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| **Grade 5****Unit Overview*****The Lens of History: Research Reports*** |
| **Focus Teaching Points** | * Organizing information in preparation to write
* Recalling all known information about a topic before writing
* Shifting between recording information and writing to grow ideas
* Paying attention to geography as a way to understand the unfolding of historical events
* Asking questions and figuring out answers as a way to come up with new ideas for writing
* Thinking about the relationships between events in history to strengthen writing
* Making a plan for quick research to fill in information gaps
* Revising by sketching outlines and writing fast off outlines
* Self-assessment and goal setting for writing research reports
* Studying mentor texts to help angle research toward an audience
* Closely reading primary source documents to strengthen research reports
* Organizing research by categorizing facts and analysis
* Studying mentor texts to revise the structure of writing
* Finding multiple points of view
* Creating patterns in words, structures, and meanings to make writing easier for readers
* Using text features to write well
* Crafting introductions and conclusions
* Studying mentor texts for revision ideas
* Using punctuation to pack facts and information into sentences already written
* Celebrating learning by sharing writing with an audience
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| **Key CCSS Standards** | ***Writing Standards******(W)**** *2, 4, 5, 7, 8, 9b, 10*

***Reading for Information Standards (RI)**** *1, 2, 3, 4, 5, 6, 7, 9, 10*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*
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| **Bends in the Road** | * Writing flash-drafts about a time in history (Westward Expansion)
* Writing focused research reports that teach and engage readers
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| **Recommended Professional Resource(s) to Guide Instruction** | * *The Lens of History: Research Reports* by Lucy Calkins and Emily Butler Smith, along with the [heinemann.com](http://www.heinemann.com) resources that accompany this unit
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| **Recommended Anchor/Mentor Texts** | * *Who Settled the West?* By Bobbie Kalman
* See page ix in the unit for more suggestions
* Find an extensive list of additional suggestions for read-alouds and student research on the Grade 5 Mentor Text List under Latest News and General Information on the Grade 5 Writing [Heinemann.com](http://www.heinemann.com/) link.
* See additional suggestions that are listed throughout individual sessions of this unit in the [Resources to Support the Teaching of Learning Through Reading](http://ppsgrade5.weebly.com/teaching-resources4.html) on the Teaching Resources page of the accompanying reading unit on the Literacy Coach website, under the section, “Resources From the Accompanying Writing Unit”
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| **Tips to Consider** | * This unit aligns with the reading workshop unit, *Learning Through Reading: Westward Expansion*. In this unit, students learn to write well-crafted research reports, using the research they conduct in the reading workshop. Since students need time to immerse themselves in the topic and begin their research before writing reports, this writing workshop unit should begin once the reading workshop unit is underway. This unit begins at the start of the reading unit’s Bend II. Therefore, if you are finished with the previous writing workshop unit, you will need to decide how to spend the writing workshop time until you are ready to begin this unit.
	+ One option is to have students warm up their nonfiction writing muscles by using their previous knowledge to write nonfiction texts on an expert topic. You can borrow anchor charts from your Grade 4 colleagues as well as revisit those from the *Feature Articles* unit you taught earlier in the year. This should last about a week and a half, as long as Bend I in the reading workshop.
	+ Another option is to teach a mini-unit on a topic your students need more work, such as a punctuation study or a brief author study (particularly a nonfiction author such as Seymour Simon). Again, this is brief, with minilessons each day for about a week and a half.
	+ A third option is to spend the week and a half engaging students in the type of writing expected on this year’s MCAS. You could have students write/type flash drafts of new narrative endings to the stories they read during the *Literary Essays* unit, rewrite scenes from different perspectives, or write a short (one-page) essay about a new short story from *Cricket* or another literary magazine you may have.
* In planning for this unit, we highly recommend reading the “Welcome to the Unit” section of this unit (pages vi – ix) to support a global understanding of the unit and the important learning of each bend.
* One of the goals of this unit is to “make sure that students learn how to write quickly and efficiently, improving their first-draft writing so that it shows their increased prowess as writers” (p.vii). For this reason, students flash-draft throughout the unit and learn how to revise in meaningful ways, beyond the changing of a word or two. Mentor texts play a key role in supporting students’ large-scale revision.
* In the first bend of this unit, students will learn to revise initial flash-drafts through lenses of organization. The key is “not to teach students *the way* to structure an information text, but instead, to teach them *how to make effective choices* about structure” (p. viii). The series of lessons in this first bend teach students how to do this, then use these lenses to write a second flash-draft that is more elaborated.
* In the second bend of this unit, students will write more focused research reports. Rather than write all about the Westward Expansion as they did in the first bend, students will write about a more focused topic of this time period, turning back to the research they are conducting in the reading workshop and returning to texts and sources to read and look more closely. The focus turns toward the author’s perspective on topics, and how the author presents information to support this stance. Studying authors’ craft, structure, and perspective (in both print and digital texts, including video clips) supports the development of students’ own writing, as well as their understanding of the content. See pages 76 – 78 for ways to prepare for Bend II.
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| **Materials and Resources** | Each child: * Writer’s Notebook (preferably hard bound composition book that students personalize) divided into sections, such as: *Writing Ideas* (for lists, blob ideas, theme ideas), *Try It* (for minilesson exercises), *Writing* (this section could be labeled by genre or unit to house all the entries students write in a particular unit and from which students can select ideas to draft longer outside the notebook
* Writing folder for drafts and any reference materials (e.g. various memoir structures, author craft techniques, etc.)

Teacher:* Writer’s Notebook for modeling
* Teacher-generated writing for modeling

Anchor charts, co-constructed with students, that support the learning of this unit. See [Heinemann.com](http://www.heinemann.com/) for new anchor charts to accompany this unit!Samples of student writing, particularly those samples in the last session that show you how some possible final products may look, are also important resources found on Heinemann. |
| **Assessment** | * This unit begins with a flash-draft in Bend I, so you may decide to use this as a pre-assessment to inform your instruction.
* Another option is to use the [On-Demand Information Writing Assessment](http://ppsgrade5.weebly.com/assessment6.html) to learn what your students already know about information writing in general, such as organization, elaboration, and the appropriate use of conventions. Be sure to assess students’ writing samples against the corresponding information learning progressions, checklists, and rubrics found under the Writing Pathways page of the [Heinemann](http://www.heinemann.com/) resources accompanying these units.
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| **Celebrations** | Students have two opportunities to celebrate their learning through this unit. * The first opportunity marks the end of the first bend when students can reflect on the work they have done and consider what work is ahead. In this opportunity for celebration, finding an audience can be important. See pages 73 – 74 for suggested ways to celebrate the work of the unit thus far.
* The second opportunity to celebrate students’ work focuses on teaching others. Pages 153 – 156 lists possible ways you can organize this celebration to allow students to teach an audience using their writing.
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