



Grade 5 Writing Curriculum

Oradell Public School District
Oradell, NJ

2023

The Grade 5 Writing Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Amy Brancato, Director of Curriculum and Instruction

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based mini-lessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Mini-Lesson

Each reading workshop lesson begins with explicit instruction in a mini-lesson. During each mini-lesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during mini-lessons. The mini-lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method

shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini-lesson. During the link portion of the mini-lesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading,

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guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini-lesson that is grounded in a clear teaching point. After the mini-lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini-Lesson

Writing workshop begins with a mini-lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during mini-lessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

○ is the symbol for Teaching Point.
 © is the symbol for Instructional Goal.
 © 2005 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH.

14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini-lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and

editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional mini-lessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units

Grade Five

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skill
1	September-October	FICTION Reflecting on Themselves as Readers	<u>WRITING ABOUT READING</u> <u>Writing About Texts and Examining Characters' Similarities and Differences Across Texts</u>	-Separate item in a series -Inappropriate shifts in verb tense
2	November-December	FICTION Analyzing the Evolution of Characteristics	<u>NARRATIVE</u> <u>Personal Narrative</u>	-Conjunctions -Correlative conjunctions
3	January-February	BOOK CLUB Interpreting and Analyzing Theme	<u>OPINION</u> <u>Expanding on Literary Essays</u>	-Prepositions -Proper punctuation for titles of works
4	February-March	NONFICTION Growing Ideas About Nonfiction/Stamina	<u>OPINION</u> <u>Research-based Essays</u>	-Commas for direct address
5	March-April	FICTION Historical Fiction	<u>NARRATIVE</u> <u>Perspective and New Ending</u>	-Perfect verb tense
6	April-May	STANDARDIZED TEST PREP Demonstrating Text Comprehension in a Variety of Genres	<u>STANDARDIZED TEST PREP</u> <u>Reading and Responding to Text</u>	-Commas for introductory element in sentences
7	May - June	NONFICTION Reading in Content Areas	<u>INFORMATIONAL</u> <u>Journalism</u>	-verb tense to convey various times, sequences, states and conditions

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

Fifth Grade Writing Curriculum

Unit 1 Writing About Reading: Writing About Texts and Examining Characters' Similarities and Differences Across Texts

Unit Overview

In the *Writing About Reading: Writing About Texts and Examining Characters' Similarities and Differences Across Texts* unit, students will read texts closely and respond to them. Students will mine for deeper insights and read knowing that they will write. Writers will look for patterns and use these patterns to write using multiple examples. They will use transitions to push their thinking and elaborate on their ideas. Students will notice that when characters act out of their norm, the author is trying to show them something. Writers will "brain dump" about their ideas, and practice writing long and writing well. Writers will push their thinking by examining similarities across texts. Students will use these skills to write about the class mentor texts, specifically *Tiger Rising* and *Home of the Brave*. Students will also be able to write well about their independent novels and use this knowledge to develop their entries in their home response book.

Enduring Understandings

Writers will:

- Look for patterns across texts.
- Use multiple examples to support their thinking.
- Explore their ideas in their notebooks.
- Find similarities and differences across texts.
- Elaborate on their ideas and push themselves by using multiple transitions.
- Use text evidence to support their thinking.
- Mine for new insights across texts.
- Realize that characters are complicated, and when they act out of the norm, the author is trying to show something.

Assessments

Pre-assessment	Post-assessment
<p>Create a theory about a character from your independent reading and use evidence to support it. (For example: Kek does not like America because...<i>Home of the Brave</i> or Rob is the kind of character that keeps his emotions bottled up...<i>Tiger Rising</i>)</p> <ul style="list-style-type: none">• State your opinion or claim• Include lots of information• Use transitions <p>Character Theory Rubric</p>	<p>Create a theory about a character from your independent reading and use evidence to support it. (For example: Kek does not like America because...<i>Home of the Brave</i> or Rob is the kind of character that keeps his emotions bottled up...<i>Tiger Rising</i>)</p> <ul style="list-style-type: none">• State your opinion or claim• Include lots of information• Use transitions <p>Character Theory Rubric</p>

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Possible Formative Assessments	
<ul style="list-style-type: none"> • Teacher observation • Student participation • Conferring Notes • Writer's Notebook Checks • Lesson specific exit slips 	
Benchmark Assessments	
<ul style="list-style-type: none"> • TCRWP Assessment for Independent Reading Levels • Beginning of the Year Writing Assessment (Fall) 	
Summative Assessments	
<ul style="list-style-type: none"> • Pre and Post Unit Writing Assessments • Character Theory Rubric 	
Alternative Assessments	
<ul style="list-style-type: none"> • Teacher Observation • Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
Reading Informational Text
<p>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.</p>
Reading Foundational Skills
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 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.5.4. 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.5.10. 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 & Listening

- 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.

Language

- 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.

B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.DC.4 Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit 1 Writing about Reading: Writing about Texts and Examining Characters' Similarities and Differences Across Texts

Suggested Teaching Points

Unit 1/Bend 1: Immersion - Writers Read Texts Closely and Respond to Them Through Writing

Writers write about texts and develop ideas by...

- Reading knowing they will write and dig deeper into the text.
- Finding ideas worth developing in mentor texts and writing them about them together as a class:
 - Using this model to react to characters and ideas from their independent reading
- Using multiple examples within their text to support their thinking.
- Looking for patterns in texts.
- Thinking about the big ideas and noticing that characters can be seen in multiple ways.
- Noticing that when a character acts out of their norm, the author is trying to tell the reader something.
- “Brain dumping” ideas to put them on the page.
 - Messy is okay
 - Don't worry about mistakes at this point
- Using transition words to build and link ideas:
 - In addition
 - Also
 - Furthermore
 - Similarly
 - Because
 - Lastly
 - Another Example
- Building larger theories or interpretations by linking and connecting their ideas.
- Sticking with and developing ideas.
- Wearing interpretations like a pair of glasses and reading looking for more (leading to writing).

Unit 1/Bend 2: Writers look for Similarities Across Texts

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Writers prepare by comparing and contrasting similar characters when reading by...

- Collaborating with peers to examine data gathered about characters to gain various perspectives.
- Noticing when characters act similarly across texts, including citations.)
- Noticing similarities in character traits.
- Noticing similarities in the socioeconomic status of characters.
- Using prior knowledge to predict how characters will react.
- Paying close attention to the setting.
- Thinking about the lessons that characters learn.
- Considering perspective.

Unit 1: Grammar/Mechanics

Conjunctions

Example: People went home because the fireworks were canceled.

Writers will understand conjunctions by...

- Analyzing and discussing examples and nonexamples;
- Identifying the conjunctions in each sentence;
- Apply these strategies to their own writing pieces.

Interjections

Example: Wow, interjections are fun!
Ouch! The book fell on my toe!

Writers will understand interjections by...

