# 5th Grade Writing Overview 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

## Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding

- How to Help Children Edit and Revise
- How to Help Children Write a Story
- How to Start a Writer’s Notebook

## Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that authors use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.
**Reading Workshop**—During Reading Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will confer with the student or work with small groups.

**Writing Workshop**—During Writing Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will confer with the student or work with small groups.

**Phonics and Word Study**—During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

**Adopted Resources**

**Elementary:** [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

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### Grading Period 1

#### Unit #1: Launching Writing Workshop

**Estimated Date Range:** 8/14/19-9/13/19

**Unit Overview:**

The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students.

In concept 1, *We Are All Writers*, the lessons focus on the routines of setting up writing workshop. In this concept, teachers will show students how they meet for the mini-lesson, turn and talk during the lesson, confer with the teacher and other students, and routines for independent writing. Students will also create and use their writer's notebook.

In concept 2, *Writers Use the Writing Process*, the lessons focus on helping students to understand the writing process as they experience it for themselves. Students will choose one of their notebook entries and take it through the writing process. At the end of the concept, students will learn how to reflect on their writing and set goals which they will work toward and receive feedback on throughout the year.

In unit one, students will build an understanding of what makes a complete sentence. Students will learn how to punctuate simple sentences.

**Big Ideas:**

- Writers collect ideas for writing from their world around them. They experiment with ideas in a writer's notebook.
- Writers plan their writing so their audience understands their message.
- Writers edit as they go so their writing is clear to their audience.
- Writers are in a constant state of revision to make sure their work is engaging. Writers develop their own revision toolkit to ensure their writing sparkles.

**Essential Questions**

- How do writers live a writerly life? What do writers write about?
- Why do writers plan their writing?
- How do writers edit while they draft?
- What is revision and why does it matter?
### Concepts within Unit #1
<table>
<thead>
<tr>
<th>Concept #1: We are all writers.</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1A, 5.1C, 5.1D, 5.10A, 5.11D(i), 5.11D(x), 5.1B, 5.2C</td>
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<table>
<thead>
<tr>
<th>Concept #2: Writers use the writing process.</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5.11A, 5.11B(ii), 5.11B(iii), 5.11C, 5.11D, 5.11E, 5.10A, 5.11D(i), 5.11D(xi), 5.2C</td>
</tr>
</tbody>
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### Unit #2: Personal Narrative—Focusing on the Message
Estimated Date Range: 9/16/19-10/10/19

**Unit Overview:**
In this unit, students will write personal narratives.

In concept 1, *When Writers Write Personal Narratives, They Write About Small Moments in Time*, students will be introduced to how to plan and write a personal narrative. Students will understand that a personal narrative is written about a small moment, rather than a large event, that focuses on a lesson or message they want to share with the reader. Students will learn how to plan out their moment following the narrative structure. In addition, students will focus on zooming in on the “heart” of the story to help them emphasize the important parts of the story. Students will also learn how to revise for details by using words that allow their reader to visualize, write a catchy lead, write a conclusion that leaves their readers with a sense of closure, and smoothly transition between events. Writers will learn how to publish while keeping their audience and purpose in mind.

In concept 2, *Writers Craft Dialogue to Share the Message They Learned From Their Small Moment with the Reader*, students will build on their learning in concept 1, by focusing on adding dialogue and thoughts to help the reader understand. In addition, students will learn how to edit to make their writing clear for the reader.

Students will build upon their knowledge of sentences by learning about compound sentences, correct use of irregular verbs, and how to punctuate dialogue. Students will edit their writing to ensure that it is clear for the reader.

**Big Ideas:**
- Plot and conflict matter! Stories are driven by the challenges characters encounter and how they resolve them.
- Writers make characters and setting come to life by creating a picture in the reader’s head.

**Essential Questions:**
- How do we write stories so our reader wants to keep reading?
- How do writers make the story elements come to life?

