



***The Power of the Pen: Writing Narratives in the Perspectives of  
European Explorers and American Indians***

By Jessica Cross, 2016 CTI Fellow  
Winding Springs Elementary

This curriculum unit is recommended for:  
Fifth Grade Writing

**Keywords:** balanced literacy, research, historical, European Explorers, American Indians, narratives, writing process, dialogue, description, characters, perspective, figurative language, technology

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** For this unit, students will begin by learning research strategies to gather information on American Indians and European Explorers. Students will engage in interactive read alouds, while learning and applying components of narrative writing. Students will be responsible for practicing the daily writing skill with help from their peers and teacher. Students will engage in sustained write independently for approximately 30 minutes each day and be responsible for their learning through conferences and small strategy groups.

The result will be a final narrative writing through the perspective of one of the two historical groups studied. Students will use the writing process to publish a story and utilize the technology lab to practice their typing skills. Then students will share their narratives via a writing celebration in the form of a wax museum. Students will dress as the character they have written about in their stories. Guests will visit the classroom to listen to the writing of 5<sup>th</sup> grade scholars. Students will be evaluated and evaluate each other with writing, speaking, and listening rubrics.

*I plan to teach this unit during the coming year to 40 students in writing for 5<sup>th</sup> grade.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **The Power of the Pen: Writing Narratives in the Perspectives of European Explorers and American Indians**

*Jessica Cross*

### **Introduction**

Students want a way to personally connect to material they are being taught. They ask, “Why does this matter?” This past school year, through International projects, my students learned about the refugees fleeing from Syria to find asylum in Greece. After reading and researching, students wrote poems in the perspective of a child refugee, a mother refugee, a volunteer, a refugee raft, or a US student. When connecting their writing in this way, I was able to teach across content areas and connect to current events. I felt it was meaningful, significant, and allowed students to write in an authentic way. We were even able to facilitate a service project to help support refugees by donating supplies. Staff who participated in the project were given a copy of some of the published pieces students wrote.

I would like to recreate this meaningful experience in a bigger way. I am hoping that this unit will be the beginning of a year- long theme in the study of America. More specifically, I hope this is the beginning of a culminating project to enhance writing while we consider the big idea, “What Makes Us United?”

When I began to plan this unit, I thought about how I could connect the research and rigorous writing standards that students must master into a year-long, meaningful theme. How can I take pieces of history students learn through read alouds and research, and turn that into a deliberate, sophisticated writing? Ultimately, I want to create a unit that will resonate with writers long after the year is over.

This unit will serve as an introduction to the beginning of the United States history we will cover. It will also serve as an introduction to how we can use the power of the pen to change the world. This unit will be a building block for us as we move through our history curriculum into current events that we can actively engage in now.

I hope this unit will help students get over their fear (and sometimes hate) of writing. Students lack the stamina and the confidence needed in order to perform at their best ability. Through this unit, I hope to help students develop and progress in all of these areas, to become life- long writers.

### **Rationale**

If I make it exciting, students will find it engaging. It is not as difficult as one might think to get a student's pencil moving. They all have stories to tell. They all have something they really want to share. The top challenges I am faced with, particularly at the beginning of a school year, are: students saying "I'm Done" after writing for just a few minutes, students writing about events in an uneventful way for their readers (like a story about them playing a video game), and students hiding their writing with their arms and hands for fear of the teacher (or anyone else) actually reading it.

I am developing this unit to help students grow in fundamental writing skills, engage in the writing process, and grasp the "power of the pen" by utilizing it to create their voices. I hope they will learn to be the voice for someone else. I want to turn reluctant writers into eager ones. I would like to take raw talent and help sharpen skills. I won't to hone in on individual needs and guide them forward. I want students to work hard and enjoy their writing journey.

In order to teach this unit, I will use the Balanced Literacy Framework implemented by my school. This framework allows for students to collect "tools" when working on different strategies. Then it gives time for students to practice those strategies with a peer. Finally, they are able to practice the strategy on their own. When they get to work independently on the strategy, they are getting much-needed practice. Teachers are given much-needed information on where students need additional support as well as what they have mastered. Therefore, teachers are able to plan small groups and have productive conferences with students.

### **School/Student Demographics:**

I teach at Winding Springs Elementary in the Charlotte- Mecklenburg School (CMS) system. We have approximately 877 students at our school, and I teach 41 students this year. Our school is made up of 46% African American, 42% Hispanic, and 5% white students. It is a neighborhood, Title 1 School, with most students qualifying for free and reduced lunch. Twenty percent of the students are LEP. Students in my school and in my classroom deal with a number of home challenges and obstacles. Students are faced with difficulties of little background experience. Many of my students, eight this year alone, live in solely Spanish speaking homes. My classroom is made up of a mix in race, level, and includes Limited English Proficient, English as a Second Language, and Talent Development students.

This is my sixth year at this school. I taught five years in third grade, and this is my first year teaching fifth grade. Some of my students were previously in my 3rd grade literacy class, so it made the transition easier for me and hopefully less intimidating for some of the students too. Through the movement to a higher grade level, I am able to vertically align the writing standards better and discover the unique needs of 5th grade writers. Though I have a mixed level of students, what I have found to be surprising this

year particularly, is the varying strengths of each individual student, despite where they fall on the academic spectrum.

Quiet students have hilarious stories to tell. Lower reader and writers have a better command of spelling. And students that I couldn't have imagined sitting still long enough to put pen to paper, have been eager to share their writing with me and ask questions. I have learned in my short time in the 5<sup>th</sup> grade classroom to make no assumptions. A particularly reluctant reader and writer makes a point to personally hand me his writing when he has to leave for a group outside of the classroom because he wants specific feedback from me.

I have also learned to let them take on leadership, independent roles in their learning. They are provided with rubrics to assess their own work and take ownership by focusing on what they are working individually on as a writer for the week. In addition, students were given the task of giving one another feedback on their most recent writing. Many were providing specific, relevant suggestions to help others make their writing stronger and more interesting.

### **Unit Goals:**

Students will be introduced to the procedures and expectations of writer's workshop, as the narrative unit comes at the beginning of the school year. This will include many procedures: How to set up and use notebooks and folders, how and where to get materials and resources, the format of writer's workshop, what to do when you think you are finished writing, and the routines for each writing class. Expectations include: writing every day, working on goals as a writer, taking responsibility for their own learning, and sharing with peers daily.

Students will need to be able to establish a situation and introduce their narrator/character, and organize event sequences so that it unfolds in a natural way. They will use narrative techniques to add dialogue, description, characters' thoughts and feelings, to develop experiences and events and show responses of characters to their situations. Students will use a variety of transition words, phrases, and clauses to manage their sequence of events. Students will need to try to add figurative language into their writing. They will work to provide a well-written beginning and a conclusion that follows from the narrated experiences or events.

Students will need to be able to produce clear and coherent writing where they have developed and organized for the particular task, purpose, and audience. Students will utilize the entire writing process to develop their narratives, including planning, first drafts, revising, editing, and publishing. Finally, students will be able to use technology to complete their research as well as to complete their published piece.

Students will also achieve research standards, including gathering relevant information from print and digital sources. They will need to be able to summarize and paraphrase information in notes in order to develop their narratives. These standards are vertically aligned with previous standards addressing narrative writing. Additions to 5<sup>th</sup> grade standards include the use of figurative language, writing a beginning that will give a clue about the big moment in the story, developing a plot, and ending their writing piece in a more meaningful way. This includes writing with an ending that shows the character learning a lesson or perhaps leading him/her to an action.

Students will evaluate the relationships between European explorers (French, Spanish, and English) and American Indian groups, based on accuracy of historical information (beliefs, fears, and leadership). This means that students will need to be able to understand that the interactions between different cultural groups can have positive and negative effects. They will need to grasp the idea that interactions between cultural groups are often shaped by perception.

Students will also utilize their classroom's technology and the school labs to work on standards in command of keyboard. Students will publish their piece of writing through keyboard practice with the technology instructor and teacher.

### **Strategies:**

#### Mini Lessons

Students will gather on the carpet area for a short lesson, no more than 15 minutes. These lessons will include a connection, teaching point, active engagement, and an independent practice. Mini lessons will be given almost daily, and they will allow for the largest chunk of the writing block to consist of independent writing, conferring, and small groups. Short lessons also allow time for students to share their writing with peers.

#### Modeling

I will use my own writer's workshop notebook to write, displaying my writing on the document camera. I will have students help me revise my own writing. For example, students can help add transitions to my narrative piece.

#### Independent Sustained Writing

Students need to be able to independently write every day. The only way they will get better at writing will be to write, write, write! Students will have approximately 30 minutes per day to work on their writing.

#### Interactive Read alouds

I will utilize read alouds for both the social studies content area and to expose students to writing strategies they can use in their own narrative writing. Some stories will show strong narrative skills that students can use. Others will share content students will need for their research.

#### Academic Conversations

This year, a central focus at my school will be academic conversations. As a school, we will participate in professional development and readings that discuss the importance of academic conversations and how to implement them effectively. I will use sentence starters and model academic conversations so students can discuss historical groups, their significance, and their narrative writing.

#### One on One Conferencing

Conferences will be used to give specific feedback to individual students. I will leave a compliment with the student and something they can work on before I meet with them again. I want students to be able to tell whoever walks into the classroom what they are working on as a writer. For some students, they are working on developing their characters and for others it may be writing routines that still have not become a habit for them.

#### Small Strategy Groups

Students will be pulled in groups to help them on specific strategy they need intervention with. These strategies can include: using what we know about spelling patterns to help us spell other words, using commas in appropriate places, using quotation marks in appropriate places, adding what a character is thinking in their story, adding description, taking out unimportant parts of the story, and developing a big moment in their narrative stories. Strategy groups will help students hone in on areas of growth during the writing process.

#### Close Reading

We will utilize this strategy often to think deeply about the text. For this unit, the close reading will focus primarily on the content in the articles and other texts. Close reading is when students read the same text multiple times to dig deeply into the text. Students read the first time to get the gist. Students will read a second time in order to dig more deeply. Students do this by reading with a pencil to mark up and annotate their text. Then on the third read, students will be focused on a particular skill or idea. The third read will be used to have deeper conversations in regards to the historical groups important for this unit.

### Adult Underwriting

Some students will struggle in different areas of writing. Sometimes I will need to dictate for a student first. I will rewrite what a student has written (or tried to write) and skip lines. I will then have the student copy what I have written underneath my writing on their paper. For more struggling students, it may be necessary to let them tell a part of the story while I dictate. Then have students rewrite what I have written.

### Peer Sharing

Students will take time daily to listen to each other's writing and give specific feedback. Students are working to develop academic conversations with one another through partnerships. I will model what "good feedback" sounds and looks like. Students will be instructed to give a compliment. Instead of saying "good job" or "great story", students will practice giving a compliment that relates to their narrative writing expectations. For example, students can say "You have a strong hook because you used dialogue to begin your story." Then students will practice giving peer something to work on for next time. "Try adding figurative language to your description about... maybe you could add..."

### Academic Conversations

Turn and talks will be used during the mini lesson to allow students time for active engagement. Students will talk with a partner to share ideas together and help each other on writing skills. Academic conversations will also occur as students are using the jig saw strategy to share information with their peers. Teacher will provide sentence starters, vocabulary, and prompting so students can have successful conversations about their learning and writing.

### Wax Museum/Writing Celebration

I am a firm believer that hard work in writing should be celebrated. Students should be able to share their writing, receive feedback, and celebrate periodically for the work they have completed in writer's workshop. Typically, during a celebration I will invite staff members and sometimes parents to attend. Students feel that others care what they are writing and are investing in their work. For this unit, I think it will be fitting to incorporate a wax museum so that students can "become" the characters they write about in their narratives. An added benefit is that this allows for students to have some fun and be creative, and since narrative units in elementary school fall at the beginning of the year, the dress up can be scheduled right at Halloween. This gives them a day to be out of uniform and celebrating their work, in a school- appropriate and safe way.

