



English Language Arts and Literacy Curriculum-Writing

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Curriculum Developed August 2018
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Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 5 Writing
Unit Plan Title:	Unit 1, Launch: How Writers Work
Time Frame	5 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8. NJSLSA.W9.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards for Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards for Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Social Studies

- Amistad Mandate
- Holocaust Mandate

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

In this first unit, students return to school and need to revisit routines and rituals of a positive and constructive writing community, like writing long and strong, providing and receiving feedback, and listening respectfully. It is important that writers feel safe in their environment. Students will once again use their writing notebooks to help practice the writing steps imitating the craft work from the exposure to the multi-genre mentor texts. Through the use of multiple genre mentor texts, students focus their attention upon different styles and themes to help them connect with the experience and then write about their own. Students will become independent learners by advocating for themselves in teacher and peer conferences. Students will develop skills to thoughtfully reflect on feedback to improve the clarity and structure of their own narrative.

Standard Number(s)

[NJSLs ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLs Social Studies Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.5.3. 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.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 and peers, 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.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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.
 - 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.
 - E. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How do writers use the work of authors to inspire their own writing ideas?
- How do writers use craft to engage readers?
- How do writers provide and receive verbal feedback to enhance their own writing and that of the writing community?

Enduring Understandings

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Writers use a process to generate, draft, revise and edit their ideas and stories.
- Writers can emphasize parts of their story using description and craft.
- Writers consider feedback to improve their writing in its development, organization, and conventions.
- Writers use background knowledge and experience to compose meaningful text

Interdisciplinary Connections

How Writers Work lends itself to interdisciplinary connections in the content areas of Career Readiness and Social Studies:

Career Readiness, Life Literacies and Key Skills

- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

Social Studies

- Amistad Mandate & Holocaust Mandate: *The Other Side*
- Amistad Mandate: *Dancing in the Wings*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - artifacts
 - author's note
 - craft
 - drafting, revising, and editing
 - evaluate
 - genre
 - immersion

- narrative
- self-reflection
- stamina
- text structure
- transition words and phrases
- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- the basic characteristics of narrative and other genres
- the writing process consists of immersion, generating ideas, selecting a piece, collecting additional details, drafting, revising, editing and publishing
- how to practice visualizing while listening to a mentor texts to gain the perspective of a reader/writer for how stories are shared
- various strategies for collecting ideas through the world around us, personal experiences, and ideas from others
- writers make deliberate decisions about genre, audience, structure, and purpose when drafting a narrative
- writers use interjections and conjunctions to add excitement and vary sentence length **(see Grammar Binder, Parts of Speech, Lessons 1-2)**
- writers use craft techniques such as dialogue, descriptions and precise language to make their stories come alive
- writers consider verb tense and select the appropriate one **(see Grammar Binder, Parts of Speech, Lessons 3-4)**
- how to engage in feedback activities
 - provide specific feedback (This part makes sense because.../This part is unclear....)
 - thoughtfully consider peer and/or teacher comments
 - apply revision strategies as appropriate
- the importance of revising for organization and flow
- using editing knowledge to provide clarity **(see Grammar Binder, Capitalization, Lesson 1 and Parts of Speech, Lesson 5)**
- the purpose of an author's note to provide information about the author and an explanation behind the meaning of the story
- the value of publishing and celebrating their piece
- how to reflect thoughtfully on their own writing

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish a narrative story, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

Activities

Writing Workshop routines and pedagogy
 Routinely write to develop stamina and persistence for independent writing time
 Whole class read-aloud lessons
 Mini-lessons to support all aspects of the writing process
 Use writing notebook to try newly learned strategies and collect ideas

	<p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of narrative topic</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Examine and compose additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 5 Writing Resources](#)
- SchoolWide *How Writers Work* binder and mentor texts
 - *Amelia's 5-th Grade Notebook*, Moss
 - *Come on, Rain!*, Hesse
 - *How Writers Work*, Fletcher
 - *The Other Side*, Woodson
 - *The Other Way to Listen*, Baylor
- SchoolWide *Grammar* binder and mentor texts
 - *An Angel for Solomon Singer*, Rylant
 - *Barn Savers*, High or *The Scarlet Stockings Spy* by Noble (mentor text in Unit 5)
 - *Dancing in the Wings*, Allen
 - *Down the Road*, Schertle
 - *Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions*, Heller
 - *Fox*, Wild
 - *John Henry*, Lester
 - *Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!*, Truss
 - *Up North at the Cabin*, Chall
 - *White Owl, Barn Owl*, Davies
- SchoolWide *Grammar* binder lessons: **White Owl, Barn Owl and Fox* meet many of the lessons
 - Punctuation, Lessons and Mini-lessons 1-5
 - Capitalization, Mini-lesson 1