### Concepts within Unit #2
<table>
<thead>
<tr>
<th>Concept #1: When writers write personal narratives, they write about small moments in time.</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5.11A, 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.8A, 5.8B, 5.8C, 5.10A, 5.122A, 5.10B, 5.10D, 5.10E, 5.11D(i), 5.11D(ii), 5.11D(x), 5.11D(xi), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C, 5.10C, 5.10F, 5.10G</td>
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<table>
<thead>
<tr>
<th>Concept #2: Writers craft internal and external dialogue to help share the message they learned from their small moment.</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.11A, 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.8A, 5.8B, 5.8C, 5.8D, 5.10A, 5.12A, 5.10B, 5.10D, 5.11D(ii), 5.11D(x), 5.11D(xi), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C, 5.10C, 5.10F, 5.10G</td>
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### Word Study
Estimated Date Range: 8/14/19-10/10/19
### Grading Period 2

#### Unit 2: Personal Narrative: Focusing on the Message

**Estimated Date Range:** 10/15/19 - 10/25/19

<table>
<thead>
<tr>
<th>Concepts within Unit #2</th>
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<tbody>
<tr>
<td><strong>Concept #2:</strong> Writers Craft Dialogue and Add Thoughts to Help Achieve Their Purpose</td>
<td>5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.8A, 5.8B, 5.8C, 5.8D, 5.10A, 5.10B, 5.10D, 5.11D(i), 5.11D(ii), 5.11D(ix), 5.11D(x), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C, 5.10C, 5.10F, 5.10G</td>
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#### Unit 3: Poetry – Playing with Author’s Craft

**Estimated Date Range:** 10/28/19 - 11/8/19

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<thead>
<tr>
<th>Concepts within Unit #3</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1:</strong> Writers Analyze Mentor Poems to Get Ideas</td>
<td>5.11A, 5.10A, 5.12A, 5.9B, 5.10B, 5.10C, 5.10D, 5.10F, 5.10G, 5.11D(xii), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C</td>
</tr>
<tr>
<td><strong>Concept #2:</strong> Writers Use Craft to Achieve Their Purpose</td>
<td>5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.10A, 5.12A, 5.9B, 5.10C, 5.10D, 5.10F, 5.10G, 5.11D(xii), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C</td>
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### Unit Overview:

The goal of this unit is to deepen students’ understanding of author’s craft as students make decisions to achieve their purpose. Particularly, students will focus on word choice to evoke feelings and emotion as students craft writing to achieve their purpose.

In concept 1, **Writers Analyze Mentor Poems to Get Ideas**, students will be introduced to the genre as poetry, focusing on the purpose. Students will see that poets often write to share their feelings and ideas while evoking emotion. As students immerse themselves in poems, they will gather ideas for their own poems.

In concept 2, **Writers Use Craft to Achieve Their Purpose**, students will identify their purpose and audience for writing a poem and then learn how to use craft elements to achieve their purpose. Students will revise and edit their poems and then publish for their audience.

### Big Ideas:

- Poets write poetry to tell stories and to remind people of images and feelings.
- Poets use figurative language and imagery to create sensory impressions and emotion.
- Poets use sounds and words in order to create imagery and meaning while using as few words as possible.

### Essential Questions

- What makes a good poem?
- How do poets make readers feel emotion when reading?
- How do poets think about words?
Unit Overview:

In this unit, students will write informational text.

In concept 1, *When Writers Write Informational Text, They are Explaining Something to the Reader*, students will be introduced to the purpose of informational text. They key understanding students need to grasp in this concept is the structure of informational text—a central idea with ideas that support it. Students will learn how to prewrite to choose a topic, prewrite to choose a central idea, then prewrite to choose ideas to support their central idea. In addition, students will learn how to revise in order to craft a central idea to be narrow and focused. Students will learn how to write an introduction and conclusion, revise to ensure their writing is focused, and look at how to add transitions that make writing clear. Student will edit using an editing checklist and publish their writing.

In concept 2, *In Informational Writing, Writers Add Details to Support Their Central Idea*, students will go deeper into writing informational text. In prewriting, students will focus on choosing a specific purpose for their writing. Students will focus on different ways to elaborate by thinking about how they have supported their central idea. Students will revise, focusing on ensuring that their writing is clear for their reader. Students will continue to apply what they have learned through mentor sentences as they draft, revise, and edit their writing.

Students will continue to build on their knowledge of sentences by applying what they’ve learned and by learning about the purpose of prepositions and prepositional phrases and how they influence subject-verb agreement. In addition, students will learn the correct use of pronouns, thinking about their role in clarity, and how to correctly use indefinite pronouns. Students will edit their writing to ensure that it is clear for the reader.

Big Ideas:

- Informational writers have a perspective and point of view they want to teach their readers about.
- Informational authors are clear about their purpose and audience.
- Informational writers organize their ideas using structure and features to highlight their central idea and key details.