The way in which the wax museum will work is that students will dress up as their character, using any items/clothing they may already have. They will stand for visitors.

When a visitor pushes their button (which can be a math manipulative), the character will begin to share their story. Visitors can then leave feedback for the presenter and sign their name.

**Resources:**

## Writing journals

Students will utilize their writing journals to add to their brainstorming, to free write, and collect ideas.

## Writing Folders

Students will use their writing folders to collect research, keep rubrics, and all papers needed to take writing piece through the entire process. During the writing unit, all narrative anchor charts, tips, sticky notes, and drafts will be kept together in one folder. At the end of the unit, students will clean out their folder to begin the process again in the next unit.

## Mentor Texts (for writing exemplars)

## Working Anchor Charts

Anchor charts will be used during mini lessons and hung up around the room to support students' writing. Some working anchor charts will be used so that we can go back and add onto previous lessons with more and different ideas. For example, an anchor chart of transitions will be utilized all year so that we can add ideas as students find more transitions and as we change writing genres.

## “Mini” Anchor Charts

Students will utilize “mini” anchor charts throughout the writing unit in order to have access to previous lessons. These charts will go into their writing notebooks and folders. They will be utilized during writing conferences and small groups.

Exemplar Narratives (by 5<sup>th</sup> graders)

## Graphic Organizers

Students will use graphic organizers to collect intentional research on the two historical groups. They will also use organizers to brainstorm ideas and plan their first draft.



Graphic organizers will help students develop strong leads, characters, setting, plot, and strong endings.

### Writing Rubrics

A pre assessment will be graded using a narrative rubric in order to gather a great deal of information about where a student currently are in their writing development. The rubric will tell where students fall in development, conventions, and craft. A student- friendly writing rubric will be shared with students. Students will have access to the rubric for the remaining of the unit. On the rubric will be a checklist so students can note where they are in each of the standard areas. Students will be able to choose whether they have successfully completed that objective, somewhat completed it, or “not yet.” Then as they work on each area, they can use their working rubric to self- assess their work. They will see their strengths and areas of growth. Finally, the teacher rubric will be used to grade their final published writing piece.

In addition, students will use rubrics to assess each other. Speaking and listening standards can be addressed here. Also, students will be able to provide feedback to each other, regarding strengths and ideas for next time.

### Writing Process Clip Chart

Students will use a classroom chart to clip where they are in the writing process. This will aid in knowing where students are in their writing daily and to help students further understand the entire writing process. This will also be a useful tool in helping to partner peers together and useful, quick data for conferring. For instance, if students are not moving along in their work or if they are going too fast and missing important components in their writing.

### Technology

Technology will be used in two ways. Students will use technology to conduct research on their Chromebooks. We will utilize books on Myon.com. These books include: *Christopher Columbus: New World Explorer or Fortune Hunter?*, *The Life and Times of the First Americans*, We will also use student- friendly articles and videos online. Then students will use technology to type their published narrative via technology lab and on Chromebooks.

### Materials for Classroom Use:

1. Chart paper
2. Document camera
3. markers
4. Pencils

5. Pens
6. Colored pencils
7. Butcher paper
8. Sticky notes
9. Chromebooks or technology lab
10. Printer
11. Writing notebooks
12. Writing folders
13. Clothes pins
14. Conferring note sheets

**Activities:**

This unit will follow the balanced literacy framework, with the exception of research days, a lesson with the jigsaw activity, and the celebration day. This unit will combine different parts of writing to include research and note-taking using multiple sources and will include the task of writing a narrative piece. The unit is designed to walk through the writing process, following a 5th grade rubric for narrative writing.

Lessons will lesson on one standard or strategy addressed. The teacher will model the new concept, give students time to try it with a partner at the carpet, and then students will independently write for each lesson between 20-30 minutes.

During the time of students writing, the teacher will conference with others one- on-one, to tell students what they are doing well and one skill that they can work on as a writer. The teacher will also pull small strategy groups together to work on a skill the students struggle with based on informal observations and assesses throughout writing sessions. At the end of each writing class, students will have 5 minutes to share what they worked on for the day with a partner. Partners practice giving a “strength” and an “area of growth” to their partners.

