

TCRWP Unit 1-- 5th: Narrative Craft

Big Ideas/Overview:

- Writers bring all they know about narrative writing and what makes a powerful story to their pieces.
- Writers tackle stories of personal significance.
- Writers craft stories to bring out meaning and importance.

Skills/Standards

Narrative Writing Checklist

Grade 5	
Structure	
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.
Lead	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.
Transitions	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. I gave readers a sense of closure.
Organization	I used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.
Development	
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.
Craft	I showed <i>why</i> characters did what they did by including their thinking and their responses to what happened.
	I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.
	I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.
	I varied my sentences to create the pace and tone of my narrative.
Language Conventions	
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.
Punctuation	I used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; I also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>

Charts

Strategies for Generating Personal Narrative Writing

1. Try a strategy.

Think of a person who matters to you.

Think of first times, last times, or times you realized something.

2. List story ideas.

Think about a place that matters.

Think of a strong feeling.

Notice small moments and capture them in entries.

3. Write one!

Read another author's words to spark your own story ideas.

Techniques for Raising the Level of Narrative Writing

Dream the Dream of the Story
Write in a way that allows readers to experience the moment with you.

Revise, using all you know about storytelling, not summarizing.

Use all you know about grammar, spelling, and punctuation to edit as you write.

Tell the story from inside it.

Use details that are true to the event and that ring true.

Ask, "In what ways does my writing measure up?" "In what ways do I need to improve?"

Ask, "What is my story really about?"

Bring out the story structure.

Elaborate on important parts that relate to what your story is really about.

Incorporate scenes from the past or future to highlight the significance of your story.

Before the end, resolve problems, teach lessons, or make changes that tie back to the big meaning.

Take your story to the workbench.

BEND I Generating Personal Narratives

You'll help students write stories that carry significance and that are shaped like true stories, not like chronicles, by teaching them some new strategies for generating personal narrative writing as well as reminding students of strategies they already know.

Students write many personal stories and entries.

1. Starting with Turning Points
2. Determining the Dream of the Story
3. Letting Other Authors' Words Awaken Our Own
4. Telling the Story from Inside It
5. Taking Stock and Setting Goals

BEND II Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing

Students move out of their notebooks and onto drafting paper. Writers choose a seed idea to flash draft on draft paper. Then, you'll channel students to redraft to bring out the heart of their stories.

During the rest of the bend, you'll help writers draw on all the narrative crafting techniques they have ever learned, and your emphasis will be on teaching students that craft and revision are always driven by an effort to communicate meaning.

By the end of this bend, students will have written two entire drafts and will have revised their best draft extensively.

6. Flash Drafting: Putting Our Stories on the Page
7. What's This Story Really About?: Redrafting to Bring Out Meaning
8. Bringing Forth the Story Arc
9. Elaborating on Important Parts
10. Adding Scenes from the Past and Future
11. Ending Stories
12. Putting On the Final Touches

BEND III Learning from Mentor Texts

students will write a third personal narrative out of their notebooks from start to finish. This time, you'll help them draw on all they learned earlier to progress with more independence.

13. Reading with a Writer's Eye
14. Taking Writing to the Workbench
15. Stretching Out the Tension
16. Catching the Action or Image that Produced an Emotion
17. Every Character Plays a Role
18. Editing: The Power of Commas
19. Mechanics
20. Reading Aloud Your Writing: A Ceremony of Celebration
21. Transferring Learning: Applying Narrative Writing Skills across the Curriculum

TCRWP Unit 2-- 5th: The Lens of History

Big Ideas/Overview:

- This unit is designed to support students with writing information texts within a content-area study, including pieces on a larger topic and a more focused subtopic within the content-area study.
- This unit has two bends. In the first bend, you'll teach students to write quick drafts of research reports. Most likely, you'll decide that their initial research reports should be more general, providing an overview of the content topic you're studying since they are still in the early stages of learning about that content. In the second bend, you'll teach students to write more focused research reports about a subtopic within the content topic.