- Analyzing and discussing examples and nonexamples;
- Identifying the conjunctions in each sentence;
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study for Teaching Reading Grade 5* by Lucy Calkins with Colleagues from the Reading and Writing Project
- *Interpretation Book Clubs, Analyzing Themes, Grade 5 Unit 1*, Units of Study for Teaching Reading, A Workshop Curriculum, Grades K-5, Lucy Calkins and Alexandra Marron,
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.
- Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Home of the Brave* by Katherine Applegate
 - *Tiger Rising* by Kate DiCamillo
 - *My Rotten Redheaded Older Brother* by Patricia Polacco
 - *A Fine, Fine School* by Sharon Creech

- *Oliver Button is a Sissy* by Tomie dePaola
- *The Great Kapok Tree* by Lynne Cherry
- *The Principal's New Clothes* by Stephanie Calmenson
- *A Day's Work* by Eve Bunting
- *Chrysanthemum* by Kevin Henkes
- *Boar Out There* by Cynthia Rylant
- *Fly Away Home* by Eve Bunting
- *Eleven* by Sandra Cisneros
- *Crow Call* by Lois Lowry
- *Spaghetti* by Cynthia Rylant
- *William AKA Bill* by Blaise Pascal
- *The Marble Champ* by Gary Soto

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Use leveled texts when possible.
- Provide a graphic organizer to track similarities and differences across texts
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.

- Provide direct instruction with examples on how to use evidence to support your thinking.
- Use shared writing through hovercam/smartboard to highlight how to find patterns.
- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use Sentence Starters or Frames when possible.
- Use leveled texts when possible
- Provide a graphic organizer to track similarities and differences across texts
- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.
- Provide direct, instruction with examples on how to use evidence to support your thinking
- Use shared writing through hovercam/smartboard to highlight Finding Patterns.
- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions

(see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece..
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Use leveled texts when possible
- Provide a graphic organizer to track similarities and differences across texts
- Provide direct, instruction with examples on how to use evidence to support your thinking
- Use shared writing through hovercam/smartboard to highlight how to find patterns.
- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Have students make connections to other genres and/or story messages.
- Have students find characters similarities and differences across texts and how they lead to the same message or pattern.
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fifth Grade Writing Curriculum

Unit 2 Narrative: Personal Narrative

Unit Overview

In the *Personal Narrative* Writing Unit, students will set up their independent writing life, establish routines, and set goals. Students will use their prior knowledge to identify who they are as writers. They will look within their hearts and minds to fill the pages of their writer’s notebook and generate ideas. Students will look at mentor texts, such as *Tiger Rising*, and use their knowledge of narrative to develop writing that focuses on one small and meaningful moment from their lives. Writers will use strong and vivid descriptions to show their reader what they experienced along their journey. They will balance thoughts, actions, and dialogue to create an authentic small moment. They will stretch out the important parts and shorten the less important parts. Students will continuously revise and edit for mechanics. Writers will publish and celebrate their writing to establish a writing community in the classroom. As students write, they will revisit their goals and reflect on their writing to set future goals.

Enduring Understandings

Writers will:

- Set up their independent writing lives.
- Understand the rules and routines of writer’s workshop.
- Use the writing process to develop authentic writing.
- Zoom in on a specific small moment.
- Balance sensory details, internal thoughts, and dialogue.
- Show the reader what is happening instead of just telling them.
- Stretch out the important parts of their piece.
- Demonstrate a command of the conventions of Standard English grammar and usage.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Apply technology to enhance meaning.

Assessments

Pre-assessment	Post-assessment
<p>School-wide Writing Prompt: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write. This should be the story of one time in your life. You might focus on just a scene or two. You’ll have forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. “In your writing, make sure you:</p>	<p>School-wide Writing Prompt: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write. This should be the story of one time in your life. You might focus on just a scene or two. You’ll have forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. “In your writing, make sure you:</p>

<ul style="list-style-type: none"> ● Write a beginning for your 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.” <p>Score using the OPS Rubric for Narrative Writing Grade 5.</p> <p>From <i>Writing Pathways: Performance Assessments and Learning Progressions</i></p>	<ul style="list-style-type: none"> ● Write a beginning for your 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.” <p>Score using the OPS Rubric for Narrative Writing Grade 5.</p> <p>From <i>Writing Pathways: Performance Assessments and Learning Progressions</i></p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Conferring Notes ● Writer’s Notebook Checks ● Lesson specific exit slips 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● OPS Rubric for Narrative Writing Grade 5 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</p>
<p>RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.5.3. 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.5.10. 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 & Listening

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.

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.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP7 Plan education and career paths aligned to personal goals.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit 2 Narrative: Personal Narrative

Suggested Teaching Points

Unit 2/Bend 1: Writers Immerse Themselves in Mentor Texts

Writers will set up their independent writing life by...

- Establishing writing goals for the year.
- Developing a timeline, explaining who they are as writers over the years.

Born on: September 25, 2018

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

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	<ul style="list-style-type: none"> ● Understanding how they can use their writer’s notebook. ● Sharing their writing personality with classmates by interviewing one another. ● Creating interview questions by thinking about what they want to know. ● Thinking about how authors get ideas: <ul style="list-style-type: none"> ○ Writing heart ○ Their interests, dreams and expertise ○ Neighborhood that outlines important places (draw out your neighborhood and house) ○ “I am map” ○ “Shoe map” (where have you traveled) ○ Decorating writer’s notebook ● Knowing ways to be resourceful when struggling: <ul style="list-style-type: none"> ○ Looking back at your writing notebook ○ Looking back at anchor charts ○ Asking your writing partner ○ Looking at previous work (teacher or partner) ○ <i>Wordly Wise 3000</i> ○ <i>All Write</i> textbook
<p><i>Writers generate ideas by...</i></p>	<ul style="list-style-type: none"> ● Thinking about important people, places, moments, and animals that are important to them. ● Thinking about the types of stories that authors typically write about ● Use mentor texts for inspiration. ● Thinking about stories that show a glimpse into their hearts and who they are as people. ● Thinking about moments of strong emotion (grief, joy frustration) and when they experienced that emotion. ● Thinking about big, important moments that something inside them changed. ● Writing about everyday moments by observing the stories around them. ● Writing about the stories that matter to them by thinking of their firsts and lasts of their lives and writing long about those firsts and lasts. ● Choosing a small moment to write about, rather than a series of events by brainstorming several times they have been scared and sharing them with a partner before choosing one to write about. ● Writing about everyday moments by observing the stories around them. ● Working together in partnerships to build a writing community by telling stories through their heart maps.
<p><i>Writers will use authors as inspiration by...</i></p>	<ul style="list-style-type: none"> ● Reading short stories and paying attention to the small moment that the author has chosen. ● Reading and paying attention to the ways in which the author made their hearts beat at suspenseful parts. ● Reading short stories and paying attention to the ways in which the author showed, rather than told, what was happening. ● Identifying supporting quotes, keywords and key events.

