

# Grade 5: Writing Text Types and Purposes Examples

Standards alignment:  
W.5.1

Building:  
Lincoln Elementary

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Grade(s):  
5

Quarter taught:  
1 2 3 4

Team members:  
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

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## Step 1

Standard:  
W.5.1

*Directions: Copy and paste from the vertical alignment tool.*

**Write** opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Know the difference between fact and opinion.
- b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- e. Provide a concluding statement or section related to the opinion presented.

## Step 2

**Learning intentions:**

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to write opinion pieces on topics and texts, in which we introduce the topic clearly, state an opinion, and organize the text so that our ideas are logically grouped to support our purpose. (5.1, 5.1b)
- We will be able to distinguish between fact and opinion. (5.1a)
- We are learning to order our reasons logically, and support them with facts and details. (5.1c)
- We are learning to use words, phrases, and clauses to link our opinions and reasons.
- We will be able to provide a concluding statement or section that relates to our opinion.

## Step 3

**Learning progressions:**

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

- *What prior knowledge, vocabulary, and skills are needed?*

1. Analyze the standard (5.1) and go over vocabulary.
2. Analyze text types that support opinions using a model text.
3. Understand how "loaded words" impact the text.
4. Understand transitional words and phrases that make sense with opinion texts.
5. Analyze how a conclusion relates to an opinion in a text.
6. Identify the reasons in a text that support an opinion.
7. Evaluate the order in which reasons are stated in a text and determine the purpose of that order.

## Step 4

**Who benefited, who did not:**

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- Mini lessons - determine what makes an opinion; Sorting fact and opinion cards
- Determine what is needed for a complete sentence.
- Know the difference between fact and opinion.
- Sorting information (reasons) into logical categories.
- Identify details that support opinions or conclusions.
- Look at transitional words and determine where the words could be used within an opinion piece.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Fact
- Opinion
- Point of view
- Organizational structure
- Transitional words and phrases
- Concluding statement
- Concluding section
- Text types
- Analyze
- Distinguish
- Loaded words (i.e., words that suggest opinions or strong feelings.)

Transitional words/phrases (e.g., Stating an opinion: in my opinion, I think, I feel, I am convinced, I believe, etc. For possible reasons: first, one reason to begin with, another reason is, in addition, finally, most importantly, lastly; For restating your opinion: All in all, clearly, obviously, as you can see, in conclusion)

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- *I can (include an example or description of proficient work) ...*

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment: W.5.2 Building: Lincoln Elementary

Grade(s): 5 Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

### Step 1

Standard: W.5.2

*Directions: Copy and paste from the vertical alignment tool.*

Write informative/explanatory texts in which they name a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aid comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

### Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to write informative/explanatory pieces on topics and texts, in which we introduce the topic and create an organizational structure that lists our reasons.
- We will be able to develop the topic with facts, definitions and details grouping information logically by topic in paragraphs. (One paragraph per detail.)
- We will be able to use linking words to connect ideas in categories.
- We will learn to use precise and specific language/vocabulary to share information about the topic. (Terms)
- We will learn to construct a concluding statement/paragraph.

### Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

• *What prior knowledge, vocabulary, and skills are needed?*

1. Develop the topic with facts, definitions and details from texts on the selected topic.
2. Students will need to work with grouping information into logical categories.
3. Students will need to know and be able to use a variety of linking words for relevant purposes (emphasis, conclusion, sequence, etc.).
4. Students will need guidance through a gradual release of responsibility using linking words and learning their proper placement.
5. Students will need guidance and practice with developing a concluding statement.

### Step 4

Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- Mini lesson to determine facts and details to be pulled from a mentor text that can be used in a writing piece.
- Grouping activity placing details and information into logical categories.
- Sorting activity of linking words and proper placement.
- Students should have instruction and practice in synthesizing information (for example, from multiple books on a single topic) and restating it in their own words.
- Students should have multiple opportunities to practice skills with feedback, and
- opportunities to revise work according to the feedback.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Informative
- Explanatory
- Topic
- Facts
- Concluding statement
- Organizational structure

Transitional words/phrases (e.g., in contrast, however, on the other hand, etc.; especially, for example, above all, most importantly, furthermore, etc.).

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment:  
W.5.3

Building:  
Lincoln Elementary

Grade(s):  
5

Quarter taught:  
 1   2   3   4

Team members:  
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

## Step 1

Standard:  
W.5.3

*Directions: Copy and paste from the vertical alignment tool.*

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

## Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We will be able to orient the reader by establishing a situation and introduce a narrator and/or characters (5.a)
- We will learn to organize an event using temporal words, phrases, and clauses to signal sequence/order. (5.a and 5.c)
- We will learn to use dialogue and descriptive words to show characters thoughts and feelings within a situation. (5.b)
- We will be able to convey events using concrete words/phrases and sensory details with precision. (5.d)
- We will be able to provide a conclusion from narrated experiences/events. (5.e)

## Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

• *What prior knowledge, vocabulary, and skills are needed?*

1. Identify the difference between a narrator and character.
2. Understand sequence of events.
3. Identify temporal words and phrases.
4. Determine when to use dialogue.
5. Identify how authors show thoughts and feelings of a character.
6. Identify concrete words, phrases, and sensory details within events.
7. Understand why conclusions are important.

## Step 4

Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- Mini lessons - sequencing events, identifying characters' feelings and thoughts,
- Identifying temporal words, phrases, and clauses.
- Practice identifying and writing a complete conclusion in a paragraph.
- Identify dialogue in a text and then write sentences that contain dialogue.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Narrative
- Effective Techniques
- Descriptive Details
- Sequence of Events
- Temporal Words and Phrases
- Concrete words/phrases
- Sensory Details
- Narrated experiences
- Narrated events
- Dialogue

Transition words and phrases: initially, previously, presently, later on, at last, additionally, meanwhile, earlier, as soon as, etc.

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

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*Directions: Identify what assessments will be used to measure student mastery?*

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Assessments:

Content:

Strategies: