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About This Book

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.

—COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS, JUNE 2010

This book includes step-by-step instructions for teaching the three forms of writing—Opinion, Informative/Explanatory, and Narrative—covered in the Common Core State Standards (CCSS). The CCSS are a result of a state-led effort to establish a single set of clear educational standards aimed at providing students nationwide with a high-quality education. The standards outline the knowledge and skills that students should achieve during their years in school.

The writing standards are a subset of the Common Core English Language Arts Standards. They provide “a focus for instruction” to help students gain a mastery of a range of skills and applications necessary for writing clear prose. This book is divided into three main sections; each section includes six lessons devoted to one of the writing forms covered in the CCSS for grade 5. You’ll find more about each of these types of writing on pages 6–7.

- **Lessons 1–6** (pages 8–25) focus on the standards for writing opinion pieces.
- **Lessons 7–12** (pages 26–43) emphasize standards particular to informative/explanatory writing. (Lesson 7 focuses on the important skill of summarizing and paraphrasing information in research notes.)
- **Lessons 13–18** (pages 44–61) address the standards for narrative writing.

Although the CCSS do not specify how to teach any form of writing, the lessons in this book follow the gradual release of responsibility model of instruction: I Do It, We Do It, You Do It (Pearson & Gallagher, 1983). This model provides educators with a framework for releasing responsibility to students in a gradual manner. It recognizes that we learn best when a concept is demonstrated to us; when we have sufficient time to practice it with support; and when we are then given the opportunity to try it on our own. Each phase is equally important, but the chief goal is to teach for independence—the You Do It phase—so that students really learn to take over the skill and apply it in new situations.

Pearson, P. D., & Gallagher, M. C. (1983). “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology*, 8 (3).

Opinion Writing

The Hole Story

Objectives & Common Core Connections

- * Introduce the topic.
- * Focus on the purpose of opinion writing.
- * State an opinion about the topic.
- * Support the opinion with strong reasons.
- * Organize the information.
- * Write a paragraph that expresses an opinion.

Introduction Provide each student with a copy of the writing frame (page 9). Have students read the title and first lines. Draw attention to the illustration and speech balloons. Encourage students to think of other things they might say about such a hole. Tell them that they will be writing a paragraph to state and support an opinion about climbing into the hole. Remind students that an opinion is a point of view or someone's idea about something.

Model Tell students that in an opinion piece, writers should introduce the topic. Write the topic in sentence form on the board. For example:

- Should kids climb down into this hole?

Offer a statement of opinion about the topic. For example:

- No, I think kids should stay away from this hole!

Remind students that they are writing to persuade readers to agree with them. Point out that once a writer offers an opinion, he or she should support it with reasons. Invite students to give some possible reasons. For example:

- would get dirty
- might see worms in the hole
- might be hard to get out
- no one will know where kids are

Work with students to determine which reasons best support the opinion. For instance, students might eliminate seeing the worms as a reason. Then coach students in developing more complete and informative sentences. Help them list the remaining reasons in a logical order—in this case, from most important to least important—to organize the rest of the paragraph. For example:

- The hole is very deep, so it might be hard to get out.
- If kids get stuck in the hole, no one will know they are there.
- Kids would get very dirty in this hole.

Guided Practice Have students complete the writing frame. Encourage them to use their own wording and sentence structure. Point out that they can state a different opinion and use different ideas to support it.

Review Invite volunteers to read their finished paragraphs to the class. Have listeners use items 1, 2, 4–6, and 9 on the assessment checklist (page 62) to evaluate the effectiveness of other students' work.

Independent Practice Use the On Your Own activity (page 10) as homework or review. Remind students to use what they have learned in the lesson to complete the assignment. Explain that they can choose a topic from the Idea Box or use their own idea.

The Hole Story



Should you and your friends climb down into this hole?
Choose a position and persuade others to agree with you.

- Introduce the topic.
- Focus on your writing purpose.
- State your opinion and list reasons to support it.
- Organize your reasons.
- Write your paragraph on another sheet of paper.