	<ul style="list-style-type: none"> Analyzing and evaluating actions, thoughts and dialogue.
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Unit 2/Bend 2: Moving Through the Writing Process and Achieving Goals

<p><i>Writers will rehearse and elaborate on their story ideas by...</i></p>	<ul style="list-style-type: none"> Marking possible seed ideas after rereading their entries. Planning and organizing their ideas for the story by utilizing an internal and external timeline and by observing a teacher-modeled example (then choosing a seed to create a timeline for themselves). Rehearsing and experimenting with beginnings. Crafting a lead that draws readers to the heart of the story. Writing it the same way you would tell it to someone (use your voice). First say the story aloud to your partner. Flash drafting: getting the whole story on the page by experimenting with many different entries. Working steadfastly toward goals. Carrying everything you've learned into new writing situations. Writer's keep their tools close at hand. Thinking about why they chose this story and what it says about them as a person.
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<p><i>Writers will elaborate on their ideas and zoom in to tell every moment of that story by...</i></p>	<ul style="list-style-type: none"> Focusing on the organization and transitions of the story: <ul style="list-style-type: none"> A new character comes along (new speaker new line) A new event happens A new idea is introduced The setting changes A new person is speaking Time moves forward or backward a lot The camera moves Re-angling and rewriting to convey what a story is <i>really</i> about. Balancing thought, action and dialogue in their writing, making sure they have these three dimensions by highlighting/underlining these elements within their writing. Elaborating on the important scenes and adding new ones from the past. Slowing down the dramatic parts and speeding up the less important ones: <ul style="list-style-type: none"> Transitions to show passing of time. Showing the reader what is happening instead of just telling them. Using figurative language. Avoiding descriptive words. Using strong and precise verbs. Convincing the reader, so that the reader believes they were there. Including sensory details: what were your feet doing? Ears hearing? Eyes seeing? Showing the passing of time: clock ticking, sun going down. Realizing that sometimes good writers exaggerate to show that they are good story writers. Crafting strong endings:
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	<ul style="list-style-type: none"> ○ Tie up the loose ends. ○ Leave the reader thinking. ○ Teach the reader something about the writer. ● Choosing titles that are doorways to the story. ● Realizing that sometimes writers have to go back and take away parts that do not add anything to the heart of the story.
Writers will edit and revise by...	<ul style="list-style-type: none"> ● Using all available resources to aid with final touches. ● Discussing the difference between revision and editing and making sure that they are doing both. ● Revising their writing to make sure their personal narratives contain all of the important parts of a story: <ul style="list-style-type: none"> ○ Did I clearly describe the characters? ○ Is my setting vivid? ○ Did I write the events in a logical sequence? ● Rereading and editing by using all of their writing muscles to add capitals, punctuation, correct spelling and grammar. ● Using a checklist to make sure they are including everything. ● Meeting with a partner for advice. ● Referring to all of the anchor charts around the room.

Unit 2/Bend 3: Publish, Celebrate, and Build a Writing Community

Writers reflect on their achievements by...	<ul style="list-style-type: none"> ● Choosing a seed idea to publish. ● Sharing moments that they are proud of throughout the writing process using the writing rubric to self-assess for paragraphs and organization. ● Celebrating their accomplishments during the writing unit. ● Publishing and celebrating as a community of writers: <ul style="list-style-type: none"> ○ Celebrating: <u>Shared Writing and Gallery Walk</u> - Writers may celebrate their personal narratives by sharing their published piece with their partner, as well as by walking to various students' desks to read other students' personal narratives, leaving compliments on Post-its for the writer. ○ Reflecting: Writers may reflect on their personal narrative writing by answering the following questions: <i>How do you feel you've grown as a writer? What was the most complex part of the Writing Process for you?</i> ○ To culminate this activity, writers will reflect by complimenting their own writing, leaving themselves a post-it that reads, "I am proud of..."
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Unit 2: Grammar/Mechanics

Inappropriate Shifts in Verb Tense

Example: People who camp often lived in tents.
When Katie woke up, she went to eat breakfast.

Writers will understand inappropriate shifts in verb tense by...

- Analyzing and discussing examples and nonexamples.
- Classifying the verbs in each sentence as present, past, or future.
- Making choices about verb tense as they draft and try to maintain consistency with their tense choice.
- Apply these strategies to their own writing pieces.

Separate Items in a Series

Example: My best friends are Sam, Amanda, and Quinn.
The moon, the stars, and the sun all appear in the sky.

Writers will understand separating items in a series by...

- Analyzing and discussing examples and nonexamples.
- Noticing the difference of the comma's role between two items v. three or more items.
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Grade 5* by Lucy Calkins with Colleagues from the Reading and Writing Project, *Shaping Texts. From Essay and Narrative to Memoir, Grade 5 Unit 3*
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Tiger Rising* by Kate DiCamillo
 - *My Rotten Redheaded Older Brother* by Patricia Polacco
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These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

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- Ask students to recall together what they already learned in ways that activate their prior knowledge.
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- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use electronic devices to draft.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Build anchor charts on mapping (“I Am”, Shoe Map, Heart) and refer to them throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Role play/model roles in Interviewing and reflecting.
- Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct and explicit instruction on making changes to your story by adding characters, settings, time movement etc., provide examples as reference sheets.
- Build anchor charts (“Planting Seeds” or “Making Movies in Your Mind”) to grow ideas and refer to them throughout the unit.
- Use shared writing through hovercam/smartboard to highlight grammar.
- Provide guided notes on the differences in revision and editing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they have already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set a targeted writing goal for assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Build anchor charts (mapping "I Am", Shoe Map, Heart) and refer to them throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Role play/model roles in interviewing and reflecting.
- Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct and explicit instruction on making changes to your story by adding characters, settings, time movement etc., provide examples as reference sheets.
- Build anchor charts ("Planting Seed" or "Making Movies in Your Mind") to grow ideas and refer to them throughout the unit.
- Use shared writing through hovercam/smartboard to highlight grammar.
- Provide guided notes on the differences in revision and editing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.

- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set a targeted writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or sentence frames when possible.
- Build anchor charts (Mapping "I Am", Shoe Map, Heart) and refer to them throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Role play/model roles in interviewing and reflecting.
- Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting.
- Provide direct and explicit instruction on making changes to your story by adding characters, settings, time movement etc., provide examples as reference sheets.
- Build anchor charts ("Planting Seed" or "Making Movies in Your Mind") to grow ideas and refer to it throughout the unit.
- Provide guided notes on the differences in revision and editing.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use student notebooks as an example.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and

areas that have been improving.

- Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fifth Grade Writing Curriculum

Unit 3 Opinion: Expanding on Literary Essays

Unit Overview

In the *Literary Essay Writing Unit*, students will read texts closely with a greater focus on theme. As students learn different reading strategies during the corresponding reading unit (*Book Club: Interpreting and Analyzing Theme*), they will dig deeper into the characters' struggles, motivations, reactions, and resolutions to conflicts, and use this information to identify themes. Students will observe the content of literary essays by comparing the structure of narratives and essays. As students read short stories, they will develop ideas and claims about the text. They will gather evidence to create effective and arguable thesis statements. Students will use a boxes and bullets structure to organize their ideas. Students will draft using their reasoning, paraphrasing, and direct quotations. They will color code and underline their evidence to make sure that they are including everything necessary to make a strong argument. Essayists will create strong introductions that have a hook, genre, title, author, brief summary, and thesis statement. They will create strong body paragraphs with a specific topic that helps to prove the claim and uses text evidence to support their thinking. Students will finish their essays with strong conclusions that leave the reader thinking about how their claim relates to world. Students will apply what they have learned in the past to revise their work.