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 5 Writing
Unit Plan Title:	Unit 2, Memoir: Narrative
Time Frame	8 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8. NJSLSA.W9.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Social Studies

- Amistad Mandate
- Holocaust Mandate
- Asian Americans and Pacific Islanders (AAPI) Mandate

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

In this unit, students will work towards living a writer’s life. A memoir is a narrative that focuses on a significant time, place, and event in the writer’s life. A memoir is written to record a memorable experience that the writer can refer and reflect on. During this immersion phase, student’s will be introduced to what a memoir is all about, how these writer’s think, work, what kind of stories they create and decisions that are made about content, organization, language, and more. The multicultural mentor texts will be read aloud and returned to for specific mini-lessons to serve as inspiration and models for student writing as well as providing a window into other people’s lives.

Standard Number(s)

[NJSLs ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLs Social Studies Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.5.3. 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.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 and peers, 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.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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.
 - 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.
 - E. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How can writers use memoir writing to gain a deeper understanding of their personal experiences?
- How can writers use words to create mood in a narrative piece of writing?
- How can writers focus their memoirs to convey the intended meaning?

Enduring Understandings

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Writers gather ideas and use effective techniques to write a narrative with descriptive details and sequenced events about a real experience to compose a memoir.
- Memoir writing employs many characteristics and structures similar to fiction narrative writing.
- Memoir writing requires a reflection about the experience from the author in order to transform a narrative into a memoir.

Interdisciplinary Connections

The Memoir Unit lends itself to interdisciplinary connections in the content areas of Career Readiness and Social Studies: Career Readiness, Life Literacies and Key Skills

- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

Social Studies

- Amistad Mandate: *Childtimes: A Three-Generation Memoir* and *Childtimes*
- Holocaust Mandate and AAPI Mandate: *19 Varieties of Gazelle*
- AAPI Mandate: *Sitti's Secrets*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Themes	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - captivate
 - chronological
 - consequences
 - descriptive details
 - dialogue
 - internal thinking
 - memoir

- mentor author
- narrative structure
- narrative techniques
- reflection/self-reflection
- reflective ending
- relevant details
- tradition
- how to explore and understand the purposes and features of memoir writing as focused around a theme, feeling or issue
- how to observe how memoirists write about everyday things in their lives
- how to explore and understand the importance of reflection, story pacing, and descriptive details
- narrative techniques such as dialogue, sensory details, and concrete words
- writers use punctuation to let readers know who is saying what (**see *Grammar Binder, Punctuation, Lesson 4***)
- the importance of reflection, pacing, and descriptive detail
- writers discuss how their own lives are packed with meaningful experiences and memories
- writers develop a clear sequence of events in their memoirs
- how to engage in collaborative discussions
- writers use transition words and phrases
- writers use transitional words and phrases to organize their writing (**see *Grammar Binder, Sentence Structure, Lesson 2***)
- writers use editing knowledge to provide clarity (**see *Grammar Binder, Capitalization, Lesson 1 and Parts of Speech, Lesson 5***)
- revising their memoirs includes reflective thinking that is incorporated into a conclusion
- using stories will help find their voice
- that writers create a title and cover illustration for their memoirs
- writers reflect on their writing experiences
- writers use the writing process to publish

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish a memoir/narrative text with reflective thinking that is incorporated into a conclusion, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

Activities

Writing Workshop routines and pedagogy
 Routinely write to develop stamina and persistence for independent writing time
 Whole class read-aloud lessons
 Mini-lessons to support all aspects of the writing process
 Use writing notebook to try newly learned strategies and collect ideas
 Opportunities to engage in shared writing experiences and independent writing time
 Confer with teachers
 Collaboration with a writing partner or group
 Participate in publishing celebrations

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice
Provide a variety of appropriate graphic organizers for the genre
One:One conferring with teacher
Choice of narrative text composition
Differentiated checklists and rubrics (if appropriate)
Student selected goals for writing
Level of independence
Craft additional leads and endings for mentor texts
Consult mentor texts to support writing
ELL Supports and Extension activities are included with each lesson
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)
[Differentiation Strategies for Students with a 504](#)

Resources

- [Grade 5 Writing Resources](#)
- SchoolWide *Memoir* binder and mentor texts
 - *19 Varieties of Gazelle*, Nye
 - *Bigmama's*, Crews
 - *The Chalk Doll*, Pomerantz
 - *Childtimes: A Three-Generation Memoir*, Greenfield and Little
 - *Family Pictures/Cuadros de familia*, Garza
 - *Home*, Rosen
 - *Letting Swift River Go*, Yolen
 - *My Rotten Redheaded Older Brother*, Polacco
 - *Sitti's Secrets*, Nye
 - *When I was Your Age, Volume 1*, Ehrlich
- SchoolWide *Grammar* binder and mentor texts
 - *An Angel for Solomon Singer*, Rylant
 - *Barn Savers*, High or *The Scarlet Stockings Spy* by Noble (mentor text in Unit 5)
 - *Dancing in the Wings*, Allen
 - *Down the Road*, Schertle
 - *Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions*, Heller
 - *Fox*, Wild
 - *John Henry*, Lester
 - *Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!*, Truss
 - *Up North at the Cabin*, Chall
 - *White Owl, Barn Owl*, Davies
- SchoolWide *Grammar* binder lessons
 - Capitalization, Lessons 1
 - Punctuation, Lesson 4
 - Sentence Structure Lesson 2
 - Parts of Speech Lesson 5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 5 Writing
Unit Plan Title:	Unit 3, Biography: Informative/Explanatory
Time Frame	8 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

<p><u>Anchor Standards for Writing</u></p> <ul style="list-style-type: none"> ● <i>Text Types and Purposes:</i> NJSLSA.W1. NJSLSA.W2. NJSLSA.W3. ● <i>Production and Distribution of Writing:</i> NJSLSA.W4. NJSLSA.W5. NJSLSA.W6. ● <i>Research to Build and Present Knowledge:</i> NJSLSA.W7. NJSLSA.W8. NJSLSA.W9. ● <i>Range of Writing:</i> NJSLSA.W10. <p><u>Anchor Standards: Speaking and Listening</u></p> <ul style="list-style-type: none"> ● <i>Comprehension and Collaboration:</i> NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. ● <i>Presentation of Knowledge and Ideas:</i> NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6. <p><u>Anchor Standards: Language</u></p> <ul style="list-style-type: none"> ● <i>Conventions of Standard English:</i> NJSLSA.L1. NJSLSA.L2. ● <i>Knowledge of Language:</i> NJSLSA.L3. ● <i>Vocabulary Acquisition and Use:</i> NJSLSA.L4. NJSLSA.L5. NJSLSA.L6. <p><u>Career Readiness, Life Literacies and Key Skills</u></p> <ul style="list-style-type: none"> ● <i>Career Awareness and Planning</i> ● <i>Digital Citizenship</i> ● <i>Global and Cultural Awareness</i> ● <i>Information and Media Literacy</i> ● <i>Technology Literacy</i> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> ● Amistad Mandate ● Holocaust Mandate ● Asian Americans and Pacific Islanders (AAPI) Mandate <p><u>WIDA ELD Standards</u></p> <ul style="list-style-type: none"> ● <i>Social and Instructional Language:</i> ELD Standard 1 ● <i>The Language of Language Arts:</i> ELD Standard 2

Unit Summary

This unit explores purpose and features of biographies by examining the mentor texts and comparing text features and structures. The review of structure will show how biographies can be chronological, a time period, or focus upon accomplishments and personal traits. The presentation of the information, word choice, and tone will be examined to

understand the author’s opinion of the person’s life. Students will publish a biography about a subject of their own choice.

Standard Number(s)

[NJSLS ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLS Social Studies Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. 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.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as 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 paragraphs and sections 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 conclusion related to the information of explanation presented.
- W.5.3. 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.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 and peers, 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.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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.
 - 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

Speaking and Listening Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.
 - E. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,

photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How do writers gather information to explain it to others?
- How do readers compare and contrast texts to gather varied, accurate information to form their own piece?
- How do authors select appropriate evidence to provide support for particular points in their writing?

Enduring Understandings

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Writers strengthen their skills to develop style and an authentic tone for the writing purpose.
- Writers use several resources to gain information about their subject to compose the biography.
- Writers can plan, revise, and edit their writing independently and with a partner.