Skills/Standards

Information Writing Checklist

Grade 5	
Structure	
Overall	I used different kinds of information to teach about the subject. Sometimes I included little essays, stories, or "how-to" sections in my writing.
Lead	I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.
Transitions	When I wrote about results, I used words and phrases like <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When I compared information, I used words and phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, I used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, I used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .
Ending	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.
Organization	I organized my writing into a sequence of separate sections. I may have used headings and subheadings to highlight the separate sections. I wrote each section according to an organizational plan shaped partly by the genre of the section.
Development	
Elaboration	I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes. I used trusted sources and gave credit when appropriate. I made sure to research any details that would add to my writing. I worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text and summarized background information. I let readers know when I was discussing facts and when I was offering my own thinking.
Craft	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained the key terms. I worked to include the exact phrase, comparison, or image to explain information and concepts. I not only made choices about which details and facts to include but also made choices about how to convey my information so it would make sense to readers. I blended storytelling, summary, and other genres as needed and used text features. I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information.

Charts



BEND I Writing Flash-Drafts about Westward Expansion

By the end of Bend I, students produce one quick "all-about" research report with a few chapters.

Bend I harnesses the knowledge students are beginning to build in reading workshop and social studies to help them organize and quickly draft an informational text, and then improve those drafts through revision.

Crafting more general research reports first gives all students an entry point into their topics, so we recommend that students begin by giving an overview of the large topic (Example: Civil Rights), before moving to a broad topic within the topic (Example: Famous Leaders). These research reports will likely have multiple sections that provide general information about the big parts of the topic.

1. Organizing for the Journey Ahead
2. Writing Flash-Drafts
3. Note-Taking and Idea-Making for Revision
4. Writers of History Pay Attention to Geography
5. Writing to Think
6. Writers of History Draw on an Awareness of Timelines
7. Assembling and Thinking about Information
8. Redrafting Our Research Reports
9. Celebrating and Reaching Toward New Goals

BEND II Writing Focused Research Reports that Teach and Engage Readers

By the end of Bend II, students each produce a second research report, this time focused on a related subtopic.

For Bend II of writing, students will turn their attention to writing about a sub-topic related to the content topic. Expect that students transfer what they learned while writing an all-about text in the previous bend to this new piece. Bend II is more focused on the craft of information writing.

10. Drawing Inspiration from Mentor Texts
11. Primary Source Documents
12. Organizing Information for Drafting
13. Finding a Structure to Let Writing Grow Into
14. Finding Multiple Points of View
15. Creating Cohesion
16. Using Text Features to Write Well
17. Crafting Introductions and Conclusions
18. Mentor Texts Help Writers Revise
19. Adding Information Inside Sentences
20. Celebration

TCRWP Unit 3-- 5th: Shaping Texts: From Essay and Narrative to Memoir

Big Ideas/Overview:

- In this unit, students draw on their knowledge of expository and narrative writing in order to craft memoirs about their lives. We think that there are few units that could be more important to your young writers than this one. Learning to tell their own stories with grace and power will empower your writers, because, in fact, many people will care about their lives if they know how to make their lives meaningful.
- In this unit, you will help students strive towards ambitious goals—discerning meaning, conveying events and experiences precisely, and logically linking opinions and evidence. This genre brings together the art of memoir and the art of personal essay.

Narrative Writing Checklist

Grade 5	
Structure	
Overall	I wrote a story of an important moment. It read like a story, even though it might be a true account.
Lead	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.
Transitions	I used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. I gave readers a sense of closure.
Organization	I used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.
Development	
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.
Craft	I showed <i>why</i> characters did what they did by including their thinking and their responses to what happened. I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed. I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning. I varied my sentences to create the pace and tone of my narrative.
Language Conventions	
Spelling	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.
Punctuation	I used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; I also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>

Opinion Writing Checklist

Grade 5	
Structure	
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.
Lead	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that . . .</i> I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened. I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.
Ending	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.
Organization	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.
Development	
Elaboration	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing. I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim. I discussed and unpacked the way that the evidence went with the claim.
Craft	I made deliberate word choices to had an effect on my readers. I reached for the precise phrase, metaphor, or image that would convey my ideas. I made choices about how to angle my evidence to support my points. When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.