Essayists will meet frequently with writing partners and the teacher throughout the writing process. They will use a varied sentence structure to produce more sophisticated writing. Students will publish and celebrate their work and continue to create goals that they will carry with them. Students will also have the opportunity to start comparing themes across texts. They can work with partners or individually, based on the class population, to create thesis statements for two stories. This second essay does not have to be published; it is to provide students with the opportunity to grow and push their thinking to the next level in preparation for upcoming standardized assessments.

Enduring Understandings

Writers will:

- Read multiple texts closely with a focus on theme.
- Distinguish the difference between a narrative and essay structure.
- Establish and support a thesis statement/claim based on literary texts.
- Build strong evidence and use elaboration to support their claim/thesis statement.
- Use a boxes and bullet structure to organize and collect evidence.
- Write for real-life purposes and audiences.
- Use transitions to connect their ideas within an essay structure.
- Cite evidence properly.
- Distinguish the difference between paraphrasing and direct evidence and use a combination of both to support their claims.
- Craft strong introductions, body paragraphs, and conclusions
- Use a varied sentence structure.
- Create and establish goals.
- Create thesis statements that compare themes across texts.

Assessments

Pre-assessment	Post-assessment
<p>On-demand Literary Essay Assessment</p> <p>Instructions: Students should be at their regular writing seats and will need loose-leaf paper and pencils (or they may type if teacher wishes). They need to be able to add pages if they want. Distribute copies of the short story, “Papa’s Parrot”, and read it aloud to the students. Explain that the story is about family.</p> <p>Tell students: “Let’s each write an essay about the big idea in this short story - a piece that shows our best work. You will have an hour to write your thoughts about the big idea in this story and use evidence from the story to support your thoughts. Use everything you know about good writing.”</p> <p>Note: This on-demand assessment shows what students know about essay writing in regards to literary analysis. Use the OPS Rubric for Opinion Writing Grade 5 to score students’ writing.</p>	<p>On-demand Literary Essay Assessment</p> <p>Instructions: Students should be at their regular writing seats and will need loose-leaf paper and pencils (or they may type if teacher wishes). They need to be able to add pages if they want. Distribute copies of the short story, “Papa’s Parrot”, and read it aloud to the students. Explain that the story is about family.</p> <p>Tell students: “Let’s each write an essay about the big idea in this short story - a piece that shows our best work. You will have an hour to write your thoughts about the big idea in this story and use evidence from the story to support your thoughts. Use everything you know about good writing.”</p> <p>Note: This on-demand assessment shows what students know about essay writing in regards to literary analysis. Use the OPS Rubric for Opinion Writing Grade 5 to score students’ writing.</p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Conferring Notes ● Writer’s Notebook Checks ● Lesson specific exit slips 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● OPS Rubric for Opinion Writing Grade 5 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 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.5.4. 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.

1. 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, 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 & Listening

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.

Language

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.
 - B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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)

Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

- CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

Comprehensive Health and Physical Education

- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Unit 3 Opinion: Expanding on Literary Essays

Suggested Teaching Points

Born on: September 25, 2018

Revised on: August 2022

Annual Revision: OPS BOE Approval September 2023

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Unit 3/Bend 1: Immersion - Content and Structure of a Literary Essay

<p>Writers understand the theme by...</p>	<ul style="list-style-type: none"> ● Reading a text closely and responding to it by writing long about the author's message/theme. ● Activating theme reading skills: <ul style="list-style-type: none"> ○ "Things Are Not Always Black or White" from <i>Chicken Soup for the Kid's Soul</i>
<p>Writers understand the content and structure of a literary essay by...</p>	<ul style="list-style-type: none"> ● Comparing and contrasting the various components of narratives and essays. ● Reading short stories and creating a shared literary essay with the teacher. ● Labeling the key parts of a literary essay with the whole class: <ul style="list-style-type: none"> ○ Introduction, elaboration, opinion/thesis statement, linking words, conclusion ● Recognizing that literary essays are built around the important ideas in one story: <ul style="list-style-type: none"> ○ Example: Eve Bunting's story, <i>A Day's Work</i> teaches readers that there are consequences for not telling the truth ● Showing and discussing prompts for writing a literary essay.

Unit 3/Bend 2: Writers Read Texts Closely and Respond to Them Through Writing

<p>Writers will develop claims and ideas about texts by...</p>	<ul style="list-style-type: none"> ● Reading multiple short stories and developing claims or thesis statements in the text. ● Locating places in the text that support that claim. ● Color coding the text evidence. ● Finding places in the story that support their thinking. ● Noticing the difference between paraphrasing and direct evidence. ● Using text evidence to support their thinking. ● Using boxes and bullets structure to organize their thinking. ● Experimenting with multiple stories and multiple claims. ● Sharing claims and ideas with partners for feedback. ● Debating ideas with classmates. ● Explaining that thesis statements must be compelling: <ul style="list-style-type: none"> ○ Powerful effect and defensible ○ Example: The story <i>Spaghetti</i> teaches readers that everyone needs to belong. ● Thinking about the characters motivations and struggles. ● Thinking about how the characters change from the beginning to the end of the story. ● Thinking about how the story reacted to the conflict. ● Thinking about the overall solution of the story and what that says about the message. ● Having students think about a character's traits to understand the important ideas in stories, which helps them write about the character in an essay.
<p>Writers will use their</p>	<ul style="list-style-type: none"> ● Crafting multiple introductions:

<p><i>knowledge of the literary essay structure and will practice with multiple stories by...</i></p>	<ul style="list-style-type: none"> ○ Hook ○ Genre, Title, Author ○ Thesis Statement ○ Short Summary ● Crafting a body paragraph for each piece of evidence to support the claim: <ul style="list-style-type: none"> ○ Text evidence ○ Explanation of evidence ● Using a combination of paraphrasing and direct text evidence. ● Crafting a new understanding. ● Relating their claims to the real world. ● Demonstrating how to put a box around each paragraph to show the separate parts of the essay. ● Restating the thesis statement or claim across body paragraphs. ● Using transitions to connect ideas and paragraphs: <ul style="list-style-type: none"> ○ Early in the story ○ For example ○ Another example ● Underlining the transitions in each body paragraph. ● Having students write introductions, body paragraphs, and conclusions with partners. ● Sharing ideas with partners. ● Demonstrating how the evidence connects with the claim: <ul style="list-style-type: none"> ○ “This shows that...” ● Referring to student examples. ● Creating a conclusion that illustrates the significance of the thesis statement. ● Providing relevant and logical reasons and examples necessary to support claims. ● Underlining specific details from the text and bringing those into their essays. ● Properly citing text evidence.
<p><i>Writers will elaborate on their ideas and push themselves to write with more independence by...</i></p>	<ul style="list-style-type: none"> ● Referring to anchor charts when they get stuck: <ul style="list-style-type: none"> ○ Prompts for writing a literary essay ● Writing literary essays with greater independence. ● Building stronger paragraphs by adding more detail and elaborating. ● Understanding the content and structure of a literary essay by choosing a short story and writing their final literary essay. ● Rereading two student essays aloud and reviewing the content and structure of a literary essay. ● Using carefully chosen words, phrases, and clauses to make writing clear and strong. ● Writing conclusions that pulls examples together, leave readers thinking, and advances the claim. ● Building even stronger body paragraphs by including specific details from the story: <ul style="list-style-type: none"> ○ Proper names ○ Exact quotes

