

## Overview for Grade 5 Unit 2, *The Lens of History: Research Reports*

|  | Session/Minilesson  | Conferring and Small-Group Work  | Mid-Workshop Teaching                              | Share  |
|--|---|--|--|--|
| <b>BEND I: Writing Flash-Drafts about Westward Expansion</b>                   |   |  |  |  |
| 1  | Organizing for the Journey Ahead                              | Problem Solving, Just Like the Settlers Did                            | Preparing to Draft                                 | Preparing Information for Drafting                       |
| 2  | Writing Flash-Drafts  | Support the Logical Grouping of Information within Sections            | Pushing to Write More                              | Relying on Rubrics and Partnerships to Strengthen Drafts |
| 3  | Note-Taking and Idea-Making for Revision                      | Effective Note-Taking  | Using Domain-Specific Vocabulary                   | Planning for Improvements in Our Writing                 |
| 4  | Writers of History Pay Attention to Geography                 | Revision with the Lens of Geography                                    | Looking for Patterns and Asking Questions          | Using Scale as a Way to Gather More Information          |
| 5  | Writing to Think  | From Recording Facts to Growing Ideas                                  | Questions that Often Lead to Insights              | Using Discussion Groups to Bring about New Thinking      |
| 6  | Writers of History Draw on an Awareness of Timelines          | Contextualizing Dates and Troubleshooting                              | Following Up on Hunches                            | Deepening Understanding with Discussion Groups           |
| 7  | Letter to Teachers: Assembling and Thinking about Information |  |  |  |
| 8  | Redrafting Our Research Reports                               | Coaching Writers to Draft Quickly, Ratcheting Up Their Work as They Do | Dealing with Lulls and Tough Spots                 | Adopting a Formal Tone                                   |
| 9  | Letter to Teachers: Celebrating and Reaching Toward New Goals |  |  |  |
| <b>BEND II: Writing Focused Research Reports that Teach and Engage Readers</b> |   |  |  |  |
| 10   | Drawing Inspiration from Mentor Texts                         | Supporting Nonfiction Reading  | Search for Information that Will Intrigue          | Writing Mission Statements                               |
| 11   | Primary Source Documents                                      | Figuring Out New Vocabulary  | Taking a Stand in the Midst of Research            | Focusing on Images for Research                          |
| 12   | Letter to Teachers: Organizing Information for Drafting       |  |  |  |
| 13   | Finding a Structure to Let Writing Grow Into                  | Coaching Students in Structuring Their Writing                         | Formats for Information Writing                    | Building a Repertoire of Ideas for Logical Structures    |
| 14   | Finding Multiple Points of View                               | Teaching Students to Mine Primary Sources                              | Comparing and Contrasting Primary Source Documents | Using Information from Primary Sources                   |
| 15   | Creating Cohesion   | Keeping Promises to Readers  | Checking Your Draft for Consistency                | Sharing Failed Attempts                                  |
| 16   | Using Text Features to Write Well                             | Supporting Students' Use of Text Features                              | Fact-checking                                      | Celebrating and Mentoring: A Museum Walk                 |
| 17   | Crafting Introductions and Conclusions                        | Focusing on the Logistics of Quoting and Citing Sources                | Wrapping Up Reports                                | Using Compare/Contrast to Keep Readers Thinking          |
| 18   | Letter to Teachers: Mentor Texts Help Writers Revise          |  |  |  |
| 19   | Adding Information inside Sentences                           | Editing  | Dividing Overlong Sentences                        | New Ways to Add Information to Sentences                 |
| 20   | Letter to Teachers: Celebration                               |  |  |  |