Essential Questions:

- Why do authors write informational texts?
- How do I write like an informational writers?
- How do I organize my ideas?

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<tr>
<th>Concepts within Unit #4</th>
<th>TEKS</th>
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Word Study
Estimated Date Range: 10/15/19-12/19/19

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<thead>
<tr>
<th>Concepts within 2nd Grading Period</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Spelling</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></td>
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Grading Period 3

Unit 4: Informational Writing—Focusing on Central Idea
Estimated Date Range: 1/7/20-1/17/20

<table>
<thead>
<tr>
<th>Concepts within Unit #5</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td>Concept #2: In informational writing, writers add details to support their central idea.</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></td>
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</tbody>
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Unit 5: Argumentative Writing
Estimated Date Range: 1/21/20-2/1/20

Unit Overview:
The goal of this unit is for students to continue to grow as writers, especially thinking about author’s purpose and craft, while writing argumentative essays. Students will learn the purpose and structure of argumentative writing. Students will focus on the craft and revision strategies that will help make their purpose clear for the reader.

Big Ideas:
- What is argumentative text?
- How do writers choose topics that matter to them?

Essential Questions:
- Argumentative text calls readers to action or gives a proposed solution to a problem.
- Writers use essays to convince the reader that something is true and to try to make a real difference in the world.

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<thead>
<tr>
<th>Concepts within Unit #5</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Writers craft argumentative essays.</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></td>
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Unit 6: Imaginative Writing
Estimated Date Range: 2/24/20-3/6/20

Unit Overview:
In this unit students will be writing imaginative stories. Students will use what they have learned about fiction text to craft stories.

In concept 1, Writers Craft Plot and Characters for Imaginative Writing, writers will use what they have learned about plot and characters to craft an imaginative story.

Big Ideas:
- Fiction writers often get the ideas for their stories from their own lives.
• Fiction writers develop characters, consider the motivation of their characters, and think about how their wants and desires impact the story and sequence of events.
• Fiction stories have a typical structure or arc, which fiction writers think about as they write.

Essential Questions

• How do writers come up with ideas for writing fiction?
• How do characters’ motivations and desires impact the development of the story?
• How do fiction writers organize their story to keep their reader engaged?

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<tr>
<th>Concepts within Unit #6</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Writers craft stories and characters for imaginative writing.</td>
<td>5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.10A, 5.8A, 5.8B, 5.8C, 5.12A, 5.9F, 5.10B, 5.10C, 5.10D, 5.8D, 5.11D(iv), 5.11D(ix), 5.11D(xi), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C, 5.10E, 5.10F, 5.10G</td>
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Word Study
Estimated Date Range: 1/7/20-3/6/20

<table>
<thead>
<tr>
<th>Concepts within 4th Grading Period</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Spelling</td>
<td>5.2B(ii), 5.2B(v), 5.2B(vi)</td>
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Grading Period 4

Unit 6: Imaginative Writing
Estimated Date Range: 2/24/20-3/6/20

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<thead>
<tr>
<th>Concepts within Unit #6</th>
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<tr>
<td>Concept #1: Writers craft stories and characters for imaginative writing.</td>
<td>5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.10A, 5.8A, 5.8B, 5.8C, 5.12A, 5.9F, 5.10B, 5.10C, 5.10D, 5.8D, 5.11D(iv), 5.11D(ix), 5.11D(xi), 5.1A, 5.1B, 5.1C, 5.1D, 5.2C, 5.10E, 5.10F, 5.10G</td>
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Unit #7: Information Inquiry Club
Estimated Date Range: 4/20/20 – 5/28/20

Unit Overview:
In Concept 1, Researchers Select and Narrow a Research Topic, students will create their research notebooks and work to select their research topic.

In Concept 2, Researchers Take Notes as They Read, students will learn about primary and secondary sources, learn how to paraphrase to take notes in their own words, and learn how to organize their research. To help engage in understanding what is read, students will learn how to use context clues to understand new/unfamiliar words. At the end of the concept, students will look over their research and identify any additional areas that need to be researched.

In Concept 3, Researchers Plan Their Research Project, students will decide how they will present their information to others. Students will choose a purpose then a project that helps them to achieve their purpose. Then students will plan their project.

In Concept 4, Researchers Prepare Their Research Project, students will work to create their research project.
Students will learn how to cite their sources and will prepare to present their project.

Big Ideas:
- Readers jot down interesting ideas that they want to learn more about and questions they have when they read informational texts and consider these ideas and questions as possible research topics.
- Readers use essential questions to guide research.
- Readers collect and summarize new information and distinguish it from prior knowledge or opinions.

Essential Questions
- How do readers of informational text generate potential research questions?
- How do researchers stay focused?
- How do readers compile their research?

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<thead>
<tr>
<th>Concepts within Unit #7</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Researchers select and narrow a research topic.</td>
<td>5.13E, 5.13F, 5.13G, 5.1A, 5.1C, 5.1D, 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C</td>
</tr>
<tr>
<td>Concept #3: Researchers plan their research project</td>
<td>5.13E, 5.13F, 5.1A, 5.1C, 5.1D, 5.3B, 5.11A, 5.9D(i), 5.9D(ii), 5.9D(iii), 5.10A, 5.10B, 5.10C, 5.12B, 5.13B, 5.13H, 5.13G, 5.11D(v), 5.11D(iii), 5.11D(xi), 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C</td>
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<tr>
<td>Concept #4: Researchers prepare their research project.</td>
<td>5.13E, 5.13F, 5.1A, 5.1C, 5.1D, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.9D(i), 5.9D(ii), 5.9D(iii), 5.10A, 5.10B, 5.10C, 5.12B, 5.13B, 5.13G, 5.13H, 5.5A, 5.11D(v), 5.11D(iii), 5.11D(xi), 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C, 5.1B, 5.2C</td>
</tr>
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Unit #7: Information Inquiry Club  
Estimated Date Range: 4/20/20 – 5/28/20

Unit Overview:
In Concept 1, *Researchers Select and Narrow a Research Topic*, students will create their research notebooks and work to select their research topic.

In Concept 2, *Researchers Take Notes as They Read*, students will learn about primary and secondary sources, learn how to paraphrase to take notes in their own words, and learn how to organize their research. To help engage in understanding what is read, students will learn how to use context clues to understand new/unfamiliar words. At the end of the concept, students will look over their research and identify any additional areas that need to be researched.

In Concept 3, *Researchers Plan Their Research Project*, students will decide how they will present their information to others. Students will choose a purpose then a project that helps them to achieve their purpose. Then students will plan their project.

In Concept 4, *Researchers Prepare Their Research Project*, students will work to create their research project. Students will learn how to cite their sources and will prepare to present their project.

Big Ideas:
- Readers jot down interesting ideas that they want to learn more about and questions they have when they read informational texts and consider these ideas and questions as possible research topics.
- Readers use essential questions to guide research.
- Readers collect and summarize new information and distinguish it from prior knowledge or opinions.

Essential Questions
- How do readers of informational text generate potential research questions?
- How do researchers stay focused?
- How do readers compile their research?

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<tr>
<td><strong>Concept #1:</strong> Researchers select and narrow a research topic.</td>
<td>5.13E, 5.13F, 5.13G, 5.1A, 5.1C, 5.1D, 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C</td>
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<tr>
<td><strong>Concept #2:</strong> Researchers take notes as they read.</td>
<td>5.12E, 5.13F, 5.1A, 5.1C, 5.1D, 5.13B, 5.13C, 5.13D, 5.13G, 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C</td>
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<td><strong>Concept #3:</strong> Researchers plan their research project</td>
<td>5.13E, 5.13F, 5.1A, 5.1C, 5.1D, 5.3B, 5.11A, 5.9D(i), 5.9D(ii), 5.9D (iii), 5.10A, 5.10B, 5.10C, 5.12B, 5.13B, 5.13H, 5.13G, 5.11D(v), 5.11D(xi), 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C, 5.1B, 5.2C</td>
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<td><strong>Concept #4:</strong> Researchers prepare their research project.</td>
<td>5.13E, 5.13F, 5.1A, 5.1C, 5.1D, 5.11B(i), 5.11B(ii), 5.11C, 5.11D, 5.11E, 5.9D(i), 5.9D(ii), 5.9D (iii), 5.10A, 5.10B, 5.10C, 5.12B, 5.13B, 5.13G, 5.13H, 5.5A, 5.11D(v), 5.11D(xi), 5.10D, 5.10F, 5.10G, 5.13E, 5.13F, 5.1B, 5.2C, 5.1B, 5.2C</td>
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