Writing - Grammar | There are no grammatical mistakes in the songbook. | There are no grammatical mistakes in the songbook after feedback from a peer or an adult. | There are 5 or less grammatical mistakes in the songbook after feedback from an adult. | There are several grammatical mistakes in the songbook after feedback from a peer or an adult. |
| Writing - Conventions | Capitalization and punctuation are | Capitalization and punctuation | There are 1-2 capitalization | There are several capitalization or |

| | | | | |
|--|--|--|--|---|
| | correct throughout the songbook. | are correct throughout the songbook after feedback from an adult. | and/or punctuation errors in the songbook even after feedback from an adult. | punctuation errors in the songbook even after feedback from an adult. |
| Attractiveness & Organization | The songbook has exceptionally attractive formatting and well-organized information. | The songbook has attractive formatting and well-organized information. | The songbook has well-organized information. | The songbook's formatting and organization of material are confusing to the reader. |
| Sources | Accurate citing of the sources used are included in the songbook. Website links are included for each set of song lyrics and/or graphics used. | Accurate citing of the sources used are included in the songbook. Website links are included for each set of song lyrics and/or graphics used. | Accurate citing of the sources used are included in the songbook. Website links are included for each set of song lyrics and/or graphics used. | Sources are not documented accurately. |

All Resources needed for Unit:

- | | |
|---|--------------------------------|
| Pencils, 6 per student | Access to school library |
| Pens, 2 per student, any color | Copy machine |
| Spiral Notebook (wide-lined), 1 per student | Teacher laptop |
| Sticky Notes, 3x3, 2 pads per student | Classroom set of laptops |
| Folder, 1 per student | Smart Board |
| Book Boxes, 1 per student | Document camera |
| Chart Paper, 2 easel-size pads | Markers, class set |
| Markers for chart paper | Colored pencils, class set |
| Construction paper, 12 x 18, white | <i>Hatchet</i> by Gary Paulsen |
| Construction paper, 12 x 18, variety | |

Online resources:

- <http://readingandwritingproject.org> (Teachers College Reading and Writing Project)
- https://docs.google.com/a/parkhill.k12.mo.us/presentation/d/13NyB3QvJFwhTgI4ABHDm1CDbeh9shJ_BIY1bpvyRdy0/edit?usp=sharing (Tutorial for Basics of Park Hill E-Books Overdrive)
- <https://parkhill.lib.overdrive.com> (Park Hill School District Digital Library or “Overdrive”)