Interdisciplinary Connections

The Biography Unit lends itself to interdisciplinary connections in the content areas of Career Readiness and Social Studies:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Career Awareness and Planning, 9.2.5.CAP.1: Learn about various professions and their potential appeal.
- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Global and Cultural Awareness, 9.4.5.GCA.1: Learn about other people and cultures.
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Social Studies

- Amistad Mandate: *Alvin Ailey, Salt in His Shoes: Michael Jordan in Pursuit of a Dream* and *Talkin' About Bessie Coleman, & Celia Cruz, Queen of Salsa*
- Holocaust Mandate: *Ruth Objects: The Life of Ruth Bader Ginsburg*
- AAPI Mandate: *Maya Lin: Artist-Architect of Light and Lines*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Themes	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - achievements
 - conduct research
 - essay
 - features
 - heritage
 - main idea
 - metaphor
 - monologue
 - primary source
 - role model
 - secondary source
 - simile
 - structure
 - synthesize
 - thesis
- how to engage and discuss various subjects
- writers learn about influential and historical subjects
- how to form opinions and support with reasons, facts, and details
- the purpose and structure of a biography
- writers discuss author's craft and style used in writing a biography
- how to find author's purpose through evidence in the text
- writers compare and contrast mentor texts through style and craft
- writers conduct research to build knowledge
- writers include an introduction
- writers use topic sentences and supporting details to develop paragraphs (**see Grammar Binder, Sentence Structure Lesson 5**)
- writers choose primary and secondary sources to gather information
- how to find a theme within the information
- how to create organizational structure by grouping information logically, clearly, and having a general focus
- writers use pronouns in order to avoid repetition (**see Grammar Binder, Parts of Speech Lesson 5**)
- writers use punctuation to let readers know who is saying what (**see Grammar Binder, Punctuation Lesson 6**)

- how to effectively use nonfiction text features
- writers use elements of nonfiction in their texts (see *Grammar Binder, Text Layout Lesson 1 & 2*)
- writers provide a conclusion
- writers use the writing process to publish

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: *Publish an informational/explanatory piece with one publishing extra, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of informational or explanatory composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Provide guided research</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 5 Writing Resources](#)
- SchoolWide *Biography* binder and mentor texts
 - *Abe Lincoln: The Boy Who Loved Books*, Winters
 - *Alvin Ailey*, Pinkney
 - *Celia Cruz, Queen of Salsa*, Chambers
 - *Ladies First: Women Athletes Who made a Difference*, Rappoport
 - *Lives of the Athletes: Thrills, Spills (and What the Neighbors Thought)*, Krull

- *A Picture Book of Harry Houdini*, Adler and Adler or *Maya Lin: Artist-Architect of Light and Lines* by Harvey
- *River Boy: The Story of Mark Twain*, Anderson or *Ruth Objects: The Life of Ruth Bader Ginsburg* by Rappaport
- *Salt in His Shoes: Michael Jordan in Pursuit of a Dream*, Jordan and Jordan
- *Talkin' About Bessie: The Story of Aviator Elizabeth Coleman*, Grimes
- *Who Was George Washington?*, Edwards
- SchoolWide Grammar binder and mentor texts
 - *An Angel for Solomon Singer*, Rylant
 - *Barn Savers*, High or *The Scarlet Stockings Spy* by Noble (mentor text in Unit 5)
 - *Dancing in the Wings*, Allen
 - *Down the Road*, Schertle
 - *Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions*, Heller
 - *Fox, Wild*
 - *John Henry*, Lester
 - *Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!*, Truss
 - *Up North at the Cabin*, Chall
 - *White Owl, Barn Owl*, Davies
- SchoolWide Grammar binder lessons
 - Text Layout, Lessons 1-2
 - Punctuation, Lesson 6
 - Parts of Speech, Lesson 5
 - Sentence Structure, Lesson 5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 5 Writing
Unit Plan Title:	Unit 4, Essay: Informative/Explanatory/Opinion
Time Frame	7 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Anchor Standards for Writing

- *Text Types and Purposes:* NJLSA.W1. NJLSA.W2.
- *Production and Distribution of Writing:* NJLSA.W4. NJLSA.W5. NJLSA.W6.
- *Research to Build and Present Knowledge:* NJLSA.W7. NJLSA.W8. NJLSA.W9.
- *Range of Writing:* NJLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJLSA.SL1. NJLSA.SL2. NJLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJLSA.SL4. NJLSA.SL5. NJLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJLSA.L1. NJLSA.L2.
- *Knowledge of Language:* NJLSA.L3.
- *Vocabulary Acquisition and Use:* NJLSA.L4. NJLSA.L5. NJLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Creativity and Innovation*
- *Digital Citizenship*
- *Global and Cultural Awareness*
- *Information and Media Literacy*
- *Technology Literacy*

Science

- *Ecosystems*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

In this unit, students will work towards writing an essay. The purpose of essay writing in this unit will be to explain, explore, and argue ideas on a specific topic. Students will write essays that express their opinion on a topic and supply reasons and information to support their point of view. Writing an essay includes clear organizational form, writing a thesis statement and introductory sentence, staying focused on one topic, and using details and facts to support the

writer's point of view. Mentor texts will be read aloud and returned to for specific mini-lessons to serve as inspiration and models for student writing.