BEND I Generating Ideas about Our Lives and Finding Depth in the Moments We Choose.

In the first bend of this unit, you will teach children to use their notebooks to research their lives, collecting both entries and idea-based writing.

1. What Makes a Memoir?
2. Interpreting the Comings and Goings of Your Life
3. Writing Small about Big Topics
4. Reading Literature to Inspire Writing
5. Choosing a Seed Idea
6. Expecting Depth from Your Writing

BEND II Structuring, Drafting, and Revising a Memoir

Students will continue their research in Bend II, this time into memoir structures. You'll want to expose students to a variety of forms a memoir can take (narrative with reflection, essay-like structure, list-like structure)

After a day of rehearsal and then flash-drafting, students will spend a bit of time revising their first drafts— focusing on ways to strengthen both the narrative and expository portions of their texts.

7. Studying and Planning Structures
8. The Inspiration to Draft
9. Becoming Your Own Teacher
10. Revising the Narrative Portion of a Memoir
11. Editing for Voice

BEND III A Second Memoir

In the final bend of this unit, students will briefly return to their notebooks to research their lives again and collect new ideas and moments, then quickly choose a new seed for a second memoir. Some children will choose an entirely different topic, while others will choose to try the same topic, this time writing using different evidence or a different structure.

12. Seeing Again, with New Lenses: Interpreting Your Own Story
13. Flash-Drafting
14. Revising the Expository Portion of a Memoir
15. Reconsidering the Finer Points
16. Rereading Your Draft and Drawing on All You Know to Revise
17. Metaphors Can Convey Big Ideas
18. Editing to Match Sound to Meaning
19. An Author's Final Celebration: Placing Our Writing in the Company of Others

Strategies for Generating Essay Entries

- Take a subject that matters to you + list ideas related to that subject.
- Take one of those ideas + write about it!
- Observe + then write.
- "The thought I have about this is..."
- Let writing spark new thoughts.
- Take those sparks + write new entries!
- Reread earlier writing and ask questions about those entries.

What We Notice about Memoir

- The writer has an idea to share, perhaps first explaining it to the reader.
- The writer might use a personal narrative to show how the idea is true.
- Some memoirs resemble a story, with patches of idea-based writing around a big story.
- Some memoirs resemble an essay, with a lot of ideas and just a few, small stories.

Ways to Structure a Memoir

- Write in a list-like structure
- Create a hybrid text: a mixture of idea-based writing and a story or vignette.
- Create an essay with a claim and supporting reasons.
- The beads can be Small Moment stories that are connected.
- Each memory can be a sentence or two—or a page or two.

TCRWP Unit 4-- 5th The Researched Based Argument Essay

Big Ideas/Overview:

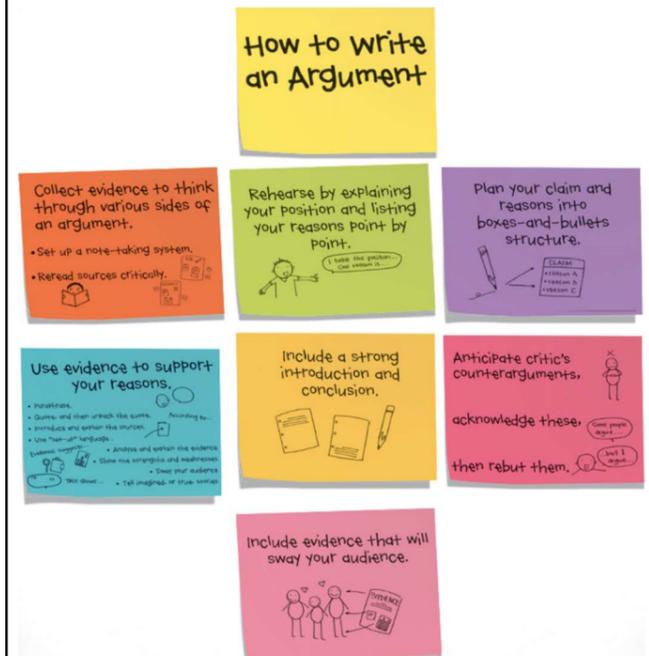
- This unit is meant to be paired with the Argument and Advocacy reading unit. Argument is challenging work and students need more practice with reading, evaluating, and making arguments. Pairing these units gives students more time to practice their argument skills in both reading and writing time.
- In writing workshop, students will research the issue of chocolate milk in schools (or another issue) and will each write two argument essays about that issue. Then, in Bend III, they write another argument essay on an issue of their choice.

Skills/Standards

Opinion Writing Checklist

Grade 5	
Structure	
Overall	I made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.
Lead	I wrote an introduction that led to a claim or thesis and got my readers to care about my opinion. I got my readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.
	I worked to find the precise words to state my claim; I let readers know the reasons I would develop later.
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases such as <i>this shows that</i> . . .
	I helped readers follow my thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . I used phrases such as <i>consequently</i> and <i>because of</i> to show what happened.
	I used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.
Ending	I worked on a conclusion in which I connected back to and highlighted what the text was mainly about, not just the preceding paragraph.
Organization	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suited my purpose and helped me prove my reasons and claim.
Development	
Elaboration	I gave reasons to support my opinion that were parallel and did not overlap. I put them in an order that I thought would be most convincing.
	I included evidence such as facts, examples, quotations, micro-stories, and information to support my claim.
	I discussed and unpacked the way that the evidence went with the claim.
Craft	I made deliberate word choices to had an effect on my readers.
	I reached for the precise phrase, metaphor, or image that would convey my ideas.
	I made choices about how to angle my evidence to support my points.
	When it seemed right to do so, I tried to use a scholarly voice and varied my sentences to create the pace and tone of the different sections of my piece.

Charts



BEND I Establishing and Supporting Positions

In Bend I of The Research-Based Argument Essay, students each read a few short texts to learn about different perspectives on the issue of whether chocolate milk should be served or banned in schools. They then write a letter to their school principal to convince him/her of that position. As students write their letters, there is a focus on writing with clear structure, including evidence to support reasons, and unpacking that evidence. Meanwhile, during read-aloud time, students are listening to short texts about chocolate milk in schools (which could be the same texts they are using in writing workshop) and longer books about nutrition.

1. Investigating to Understand an Argument
2. Flash-Drafting Arguments
3. Using Evidence to Build Arguments
4. Using Quotations to Bolster an Argument
5. Redrafting to Add More Evidence
6. Balancing Evidence with Analysis
7. Signed, Sealed, Delivered

BEND II Building Powerful Arguments

In Bend II of both the reading and the writing units, students continue to study the same issue they studied in Bend I. That is, in writing workshop, students continue to study and write about chocolate milk—and in reading time, students continue to work with their clubs to study the issue (e.g. ban water bottles?) that their club selected for Bend I.

8. Taking Arguments Up a Notch
9. Bringing a Critical Perspective to Writing
10. Rehearsing the Whole, Refining a Part
11. Rebuttals, Responses, and Counterclaims
12. Evaluating Evidence
13. Appealing to the Audience
14. A Mini-Celebration: Panel Presentations, Reflections, and Goal Setting
15. Argument across the Curriculum

BEND III Writing for Real-Life Purposes and Audiences

In both reading and writing of Bend III, students take on a new issue. In writing workshop, students choose a debatable issue they want to write about, and they write to a specific audience (e.g. a letter to the mayor about a specific issue, an editorial to the school newspaper). Moving away from the class topic will allow students to go through the process of writing a new argument with more independence.

16. Taking Opportunities to Stand and Be Counted
17. Everyday Research
18. Taking Stock and Setting Writing Tasks
19. Using All You Know from Other Types of Writing to Make Your Arguments More Powerful
20. Evaluating the Validity of Your Argument
21. Paragraphing Choices
22. Celebration: Taking Positions, Developing Stances