

# The 5th Grade Team

Welcomes you to:

# Curriculum Afternoon 2020-2021



*Writing*

# Writer's Workshop



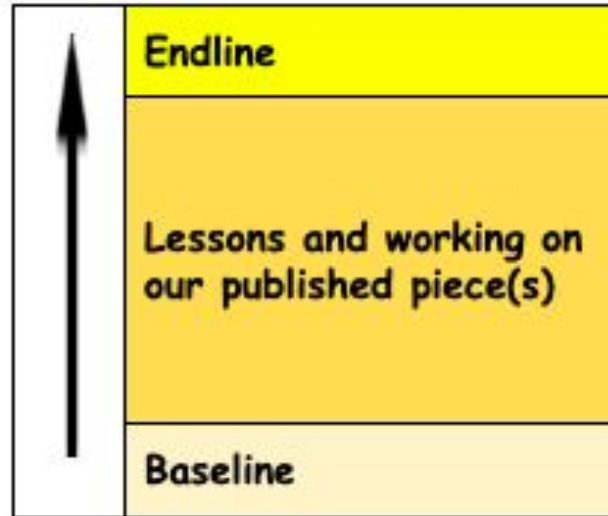
# Writer's Workshop

## Writing Assessments:

- Conferencing   - Writing Journals   - Common Rubrics   -On-Demands

## The Writing Process:

How “On-Demand”  
Writing pieces work:



# Writing Units

★ **Unit 1: Narrative Writing:** - 5th Graders want to do work that feels important. They've had years of writing little vignettes about getting lost in Macy's or about scoring winning soccer goal. This year we're rallying students to tackle stories of personal significance. We're challenging them to think, "*what is my story really about?*" and "*what am I really wanting to say about this event?*" Students will learn from mentor texts and mentor authors, close reading professionally crafted personal narratives asking, "what did this author do that I can also try?" Students are creating their own bank of elaboration moves and techniques so that when they want to say something, they'll have different ways they can write it (i.e. dialogue, internal thinking, action, description, figurative language, etc.)

★ **Unit 2: Informational Writing: The Lens of History (Research Reports)** - This unit is designed to support students' writing of informational texts within the context of *Westward Expansion*. It involves a heavy amount of reading and selecting details that will support their points. The first bend of the unit focusing on organizing information in subsections. In the second bend, students turn their attention to more focused research reports. This means that instead of writing about all of Westward Expansion as they did on the first bend of the unit, they will write about a more focused topic such as the Oregon Trail or the Louisiana Purchase. We will even explore primary sources.

★ **Unit 3: Opinion Writing: The Research-Based Argument Essay** - Nothing is more important than the ability to weigh conflicting views and to decide thoughtfully on one's own position, and then to articulate that position in ways that are convincing to others. In this unit we will shift from offering personal opinion and preferences to staking claims and backing those claims with reasons and evidence. We will research both sides of an issue. Students will learn to make decisions about which information to quote and which to paraphrase. Students will even entertain counterclaims, stating and debunking the other side. We will start as a class, debating whether or not schools should serve chocolate milk. By the end of the unit, writers will draw on all they know about argumentative writing to take a stand in the world. They'll write another argument essay, this time about a topic of their choosing.

★ **Unit 4: Opinion Writing: Literary Essay** - The unit prepares students for the work of reading analytically and then writing to develop claims across a variety of texts, both narrative and non-narrative. We'll teach writers strategies to grow strong interpretations that are grounded in the text. Students will strengthen their skills in close reading, developing thesis statements, identifying evidence that fits a claim, and crafting angled mini-stories. Ultimately, students will write essays to support a claim (thesis) about a character or theme.

★ **Unit 5: Narrative Writing: Shaping Texts: From Essay and Narrative to Memoir** - This unit gives students a chance to define themselves, a chance to author life stories that they can take with them as they leave the safety of childhood & elementary school and head out into the world. This unit begins with a charge: author a memoir. Make a text that says, "This is who I am." Therefore, students won't merely collect entries and ideas; they research and reflect on their own experiences. Since this style of writing is new, we'll expose students to the variety of forms a memoir can take (narrative with reflection, essay-like structure, list-like structure) and then we'll usher students to choose the form that best suits the idea they want to put forth. They'll also learn about symbolism, structural choices, and

*Mathematics*

# Math Workshop

- Focuses on major concepts and ideas to increase flexible thinking
- Games
  - Reinforce and review concepts
  - Increase opportunities to respond
  - Adaptable to different levels

# Math Major Concepts and Ideas

- ★ Understand the place value system
  - ★ Perform operations with multi-digit whole numbers and with decimals to hundredths
  - ★ Number and Operations with Fractions: using equivalent fractions as a strategy to add and subtract fractions.
  - ★ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.



# Number Talks and CGI

## **Number Talks**

Practice solving equations via mental math in efficient ways

## **CGI (Cognitively Guided Instruction)**

Develop mathematical reasoning through analyzing word problems.

*Reading & Research*

# Reading & Research

## Reading Units of Study

- Writing about Reading
- Analyzing Complex Informational Text
- Researching Debatable Issues
- Fantasy Book Club

Grade 5 September 1=P or below 2=Q/R <b>3=S</b> 4=T or above	Grade 5 November 1=Q or below 2=R/S <b>3=T</b> 4=U or above	Grade 5 January 1=R or below 2=S <b>3=T/U</b> 4=V or above	Grade 5 March 1=R or below 2=S/T <b>3=U</b> 4=V or above	Grade 5 June 1=S or below 2=T <b>3=U/V</b> 4=W or above
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# *Priority Learning Standards*

- Locate and refer to relevant details in a text.
- Make logical inferences about a text.
- Determine the theme and central ideas of a text.
- Summarize key details and ideas.
- Determine the meanings of words, phrases and figurative language of a text.

# Research

## Research Units of Study

- Westward Expansion
- Civil War

*Equity* & CRSE

# What is CRSE?



The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; that prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference(s); elevate historically marginalized voices; and empower students as agents of social change.

# *Classroom Setup for Social Distancing*