The unit will begin with research, brainstorming, the use of graphic organizers, and any pre writing. Then the unit will follow the writing process, with different strategies to try each day in order to improve writing. Throughout the unit, students will be informally monitored with conferences and small groups. Assessments will be taken after strategies have been taught, in order to better understand students’ strengths and struggles. This data will be used as informal writing grades and for the teacher to create groups. This data will also be used to find exemplars to share on the document camera with the class, in order to share authentic 5th grade work to students.

There are six days built into the schedule to allow for extra instruction based on the collected data from the pre assessment and the informal assessments done throughout the unit, by informal observations and small groups. Depending on the data, some lesson topics will need additional time. Also, students may need some extra time to complete their final drafts. This also allows for extra time from testing, early release days, and double-planning days that come during the narrative unit at my school.

### Lesson 1

Give an On Demand writing assessment, graded with Lucy Calkins' *Writing Pathways* "Narrative Writing Rubric." Students will have 45 minutes to write a narrative. In their writing, they will need to:

- Write a beginning for the story
- Use transition words to tell what happened in order
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story

If students finish early, allow time to read over their writing and draw a picture. See appendix 1 for an alternate writing rubric to assess where students are starting.

### Lesson 2

Introduction of Early Explorers- Begin anchor chart

The Explorer Perspective- Big Ideas:

- Looking for quick and profitable trade routes
- Wanted adventure
- Wanted riches
- Animals and plants to discover
- Wanted to spread their religion
- Interactions with Native Americans varied

Students write responses in writing journal as to what they have learned about explorers.

### Lesson 3

Introduction of American Indians- add to anchor chart

The Native American Perspective- Big Ideas:

- Creative
- Great Hunters and farmers
- Built towns/ traded over longer distances
- Subject to diseases carried by explorers (small pox, flu, measles, chicken pox)
- New trade goods from explorers

Students write responses in writing journal as to what they have learned about explorers.

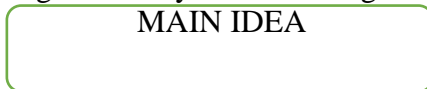
## Lesson 4

Students choose which perspective they would like to focus on for their writing.

**Pre Writing**

## Lesson 5

Begin first day of note taking strategies- Boxes and Bullets (main idea and details)

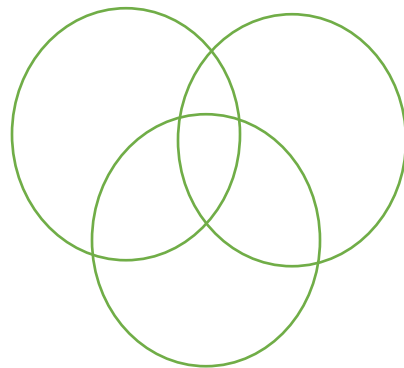


- Detail
- Detail
- Detail

## Lesson 6

Continue with note taking- Comparing and Contrasting (Venn diagrams)

American Indians Vs. Early Explorers (Can add African Americans to make triple diagram)



## Lesson 7

Continue with note taking- Asking and Answering Questions

Question stems for a Person, Event, Topic

- What motivated the Europeans' explorations?
- What led them to think the expedition was a failure or success?
- What was the relationship of Europeans and Native Americans when they initially met?
- How did the relationships of Europeans and Native Americans change after their initial encounters?
- What did the "New World" mean to Europe in 1550? In 1660?

## Lesson 8

Getting to know the character: Have students draw their character sketch, writing physical character traits on the outside of sketch. For example, hair style/color, eye color, height/weight, build, skin color, or any other descriptors: freckles, scars, or other interesting features

Character traits are written on the inside of the sketch, such as brave, vindictive, assertive, humble, kind- hearted, clever, or adventurous.

#### Lesson 9

Getting to know the setting- Sketch setting details in writing notebook: Give students at least 10 minutes to sketch as many details (big and small) about the setting. Make sure students draw every imagined part of the setting, especially parts they may be able to use later in the story.