	<ul style="list-style-type: none"> ○ Precise actions ● Conferring with students as they work on their structure of their independent literary essay.
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Unit 3/Bend 3: Growing Ideas about Both Texts

<p><i>Writers will push themselves to grow ideas about two texts by...</i></p>	<ul style="list-style-type: none"> ● Thinking about a similar theme in two of the mentor text stories. ● Discussing with partners to build and grow ideas. ● Creating a list of common themes that exist across two texts. ● Annotating the text for evidence that supports the theme. ● Developing a thesis statement that contains a claim about two stories: <ul style="list-style-type: none"> ○ Example: In both <i>Chrysanthemum</i> and <i>Oliver Button is a Sissy</i>, readers learn to not let others influence their thoughts. ● Thinking about the big reasons that prove these claims: <ul style="list-style-type: none"> ○ Find three places throughout the story that prove the claim. ○ Finding and highlighting the evidence that proves the claim. ● Creating topic sentences that prove the claim in both stories: <ul style="list-style-type: none"> ○ Both <i>Chrysanthemum</i> and <i>Oliver</i> love who they are. ○ Both <i>Chrysanthemum</i> and <i>Oliver</i> get made fun of for who they are. ○ Both <i>Chrysanthemum</i> and <i>Oliver</i> realize that they should stay true to themselves and not let others influence them. ● Using a combination of evidence and analysis to support their thinking. ● Using all of the literary essay skills to draft the essay. (Depending upon readiness, some students can publish, while others might not.)
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Unit 3/Bend 4: Revise, Edit and Publish: Prepare Essays to Share with the World

<p><i>Writers learn strategies for revising, editing and publishing their literary essays by...</i></p>	<ul style="list-style-type: none"> ● Revising for meaning and clarity. ● Utilizing the revision/editing checklist. ● Looking at the rubric. ● Editing for commas in compound sentences. ● Using punctuation correctly when citing evidence. ● Citing text evidence to support thinking. ● Capitalizing common and proper nouns properly. ● Using a variety of sentence structures. ● Working with a partner for constructive feedback.
<p><i>Writers publish and celebrate their writing by...</i></p>	<ul style="list-style-type: none"> ● Participating in a shared writing and gallery walk: <ul style="list-style-type: none"> ○ Students will celebrate their literary essays by sharing their published piece with their partner, as well as by walking to various students' desks to read other students' literary essays, leaving compliments on Post-its for the writer. ● Reflecting on their experiences with writing their literary essays: <ul style="list-style-type: none"> ○ How do you feel you've grown as a writer?

	<ul style="list-style-type: none"> ○ What was the most complex part of the writing process for you? ● Evaluating and setting goals for the future. ● Looking at the pre-writing and post-writing exercise and identifying all of the ways in which they have grown.
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Unit 3: Grammar/Mechanics

Prepositions

Example: Kathy is on her bed.

The cat sat beside her.

Writers will understand prepositions by...

- Analyzing and discussing examples and nonexamples.
- Identifying the prepositions in each sentence.
- Apply these strategies to their own writing pieces.

Proper Punctuation for Titles of Works

Writers will understand punctuation in works by...

- Analyzing and discussing examples and nonexamples.
- Identifying the difference between punctuation for each type of work.
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Grade 5* by Lucy Calkins with Colleagues from the Reading and Writing Project
- *If...Then Curriculum* Literary Essay
- Teachers College Reading and Writing Project Writing User's Guide, Fifth Grade, 2017-2018 Literary Essay:
- Opening Texts and Seeing More
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Spaghetti* by Cynthia Rylant
 - *Boar out There* by Cynthia Rylant
 - *William AKA Bill* by Chicken Soup for the Kid's Soul Volume 2
 - *Papa's Parrot* by Cynthia Rylant
 - *A Day's Work* by Eve Bunting
 - *Every Living Thing* by Cynthia Rylant
 - *Chrysanthemum* by Kevin Henke
 - *Marble Champ* by Gary Soto
 - *Fly Away Home* by Eve Bunting
 - *Birthday Box* by Jane Yolen

- *Slower Than the Rest* by Cynthia Rylant
- *Paper Bag Princess* by Robert Munsch
- *Baseball Saved Us* by Ken Mochizuki
- *Growing up from Baseball in April* by Gary Soto

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time when completing assignments.
- Provide guided notes as necessary.
- Set a targeted writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice of writing instrument: pen/pencil/type.
- Define and share examples of literary essays and thesis statements.
- Provide graphic organizers on elements of Literary Essay.
- Provide direct instruction on finding and citing evidence with examples.
- Provide a graphic organizer in the format of a Literary Essay with sentence starters.
- Build an anchor chart on theme and narrative vs. essay and refer to it throughout the unit.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them effective.
- Build an anchor chart on color coding text evidence and refer to it throughout the unit.
- Role play and model accountable talk and debate strategies.
- Define attainable goals and aid students in crafting those goals.

- Use leveled texts and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they have already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a targeted writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice of writing instrument: pen/pencil/type.
- Define and share examples of literary essays and thesis statements.
- Provide graphic organizers on elements of a Literary Essay.
- Provide direct instruction on finding and citing evidence with examples
- Provide a graphic organizer in the format of a Literary Essay with sentence starters.
- Build an anchor chart on theme and narrative vs. essay and refer to it throughout the unit.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them effective.
- Build an anchor chart on color coding text evidence and refer to it throughout the unit.

- Role play and model accountable talk and debate strategies.
- Define attainable goals and aid students in crafting those goals.
- Use leveled texts and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they have already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a targeted writing goal for assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice of writing instrument: pen/pencil/type.
- Define and share examples of literary essays and thesis statements.
- Provide graphic organizers on elements of Literary Essay.
- Provide direct instruction on finding and citing evidence with examples.
- Provide a graphic organizer in the format of a Literary Essay with sentence starters.
- Build an anchor chart on theme and narrative vs. essay and refer to it throughout the unit.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them effective.
- Build an anchor chart on color coding text evidence and refer to it throughout the unit.
- Role play and model accountable talk and debate.
- Define attainable goals and aid students in crafting those goals.
- Use leveled texts and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities for students to compare/contrast texts across genres.
- Provide opportunities to lead discussions.

- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use student notebooks as an example.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:

- Class rules
- Class discussions
- Following rules

Fifth Grade Writing Curriculum

Unit 4 Opinion: Research-based Essay

Unit Overview

In the *Opinion/Research Based Essay* writing unit, students will develop opinions about the world around them. They will look into their minds, hearts, and lives to fill their writer's notebook with topics that they find interesting and are passionate about, including local and community issues that impact climate change. Writers will distinguish the difference between fact and opinion and use a combination of both to organize their essays around one big idea. Students will take a stance and form an opinion statement. Essayists will flash draft and rehearse topics and ideas with partners. They will move from topics and grow them into ideas by finding significance in their chosen topics. Essayists will experiment with voice in order to discover their own, and they will look at topics from many different angles. They will elaborate their thinking and support their ideas with many different persuasive techniques including research and personal experiences. Students will use their prior knowledge to edit and revise their essay for clarity. They will meet with partners throughout the writing process to make suggestions and bounce ideas off of one another. Essayists will publish and celebrate their work as a community of writers.

Essential Understandings

Writers will:

- Establish and support positions on important issues.
- Brainstorm ideas that are important to them.
- Build powerful arguments.
- Use a balance of persuasive techniques to support their thinking.
- Write for real-life purposes and audiences.
- Create strong conclusions that leave the reader thinking about the claim
- Balance evidence with analysis.
- Explore different voices and angles.
- Edit and revise.
- Publish and celebrate as a community of writers.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: “Think of a topic or issue that you know and care about, an issue around which you have strong feelings. If you want to find and use information from a book or another outside source, you may bring that with you to class tomorrow. Then you will write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on</p>	<p>Prompt: “Think of a topic or issue that you know and care about, an issue around which you have strong feelings. If you want to find and use information from a book or another outside source, you may bring that with you to class tomorrow. Then you will write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on</p>

<p>everything you know about essays, persuasive letters, and reviews.”</p> <p>Please take some time to plan your essay. Be sure to revise and edit your draft when finished.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write an introduction. ● State your opinion or claim. ● Give reasons and evidence. ● Organize your writing. ● Use transition words. ● Write a conclusion.” <p>Score using OPS Rubric for Opinion Writing Grade 5</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions, K-8</i></p>	<p>everything you know about essays, persuasive letters, and reviews.”</p> <p>Please take some time to plan your essay. Be sure to revise and edit your draft when finished.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write an introduction. ● State your opinion or claim. ● Give reasons and evidence. ● Organize your writing. ● Use transition words. ● Write a conclusion.” <p>Score using OPS Rubric for Opinion Writing Grade 5</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions, K-8</i></p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Conferring Notes ● Writer’s Notebook Checks ● Lesson specific exit slips 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● OPS Rubric for Opinion Writing Grade 5 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes ● Digital Format to Presentation (rather than letter or speech) 	

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</p>
<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
<p>Reading Informational Text</p>

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeable.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.

Speaking & Listening

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

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.

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from

different views of the data.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Science

ESS3.C: Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments and address climate change issues. (5-ESS3-1)

Unit 4 Opinion: Research-based Essay

Suggested Teaching Points

Unit 4/Bend 1: Establishing and Supporting Positions

Writers will investigate to understand an argument

- Creating a real-life scenario to motivate kids to weigh in on an issue that is relevant and important to them by asking a question:

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<p><i>by...</i></p>	<ul style="list-style-type: none"> ○ Create a t-chart to argue for or against topics. ○ How many sprinkles makes the perfect vanilla ice cream cone? ○ What makes a trend popular? ○ Why is everyone obsessed with their cell phone? ○ Why is it important to conserve energy? ● Demonstrating how to collect evidence to support their thinking. ● Reading appropriate blogs. ● Demonstrating that evidence comes from many different sources. ● Taking notes and highlighting evidence from an article to support one side. ● Deciding on a side of the issue, and explaining to a partner why they made that decision. ● Realizing that opinion essays are organized around an important idea that is developed across the whole text. ● Looking at examples of essays. ● Realizing that opinion essays are written so the reader can continue to think about the idea. ● Distinguishing the difference between fact and opinion. ● Identifying reliable sources when researching. ● Understanding the role media plays in perspective. ● Realizing that an essay can also come in the form of a speech, letter or digital format.
<p><i>Writers will generate ideas and flash draft by...</i></p>	<ul style="list-style-type: none"> ● Brainstorming ideas that are important to them: <ul style="list-style-type: none"> ○ “Brain dumping” ideas onto a page creating a mind map ○ Making a list about phrases, words, topics, special people, memories, movies, tv shows, games, animals, sports, etc. ○ Looking at topics that can be debated to help them form opinions <ul style="list-style-type: none"> ■ Chocolate or Vanilla ○ Thinking about things that are beautiful in the world ○ Making a list of things that bother you ○ Thinking about what is broken in the world ○ Using magazines to develop strong claims and opinions ○ Asking 21 questions ○ Having fierce wonderings ● Choosing a topic of interest and creating a t-chart list to argue for/against their topic. ● Thinking of reasons why they are for or against a topic. ● Taking a stance and forming an opinion statement. ● Flash drafting arguments with their opinion, reasons, and examples. ● Rehearsing topics and ideas with partners.

Unit 4/Bend 2: Writers will Build Powerful Arguments

<p><i>Writers will organize their thinking by writing a strong argument by...</i></p>	<ul style="list-style-type: none"> ● Using boxes and bullets to support their reasons with examples. ● Moving from topics and growing them into ideas. ● Connecting with older notebook entries.
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	<ul style="list-style-type: none"> ● Finding significance in chosen topics. ● Making an informal outline: <ul style="list-style-type: none"> ○ Storyboard ○ Timeline ○ Graphic ○ Talk about it ● Rereading everything that you have been collecting in your writer's notebook. ● Listening to your writing. ● Writers write a strong claim/thesis for their opinion. ● Drafting their argument: <ul style="list-style-type: none"> ○ Starting with an observation ○ Starting with a story or memory ○ Starting by asking a question ○ Starting with a claim that exaggerates ○ Starting with a hotspot or emotional response ● Creating a strong introduction with a hook/lead: <ul style="list-style-type: none"> ○ Starting off with a personal experience or connection ○ Starting off with a strong quote ○ Starting off with a strong fact ● Drafting their body paragraphs with a combination of details and reasons. ● Drafting their conclusions by leaving the reader thinking about how the claim connects to the real world: <ul style="list-style-type: none"> ○ It's okay if the claim remains unresolved
<p><i>Writers will take their arguments up a notch by collecting evidence and developing their thinking by...</i></p>	<ul style="list-style-type: none"> ● Researching three or more trusted information sources to find direct evidence. ● Keeping track of sources for their evidence. ● Using a combination of persuasive techniques: <ul style="list-style-type: none"> ○ Using an emotional response ○ Exaggerating ideas ○ Using a personal memory or story ○ Making an observation about the world ○ Using facts and research ○ Having strength in numbers ○ Asking questions to make the reader think ○ Including expert opinions ● Balancing their evidence with analysis. ● Reviewing their work and explaining their examples/evidence. ● Elaborating their thinking. ● Looking at topics from all different angles. ● Trying different voices to discover your own: <ul style="list-style-type: none"> ○ Cranky ○ Skeptical ○ Certain ○ Humorous ● Using grander words such as everyone, no one, always, never.

