

Fifth NCSU First 20 Days Writing

DRAFT 2023

Grade: 5th
Unit of Study: First 20 Days
Possible text types and audiences: <i>(Choose an audience in collaboration with your students.)</i> <ul style="list-style-type: none">• Fiction• Nonfiction• Opinions • Audience: peers
Estimated Time Frame for Unit: ~10 days
Standards In Unit: <ul style="list-style-type: none">• W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach.• L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (see grade band continuum for specifics)• L. 2 Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing. (see grade band continuum for specifics)• L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">◦ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.◦ Compare and contrast the varieties of English used in stories, dramas, or poems.• L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. (see CCSS language continuum)• 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; speaking clearly at an understandable pace.
Essential Questions For Setting Up a Community of Writers <ul style="list-style-type: none">• How do routines help us to make our writing block successful?<ul style="list-style-type: none">◦ What does a Writers workshop look like and sound like?• How do writers use mentor text to help them understand the craft (structure/genre, word choice, illustrations, punctuation) author's use?• How do writers plan and rehearse their writing?• How do writers use the writing process to get their writing ready for an audience?• How do readers read over their writing to add more and make sense, sound right and look right?• How do readers share their writing with others and reflect on their work?
Current Learning Targets: <ul style="list-style-type: none">•
Vocabulary: <ul style="list-style-type: none">• routines and expectations• mentor text

- Rehearsal
- audience
- choice
- Independence
- Writing tools
- writing process- plan, draft, revise, edit publish

Possible Learning Activities:

- Introducing the writing workshop
 - What does a writer's workshop look like and sound like?
 - Why do writers write?
 - What do authors write about and where do they get ideas?
 - How do writer's use a writing notebook to gather and draft ideas?
 - How do quick writes help writers get their ideas down?
 - Guidelines of writers workshop
 - What are the tools author's need for writing (paper choices, utensils...)?
 - What is the writing process a writer uses to take a piece of writing to a final draft?
 - What do writer's do when they have finished a piece (keep writing)?
 - How do we use mentor text to support us as writers?

Possible connections to reading and other content area instruction:

Unit Assessment:

[Assessment checklist for launching Writer's Workshop](#) (need to adapt for your grade level)
[Engagement Survey](#)

Benchmark(s)/Writing Samples:

Share a variety of different student writing from previous years

Resources:

[Writing Process Anchor Chart](#)
[The Writing Workshop Overview](#)
[Conditions for Setting Up the Writing Workshop](#)
[Oakland Units of Study](#)