Topic _____

Writing Purpose _____

Opinion _____

Supporting Reasons _____

Organizing Information

Most Important _____

Least Important _____

Name _____ Date _____

On Your Own

Choose a daring activity from the Idea Box or think of one of your own. Form an opinion about the safety of the activity. Complete this page. Then, write a paragraph on another sheet of paper to persuade others to agree with you.



**Idea
Box**

- ☐ Walking on Top of a Fence
- ☐ Riding a Bike While Pulling Someone on Skates Behind You
- ☐ Hanging Upside Down From a High Tree Branch

☐ My Idea: _____

Topic _____

Writing Purpose _____

Opinion _____

Supporting Reasons _____

Organizing Information

Most Important _____

Least Important _____

Informative Writing

Moving Around

Objectives & Common Core Connections

- * Introduce the topic.
- * Focus on the purpose of informative writing.
- * Conduct research to find facts and examples.
- * Summarize or paraphrase information in notes.

Introduction Provide each student with a copy of the writing frame (page 27). Have students read the title and first lines. Tell them that they will develop facts for a paragraph about animal migration. Point out that the purpose of informative writing is to inform readers. Explain that it is usually necessary to do research for this kind of writing. Have appropriate reference materials and a computer with Internet access available for student research.

Model You might say: *The topic is animal migration.* Point out that although the sample text on page 27 gives some information about this topic, writers can't simply copy it. Stress that when students do research, they must take notes and paraphrase the information by putting it in their own words. Suggest that they look for key words such as *animals*, *migration*, *season*, *scarce*, and *abundant* before taking notes. For example:

- migration—animals move from place to place on regular basis
- use same route, move in same season
- move in cold season when food is scarce
- move to where food plentiful

Coach students in developing sentences from their notes. For example:

- Some animals migrate by moving from place to place on a regular basis. They use the same route and move in the same season each time. Animals migrate to find food, which becomes scarce in cold seasons.

Direct students to use the research materials you have assembled to find examples of animals that migrate on land, sea, and water. Have them record notes. For example:

- land—bison
- sea—whales, seals, salmon
- air—terns, bats, Monarch butterflies

Guided Practice Have students complete the writing frame. Encourage them to use their own wording and sentence structure.

Review Invite volunteers to read their notes and sentences to the class. Have listeners use items 1, 2, 4, and 5 on the assessment checklist (page 63) to evaluate the effectiveness of other students' work.

Independent Practice Use the On Your Own activity (page 28) as homework or review. Remind students to use what they have learned in the lesson to complete the assignment. Explain that they can choose a topic from the Idea Box or use their own idea. Have appropriate reference materials and a computer with Internet access available for student research.

Moving Around

Many animals migrate.
What does this mean?
Why do they do it?



- Name the topic.
- Focus on your writing purpose.
- Look for key words.
- Take notes in your own words.
- Write practice sentences from your notes.
- Do your own research to find examples of animals that migrate by land, sea, and air.

Topic _____

Writing Purpose _____

Sample Text:

The regular movement of some animals from one place to another along the same route in the same season is known as migration. Migration enables many species to leave places where food becomes scarce during cold seasons and move to places where food is more abundant.

Key Words _____

Practice Notes _____

Practice Sentences _____


Research and Notes _____

Practice Sentences _____

Name _____ Date _____

On Your Own

Choose a topic from the Idea Box or think of one of your own.
Complete this page.



☐ Hibernation
 ☐ Camouflage
 ☐ Herbivores

☐ My Idea: _____

Topic _____

Writing Purpose _____

Key Words _____

Research and Notes _____

Practice Sentences _____

Student Assessment Checklist

Opinion Writing

1. Introduced the topic. ☐
2. Focused on the writing purpose. ☐
3. Addressed the audience appropriately. ☐
4. Stated an opinion. ☐
5. Developed and presented reasons, facts, and/or details
to support an opinion. ☐
6. Organized the reasons, facts, and/or details in a logical order. ☐
7. Connected the facts and opinion with linking words. ☐
8. Provided a concluding sentence. ☐
9. Wrote an opinion paragraph. ☐

More Things to Check

- Capitalized proper nouns. ☐
- Capitalized the first word of sentences. ☐
- Used correct punctuation. ☐
- Spelled words correctly. ☐
- Followed correct paragraph form. ☐