

Unit Overview

In this unit, there are two parts. In the first bend, students will investigate a teacher led topic where they will explore the issues by reading articles and watching videos. They will be guided to make a solid argument with research-based support. In the second bend, writers will choose an argument that matters to them and take a stand. They will again research and make a valid, credible, convincing argument with research- based support. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 5 Book 3 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 5 Unit 3, *The Research Based Argument Essay*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.5.1, W.5.4, W.5.7, W.5.8	RI.5.1, RI.5.2, RI.5.7	SL.5.1, SL.5.3, SL.5.4	L.5.1, L.5.2.d, L.5.3
2	W.5.1, W.5.4, W.5.10, W.6.1.a,d	RI.5.2	SL.5.1, SL.5.3, SL.5.4	L.5.1, L.5.2, L.5.3
3	W.5.1, W.5.7, W.5.8, W.5.9.b, W.6.1.a	RI.5.1, RI.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
4	W.5.1.c, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2.d, L.5.3
5	W.5.1.c, W.5.5, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2.d, L.5.3
6	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
7	W.5.1, W.5.5, W.6.1.d	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.6.3.b
8	W.5.1, W.5.7, W.5.8, W.5.9.b	RI.5.1, RI.5.7, RI.5.9, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3
9	W.5.1, W.5.7, W.5.8, W.5.9.b, W.6.1	RI.5.1, RI.5.2, RI.5.5, RI.5.6, RI.5.8	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
10	W.5.1, W.5.5, W.5.10, W.6.1	RI.5.1, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
11	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.5.6, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3
12	W.5.1, W.5.9.b, W.6.1	RI.5.1, RI.5.2, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
13	W.5.1, W.5.5, W.5.7, W.6.1	RI.5.6	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
14	W.5.1, W.6.1	RFS.5.4	SL.5.1, SL.5.3, SL.5.6	L.5.1, L.5.2, L.5.3
15	W.5.1, W.6.1	RI.5.1, RI.5.2, RL.5.1, RI.6.1, RL.6.1	SL.5.1, SL.5.3	L.5.3
16	W.5.1, W.5.10, W.6.1	RI.5.1, RI.5.7, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
17	W.5.1, W.5.7, W.5.8, W.6.1	RI.5.1, RI.5.7, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
18	W.5.1, W.5.5, W.6.1	RI.5.1, RI.5.4, RI.6.1	SL.5.1	L.5.1, L.5.2, L.5.3, L.5.6
19	W.5.1, W.5.3, W.5.10, W.6.1	RL.5.2	SL.5.1	L.5.1, L.5.2, L.5.3
20	W.5.1, W.5.5, W.5.9.b, W.6.1	RI.5.1, RI.5.8, RI.5.9, RI.6.1	SL.5.1, SL.5.3	L.5.1, L.5.2, L.5.3
21	W.5.1.a, W.5.5, W.6.1.a	RI.5.3, RFS.5.4	SL.5.1	L.5.1, L.5.2, L.5.3
22	W.5.1, W.5.6, W.6.1	RFS.5.4	SL.5.1, SL.5.3, SL.5.6	L.5.3

Overarching Standards Aligning with Grade 5 Unit 3, <i>The Research Based Argument Essay</i>			
Session	Writing Standards	Reading Standards	Speaking & Listening Standards
1	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		
2	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.10 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>W.6.1.a,d Write arguments to support claims with clear reasons and relevant evidence.</p>		<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p>
3	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	

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	support which point[s]”).		
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.		
4	<p>W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	
5	<p>W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.5 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>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	
6	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.9 Draw evidence from literary or</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.6.1 Cite textual evidence to support analysis of what the</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

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	<p>informational texts to support analysis, reflection, and research.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>text says explicitly as well as inferences drawn from the text</p>	
7	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.6.1.d Write arguments to support claims with clear reasons and relevant evidence.</p>		
8	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
9	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	

		RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
10	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
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12	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
13		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
14		RFS.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
17	W.5.7 Conduct short research projects that use several sources to build knowledge through		SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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	investigation of different aspects of a topic.		
18	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.5 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>		
19	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
20	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
22	W.5.6 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.	RFS.5.4 Read with sufficient accuracy and fluency to support comprehension.	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.]</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Finding valid arguments will help them support their claim . The writing process includes planning, drafting, revising, editing, and publishing . There are a variety of strategies for researching a topic . There are multiple sides to a topic . There is a process to write a credible, convincing essay . Searching for claims on a topic gives rise for research and forming an opinion/argument Various of types on resources threw using books, articles, and multimedia 	<ul style="list-style-type: none"> How can I write research based argument essays in which I take a position and get readers to care about, and use examples, quotations, and/or information to develop reasons supporting the position? Why should we research both sides of an argument and have credible support? 	<ul style="list-style-type: none"> Cite textual evidence to support analysis of what text says as well as inference drawn from text within the text . Draw on everything they know about argument writing in order to find an issue, plan, and execute their own writing piece. Engage in a range of collaborative discussions . Write a volume of notes that capture important points of their topic but also generate thoughts. Write informative/explanatory texts to examine a topic and convey ideas and information clearly . Write with independence.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts from UoS Writing Book 3. Create and refer to anchor charts. Study pages from exemplar writer's notebooks. Provide and present mentor texts as models. Teach children to read like writers using mentor texts Provide checklists to assess and develop on-going goals. Use booklets, pages, and/or writer's 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> provide support as needed during individual teaching sessions. provide feedback in small group setting. provide personal copies of teaching charts. provide modified and/or alternate grade level checklists and rubrics. provide modified writing paper. provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> Suggestions from UoS Writing Book 3. <p>UNIT 3 Shaping Texts: From Essay and Narrative to Memoir</p> <p>Mentor Text</p> <ul style="list-style-type: none"> When I Was Your Age: Original Stories About Growing Up, Vol. 1 by Amy Ehrlich, ed. (Trade book pack)

<p>notebooks for daily writing.</p> <ul style="list-style-type: none"> ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to life. ● Set mini goals to revise and edit as you move through writing pieces. ● Tap, sketch, or jot across the pages as a way of planning stories, books. ● Explore and try a variety of beginnings and endings to your writing piece ● Write long and strong to build stamina.. ● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas. ● Use technology to research information about a specific topic. ● Use technology to publish a piece of writing. ● Plan to celebrate the conclusion of classroom writing projects 		<p>Exemplars</p> <ul style="list-style-type: none"> ● Exemplar memoir/essay “Quietly Struggling” by Kelly Boland Hohne (CD-ROM Sessions 1, 7, and 14) <p>Student exemplars:</p> <ul style="list-style-type: none"> ● Max’s entry about pressure (CD-ROM Session 6) ● Max’s entry about his grandma (CD-ROM Session 6) ● Emily’s entry about childhood (Session 6, FIG 6-3) ● Adam’s draft essay about his brother (CD-ROM Session 8) ● Tyler’s draft about riding a roller coaster (internal and external story lines) (Session 10, FIG 10-1) ● Claudia’s draft about a visit to the nurse’s office (Session 14, FIG 14-6) ● Excerpt from Miles’s memoir, “A Family Portrait” (CD-ROM Session 15) <p>Suggested Texts and Resources</p> <p>Alternate Mentor Texts for Young Memoir</p>
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		<p>Writers</p> <ul style="list-style-type: none">● Been to Yesterdays: Poems of a Life by Lee Hopkins● What You Know First by Patricia MacLachlan● The Relatives Came by Cynthia Rylant● “Statue,” “Last Kiss,” and “Eating the World” from Marshfield Dreams: When I Was a Kid by Ralph Fletcher● “Everything Will Be Okay” by James Howe and other stories from● When I Was Your Age: Original Stories about Growing Up edited by Amy Erlich (Trade book pack)● “Mr. Entwhistle,” from Little by Little by Jean Little● “Alone” from From the Notebooks of Melanin Sun by Jacqueline Woodson <p>Memoirs that Incorporate Storytelling and Exposition</p> <ul style="list-style-type: none">● “Last Kiss,” from Ralph Fletcher’s memoir, Marshfield Dreams: When I Was a Kid
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		<ul style="list-style-type: none">● “Mr. Entwistle,” from Jean Little’s memoir Little by Little● “Everything Will Be Okay” by James Howe and other stories from Amy Erlich’s When I Was Your Age: Original Stories about Growing Up (Trade book pack)● “Eleven,” by Sandra Cisneros, from Women Hollering Creek <p>Powerful Fiction That Has Memoir-Like Qualities</p> <ul style="list-style-type: none">● Journey by Patricia MacLachlan● The Monument by Gary Paulsen <p>Memoir and Structure</p> <ul style="list-style-type: none">● Invention of Solitude by Paul Auster (organized like a list)● The House on Mango Street by Sandra Cisneros (exposition and narrative writing)● “Quietly Struggling” by Kelly Boland Hohne (essay) (CD-ROM Sessions 1, 7, and 14)
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		<p>Memoir: Internal and External Story Lines</p> <ul style="list-style-type: none">● “Mama Sewing,” from <i>Childtimes</i> by Eloise Greenfield <p>Memoir: Powerful Metaphors</p> <ul style="list-style-type: none">● <i>What You Know First</i> by Patricia MacLachlan <p>Resources for Teachers</p> <ul style="list-style-type: none">● <i>Choice Words: How Our Language Affects Children’s Learning</i> by Peter Johnston● <i>Writing about Your Life: A Journey into the Past</i> by William Zinsser <p>For Teachers: Suggested Authors of Memoirs</p> <ul style="list-style-type: none">● Joan Didion● Barbara Kingsolver● David Sedaris
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 5 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.