Unit 4/Bend 3: Revising, Editing, and Publishing Research-based Essay

Writers will revise, edit, and publish their research-based opinion piece by...

- Reading their essay for clarity:
 - Does my writing make sense?
 - Does it flow?
 - What should I change?
- Revising the overall structure and organization of the essay.
- Revising the development and craft of the essay.
- Editing their essay for spelling and punctuation.
 - Writers will use what they know about word patterns to spell correctly.
 - Writers will use references (dictionary) to help them spell correctly.
- Proofreading their writing for correct punctuation:
 - Commas where needed
 - Varied punctuation to fix run-on sentences.
 - Punctuation to cite sources used
- Writers will meet with a partner to review their essay and make further changes.

Writers reflect on their achievements by...

- Sharing moments that they are proud of throughout the writing process.
- Using the writing rubric to self-assess for paragraphs and organization.
- Celebrating their accomplishments during the writing unit.
- Choosing an essay, speech, or letter to publish and celebrate.
- Publishing and celebrating as a community of writers.

Unit 4: Grammar/Mechanics

Use a Comma for Direct Address

Example: Is that correct, Steve?

Yes, thank you.

Writers will understand direct address by...

- Analyzing and discussing examples and nonexamples;
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, The Research-Based Argument Essay, Grade 5 Unit 4 Argument* by Lucy Calkins, Mary Ehrenworth and Annie Taranto
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Bomer, K. (2016). *The Journey is Everything*, Portsmouth, NH: Heinemann.

- Mentor Text:
 - *Joyas Voladoras* by Brian Doyle
 - *You Are What You Eat* by Kathy Wood Ray
 - *What I Want to Be...* by Randy Bomer
 - *There is a Hercules in Everything* by Randy Bomer
 - *The Thing About Cats* by Vicki Vinton
 - *Querencia* by Georgia Heard
 - *The List* by Isoke Titilayo Nia
 - *Pride* by Dagoberto Gilb

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice of writing instrument: pen/pencil/type.
- Model appropriate blogging and provide written instructions on how to access the blog.
- Model note-taking strategies for students.
- Build an anchor chart on fact and opinion and refer to throughout the unit
- Model teacher or student notebook on how to connect ideas from earlier entries
- Provide graphic organizers as an outline for opinion writing.
- Use leveled and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts

- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Allow choice of writing instrument: pen/pencil/type.
- Model appropriate blogging and provide written instructions on how to access the blog.
- Model note-taking strategies for students.
- Build an anchor chart on fact and opinion and refer to throughout the unit.
- Model teacher or student notebook on how to connect ideas from earlier entries.
- Provide a graphic organizer as an outline for opinion writing.
- Use leveled texts and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a targeted writing goal for the assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.

- Allow choice of writing instrument: pen/pencil/type.
- Model appropriate blogging and provide written instructions on how to access the blog.
- Model note-taking strategies for students.
- Build an anchor chart on fact and opinion and refer to throughout the unit.
- Model teacher or student notebook on how to connect ideas from earlier entries.
- Provide graphic organizers as an outline for opinion writing.
- Use leveled and audiobooks when possible.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities for students to argue both sides of an issue.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a targeted writing goal for assignment.
- Provide opportunities to use a student's notebook as an example.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge

and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fifth Grade Writing Curriculum

Unit 5: Narrative - Perspective and New Ending

Unit Overview

In the *Perspective and New Ending* Narrative Writing Unit, students will establish their narrative through the use of setting details. Students will use details of the time period and uncover them fluidly within the storyline. By reading historical fiction mentor texts, writers will activate their prior knowledge of narrative texts and add a layer to it by writing through the lens of another character. They will also take the original mentor text and change how the story ends, while staying true to the time period. They will look within their hearts and brains to fill the pages of their writing notebook and generate ideas. Students will look at mentor texts, such as *Cats of Krasinski Square*, and use their knowledge of narrative to develop writing that explores characters' perspectives.

Enduring Understandings

Writers will:

- Explore the difference between point of view and perspective.
- Establish their narrative through the use of setting details.
- Develop ideas around texts.
- Use the writing process to develop authentic writing.
- Balance sensory details, internal thoughts, and dialogue.
- Show the reader what is happening instead of just telling them.
- Build on the ideas from mentor texts.
- Demonstrate a command of the conventions of Standard English grammar and usage.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Students will write an on-demand perspective piece using any of the mentor texts. They will choose a character other than the protagonist and write the story from that character's perspective using all of the same story elements.</p> <p>"In your writing, make sure you:</p> <ul style="list-style-type: none">● Write a beginning for your story.● Use transition words to tell what happened in order.● Elaborate to help readers picture your story.● Show what your story is really about.● Use specific dialogue from the text● Include the internal thoughts of your character● Write an ending for your story."	<p>Prompt: Students will write an on-demand perspective piece using any of the mentor texts. They will choose a character other than the protagonist and write the story from that character's perspective using all of the same story elements.</p> <p>"In your writing, make sure you:</p> <ul style="list-style-type: none">● Write a beginning for your story.● Use transition words to tell what happened in order.● Elaborate to help readers picture your story.● Show what your story is really about.● Use specific dialogue from the text● Include the internal thoughts of your character● Write an ending for your story."

Score using the OPS Rubric for Narrative Writing Grade 5	Score using the OPS Rubric for Narrative Writing Grade 5
Possible Formative Assessments	
<ul style="list-style-type: none"> • Teacher observation • Student participation • Conferring Notes • Writer's Notebook Checks • Lesson specific exit slips 	
Summative Assessments	
<ul style="list-style-type: none"> • Pre and Post Unit Writing Assessments • OPS Rubric for Narrative Writing Grade 5 	
Alternative Assessments	
<ul style="list-style-type: none"> • Teacher Observation • Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
Reading Informational Text
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p>

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 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.
- 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.
1. 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]”).
 2. 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 & Listening

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

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.
- B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit 5: Narrative - Perspective and New Ending

Suggested Teaching Points

Unit 5/Bend 1: Point of View and Perspective / Gathering Ideas	
Writers will define and consider the role of perspective by...	<ul style="list-style-type: none">● Contrasting point of view and perspective:<ul style="list-style-type: none">○ Perspective: the viewpoint or lens from which you read a story○ Example: <i>Tiger Rising</i> is from Rob's perspective● Recognizing that a character's perspective impacts how he/she feels about certain experiences or other characters.● Considering how a story might have been told differently if it were being told by someone else:<ul style="list-style-type: none">○ If <i>Tiger Rising</i> were told from Sistine's perspective, how would the story be different?● Thinking about how the scene would have been told differently if it were told by a different narrator.● Thinking about what details might have been included/excluded.● Thinking about what is gained or lost by the author choosing this narrator to tell the scene.● Thinking about how the mood or tone of the scene would be different.● Thinking about how the reader would understand things differently.● Looking at images and identifying all of the perspectives that exist within that image.● Using the mentor texts to discover and think about perspective.
Writers will generate ideas for their perspective writing by...	<ul style="list-style-type: none">● Thinking about characters that they know a lot about.● Thinking about scenes that the reader and character were both present for.● Choosing a specific character from a text and brainstorming everything they know about that character.● Thinking about a character that you may not have originally felt deserved a chance, but you want to tell their story.● Thinking about a character you have empathy for, and you want to share their story.● Thinking about the character's journey beyond the text.● Creating backstories for characters that fit with what you know about the story.● Rehearsing ideas with partners.● Flash drafting a narrative that uses everything you know about the text and could fit right into the story.● Using your knowledge of the story to create a timeline of the events that you are writing.● Choosing a small moment scene.● Planning before drafting.