#### Lesson 10

##### The Heart of the Story

Students slow down at the heart of the story. Students will s-l-o-w down to stretch the heart of the story using description, dialogue, thinking, and actions by main character.

#### Lesson 11

Plan story with character, setting, plot Graphic Organizer

See appendix 1.

#### Lesson 12

Drafting- Writing a beginning to show the reader what is happening and where and giving clues about what will later become a problem for the main character.

#### Lesson 13

Drafting- Develop character, setting, and plot throughout the story by using a description and action

#### Lesson 14

Drafting- Develop character, setting, and plot throughout the story by using dialogue and thinking

#### Lesson 15

Drafting- Writing an ending that connected the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.

### **Revising**

#### Lesson 16

Revising- Writing using transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later)

Lesson 17

Revising- Writing using precise details and use of figurative language so that the readers could picture the setting, characters, and events- Focus on setting.

Lesson 18

2nd day of focus on adding figurative language to writing- adding description of character.

Lesson 19

Revising- Writing using paragraphs to separate different parts or time of the story and show when a new character was speaking. Some parts of the story were longer and more developed than others.

Lesson 20

Revising- Use some objects or actions as symbols to bring forth meaning in writing.

Lesson 21

Revising- Continue symbolism

**Editing**

Lesson 22

Edit with peer using editing checklist and marks.  
Use Read. Write. Think checklist for peer and self- editing

Lesson 23

Edit on own using peer edits, editing checklist and marks.  
Use Read. Write. Think checklist for peer and self- editing

**Final Draft**

Lesson 24

Final Drafts- Students begin using Chromebook to type their final copies.

Lesson 25

Final Drafts- Finish final copy. Organize and staple whole project as follows:

1. Title Page
2. Final copy

3. Picture
4. First draft with edits
5. Grading Rubric
6. Feedback/Signature Page

### Writing Celebration

#### Lesson 26

“Dress Rehearsal”: Practice reading smoothly, Learn how to give valuable peer feedback

#### Lesson 27

Celebration Day! Classroom Wax Museum! Invite teachers and parents to visit the classroom. Students dress up as their characters. They stand behind a desk with a “button” on the desk that visitors can push. When their button is pushed, they begin telling their story. At the end, offer treats to encourage more writing! (Fun pencils, erasers, pens, notepads, folders, or anything else that gets writers to write more) Use Classroom Central to supply the celebration rewards or send a note home early for students to contribute to the goodies! On celebration day, visitors and peers provide feedback to readers on both their writing and their presentation.

Dear Parents/Guardians,

We have been working hard to craft narratives in the perspective of either an Early American Explorer or a Native American.

Throughout this unit, we have worked on researching this topic and using 5<sup>th</sup> grade strategies to write well- developed stories. We

would love if you would like to come celebrate our hard work on

\_\_\_\_\_ at \_\_\_\_\_ a.m./p.m. in room \_\_\_\_\_.

Please come listen to us tell the stories of our historical characters and leave us some feedback!

Thanks for supporting us,

\_\_\_\_\_ 's Class

Lead	The writer introduced the characters, setting, and gave clues to what would become a problem for the main character.	0	1	2
Transitions	The writer used transitional words and phrases in more complicated ways, by showing things happening at the same time, or flashbacks, and flash-forwards (meanwhile, at the same time, early that morning, three hours later)	0	1	2
Ending	The writer wrote an ending that connected to the main part of the story, where the character said, did, or realized something from what happened. The story has a sense of closure.	0	1	2
Elaboration	The writer developed characters, setting, and plot by using description, action, dialogue, and thinking.	0	1	2
Craft	The writer included what the character did, said, thought, and how they responded to what happened in the story.	0	1	2
Spelling	The writer used what he knew about word families, spelling rules, and resources such as dictionaries and internet to help edit when needed.	0	1	2
Punctuation	The writer used punctuation at the end of every sentence. The writer punctuated dialogue correctly, using quotation marks. The writer also used commas to put at introductory parts of sentences and when writing long, complex sentences.	0	1	2
Overall	The writer wrote a story of an important moment and read like a story	0	1	2