Standard Number(s)

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLA Science Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. 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.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections 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 conclusion related to the information of explanation presented.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 and peers, 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.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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.
 - 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]").
 - B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore

ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.
 - E. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- How is opinion writing crafted to persuade the reader to care about the topic?
- How do writers use diverse perspectives and opinions to form their own?
- How do writers select appropriate support for their arguments?

Enduring Understandings

- Writers consider the viewpoints of others by listening, reflecting, and formulating questions before expressing personal contributions.
- Writers use quotations with citations and original language to avoid plagiarism.
- Writers revise, edit, and reflect on their growth as a writer.

Interdisciplinary Connections

The Essay Unit for writing lends itself to interdisciplinary connections in the content areas of Career Readiness and Science:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Creativity and Innovation, 9.4.5.CI.2: Using the many texts about marine life in this unit, students can research how climate change is affecting the aquatic environment.
- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Science

- Ecosystems, 5-LS2-1: *Into the Sea*, Identify the importance of the ecosystem on marine life

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		<i>Check all that apply.</i> 21 st Century Themes	
<input type="checkbox"/>	Global Awareness	x	Creativity and Innovation
x	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	x	Communication
<input type="checkbox"/>	Civic Literacy	x	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit
 - analyze
 - anecdote
 - argument
 - cite/citations
 - claims
 - closing
 - coherent
 - conversational tone
 - essay
 - explicit
 - first hand account
 - journalistic
 - paraphrase
 - persuade
 - precise
 - references
 - stance
 - statistics
 - substantiate
 - thesis statement
 - validate
 - verifiable
- how to develop an understanding of an opinion essay and the purpose of an introduction and thesis statement
- how to identify author's point of view and opinion
- how the closing of an opinion essay reinforces the thesis
- how the body of an opinion essay provides information that supports the thesis
- writers use simple, compound and complex sentence structure in their texts (**see Grammar Binder, Sentence Structure Lesson 1**)
- how to use language techniques to support their thesis
- writers use punctuation to let readers know who is saying what (**see Grammar Binder, Punctuation, Lesson 4**)
- how to explore, explain or argue ideas on a single topic
- writers identify and examine issues that they are passionate about
- writers identify purpose and audience for their writing
- how to use various strategies to collect information
- how to develop a thesis
- writers gather relevant facts and details to develop their topics
- writers organize information to support their thesis
- how to write a strong topic sentence for each paragraph
- writers must provide logically ordered reasons supported by facts and details
- writers must create a strong conclusion that supports their thesis
- writers apply transition words and phrases

- writers use transitions and prepositional phrases to provide clarity to their writing (**see *Grammar Binder, Sentence Structure Lesson 2***)
- how to use precise word choice
- how to use citations
- writers use the writing process to publish

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish a persuasive text with one publishing extra, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of topic for persuasive text composition</p> <p>Provide guided research</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Grade 5 Writing Resources](#)
- SchoolWide *Essay Writing* binder and mentor texts
 - *Chameleons Are Cool*, Jenkins
 - *Endangered Tigers*, Kalman
 - *Gentle Giant Octopus*, Wallace

- *Hey, Little Ant*, Hoose and Hoose
- *A Quiet Place*, Wood
- *Sharks*, Simon
- *Surprising Sharks*, Davies
- *A Swim through the Sea*, Pratt
- *The Table Where Rich People Sit*, Baylor
- *A Walk in the Rain Forest*, Johnson
- SchoolWide Grammar binder and mentor texts
 - *An Angel for Solomon Singer*, Rylant
 - *Barn Savers*, High or *The Scarlet Stockings Spy* by Noble (mentor text in Unit 5)
 - *Dancing in the Wings*, Allen
 - *Down the Road*, Schertle
 - *Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions*, Heller
 - *Fox*, Wild
 - *John Henry*, Lester
 - *Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!*, Truss
 - *Up North at the Cabin*, Chall
 - *White Owl, Barn Owl*, Davies
- SchoolWide Grammar lessons
 - Sentence Structure, Lessons 1-2
 - Punctuation, Lesson 4

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade 5 Writing
Unit Plan Title:	Unit 5: Tackling the American Revolution
Time Frame	4 Weeks Writing shared with 5 Weeks of Reading

See Grade 5, Reading Unit 5: [Tackling the American Revolution](#) for Writing.