5<sup>th</sup> Grade Narrative Writing Rubric Name \_\_\_\_\_

Date \_\_\_\_\_



TITLE

Hook your reader from the first sentence!  
Sound Effect:  
  
Quote:  
  
Question:  
  
Shocking statement:

Character Name:  
  
Physical Traits:  
  
  
Character Traits:

Setting:  
  
Description:  
  
"Little details" to use later in the story

HEART OF THE STORY-  
BIG MOMENT OR  
PROBLEM:

Ending- The character realizes or learns a lesson. Give a final thought, dialogue, or action to end the writing:

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Compliment	Area of Growth	Signature
Ex: You used dialogue and description to develop your characters.	Ex: Try using more figurative language to help the reader picture the setting.	<i>Mrs. Cross</i>

## Writing Celebration Feedback Form

### Appendix 1

#### Writing:

W.5.3.a Establish a situation and introduce narrator/character, organize an event sequence that unfolds naturally

W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d Provide a conclusion that follows from the narrated experiences or events.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**(collaborate with the technology specialist to help students with basic typing skills.)**

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.a Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Reading:**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Social Studies:**

5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).

### Resources: Bibliography for Teachers

Calkins, Lucy, and Julia Mooney. *If...Then...Curriculum: Assessment-based Instruction, Grade 5*, Portsmouth, NH: Heinemann, 2013.

This curriculum demonstrates ways to troubleshoot where students are having difficulties in writing, by listing a challenge students might have and ways to address the challenge for students.

Calkins, Lucy, Kelly Boland. Hohne, and Audra Kirshbaum. Robb. *Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8*.

This resource gives exemplar writing examples for each grade level in each writing genre, rubrics on a trajectory so teacher can help students progress whether below, on, or above grade level in different standards, and provides formal assessments to gauge students' progress throughout writing units.

Portsmouth, NH: Heinemann, 2015. Portsmouth, NH: FirstHand, 2013.

Fountas, Irene C., and Gay Su. Pinnell. *The Continuum of Literacy Learning, Grade PreK-8: A Guide to Teaching*. Portsmouth, N. H.: Heinemann, 2011.

"3rd-5th Grade Student Resources." 3rd-5th Grade Student Resources / 5th Grade. Accessed November 21, 2016. <http://wbsd.org/Page/5607>.

"Early Encounters between Native Americans and Europeans." Early Encounters between Native Americans and Europeans | The Gilder Lehrman Institute of American History. Accessed November 21, 2016.

<https://www.gilderlehrman.org/history-by-era/american-indians/resources/early-encounters-between-native-americans-and-europeans>.

### Resources: Student Research, Editing, and Reading

McGovern, Ann, and Anna DiVito. *--If You Sailed on the Mayflower in 1620*. New York: Scholastic, 1991.

Burgan, Michael. *African Americans in the Thirteen Colonies*. New York: Children's Press, 2013.

Hinman, Bonnie. *The Scoop on School and Work in Colonial America*. Mankato, MN: Capstone Press, 2012.

Perl, Lila, and Richard Cuffari. *Slumps, Grunts, and Snickerdoodles: What Colonial America Ate and Why*. New York: Seabury Press, 1975.

Fritz, Jean, and Hudson Talbott. *The Lost Colony of Roanoke*. New York: G.P. Putnam's Sons, 2004.

Fradin, Dennis B. *The Thirteen Colonies*. Chicago: Childrens Press, 1988.

Holmes, Mary Z., and Geri K. Strigenz. *Two Chimneys: 1628*. Austin, TX: Raintree Steck-Vaughn, 1992.

McGovern, Ann, and June Otani. *If You Lived in Colonial times*. New York: Scholastic, 1992.

Whelan, Gloria, and Leslie W. Bowman. *Night of the Full Moon*. New York: Knopf, 1993.

Bruchac, Margaret M., and William Maughan. *Malian's Song*. Middlebury, VT: Vermont Folklife Center, 2006.

"Editing Checklist for Self- and Peer Editing - ReadWriteThink."

Readwritethink.org. Accessed November 21, 2016.

<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>.

This resource serves to provide students with areas to improve the mechanics of their writing and to provide feedback to their peers.