Unit 5/Bend 2: Development/Elaboration

<p><i>Writers will develop their ideas into a narrative by...</i></p>	<ul style="list-style-type: none"> ● Transferring all they know about narrative structure to the genre of historical fiction: <ul style="list-style-type: none"> ○ Strong characters, clear and compelling plots, settings that a reader can visualize, conflict ● Adding suspense and tension to build excitement. ● Including a strong lead to grab the attention of your reader. ● Showing the reader what is happening instead of just telling them: <ul style="list-style-type: none"> ○ Using figurative language ○ Avoiding the verb to be (I am, I was, I have been, we are, is being) ○ Using descriptive words ○ Using strong and precise verbs ○ Naming things ● Convincing so that the reader believes that you were there. ● Using sensory details: <ul style="list-style-type: none"> ○ What were your feet doing? ○ Ears hearing? ○ Eyes seeing? ● Showing the passing of time: clock ticking, sun going down. ● Adding domain specific vocabulary to make the story more authentic: <ul style="list-style-type: none"> ○ Example: Star, Jew, Ghetto, Nazi ● Adding specific dialogue from the text to make the story more authentic. ● Using lots of internal thoughts to show what they know about the text. ● Visualizing the historical fiction text as they are writing.
<p><i>Writers will build on their ideas and take their writing to the next level by...</i></p>	<ul style="list-style-type: none"> ● Thinking about a new ending that sticks with the text. ● Making sure the ending is realistic for the time period. ● Using everything you know about the story elements to plan for a new ending. ● Choosing to write the ending independently or with a partner. ● Activating the skills for narrative and perspective writing and using all of this in their story.

Unit 5/Bend 3: Revising, Editing, Publishing, Celebration & Reflection

<p><i>Writers edit and revise their work by...</i></p>	<ul style="list-style-type: none"> ● Using anchor charts. ● Working with a partner to provide feedback and suggestions. ● Referring to the text to make sure that the elements of the historical fiction text were included. ● Using checklists to review their work. ● Fact checking for accuracy: <ul style="list-style-type: none"> ○ Historical ○ Plot ● Moving parts of the story to a place that makes more sense. ● Starting the story a little later or a little earlier.
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	<ul style="list-style-type: none"> ● Gathering data on the various perspectives the story could be written from and collaborating with peers to experiment with the story from another perspective. ● Answering reflection questions: <ul style="list-style-type: none"> ○ How do you feel you've grown as a writer? ○ What was the most complex part of the writing process for you? ● Complimenting their own writing, leaving themselves a post-it that reads, "I am proud of..." ● Sharing their published piece by reading their historical fiction writing aloud to their partner. ● Participating in a gallery walk by moving to student desks to read other students' stories. ● Leaving compliments for their peers on a Post-it.
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Unit 5: Grammar/Mechanics

Form and Use the Perfect Tense

Example: I had walked to the store three times before I realized I forgot my wallet.
I have walked to the store many times before.
I will have walked to the store 30 times before the end of the summer.
Writers will understand perfect verb tense by...

- Analyzing and discussing examples and nonexamples;
- Classifying the verbs in each sentence as present, past, or future;
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *If...Then...Curriculum, Assessment Based Instruction*, Historical Fiction: Tackling Complex Texts, Units of Study in Opinion, Information, and Narrative Writing, Lucy Calkins, Grade 4, p. 69.
- Teachers College Reading and Writing Project Reading Curricular Calendar, Fifth Grade, 2014-2015 Unit Three - Historical Fiction Book Clubs and Related Informational Reading: Tackling Complex Texts
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Cats of Krasinski Square* by Karen Hesse and Wendy Watson
 - *Star of Fear, Star of Hope* by Jo Hoestlandt
 - *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy
 - *The Butterfly* Patricia Polacco
 - *Rose Blanche* by Roberto Innocenti
 - *Freedom Summer* by Deborah Wiles
 - *Freedom on the Menu* by Carole Boston Weatherford
 - *Peppe the Lamplighter* by Elisa Bartone

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Three Little Pigs*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice in writing instrument pen/pencil/type.
- Provide students with a bank of possible transition words.
- Provide guided notes with examples of how to add dialogue to your story.
- Define perspective and give multiple examples.
- Build anchor charts for sensory details and leads and refer to it throughout the unit.
- Provide hands on activities for sensory details.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time

- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Allow choice in writing instrument pen/pencil/type.
- Provide students with a bank of possible transition words.
- Provide guided notes with examples of how to add dialogue to your story.
- Define “perspective” and give multiple examples.
- Build anchor charts for sensory details and leads and refer to them throughout the unit.
- Provide hands on activities for sensory details.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Define "elaborate" and give examples.
- Provide guided notes with examples of how to add dialogue to your story.
- Define "perspective" and give multiple examples.
- Build anchor charts for sensory details and leads and refer to it throughout the unit.
- Provide hands on activities for sensory details.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities for student to write a story from the different perspectives of the characters
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set a writing goal for the assignment.
- Provide opportunities to use student notebooks as an example.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher

know who might need additional support.

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fifth Grade Writing Curriculum

Unit 6 Standardized Test Prep: Reading and Responding to Texts

Unit Overview

In the *Reading and Responding to Texts* Unit, students will activate their Grade 5 reading and writing strategies. They will compare the structure of narratives and essays. They will look at previous standardized test writing examples and rubrics so they know what is expected of them. Students will use their knowledge of essay to compare and contrast two literary works and three nonfiction sources. They will practice using the actual words from the writing prompts to create strong thesis statements. They will highlight, annotate, and look for text evidence that can support their thinking. They will use a combination of text evidence, transitions, and analysis to support their thinking. Essayists will use both the “Point by Point” and “Block” methods to organize their thinking. Students will also practice writing narratives using a new perspective or continuing the story to form a new ending. They will review the organization and structure of a story. Students will use a combination of thoughts, actions, and dialogue to show vs. tell the reader what is happening. Students will edit and revise their works and use a varied sentence structure.

Enduring Understandings

Writers will:

- Activate their prior knowledge of essay and narrative.
- Look at examples of the kind of writing that the standardized test is looking for.
- Use the writing prompt to create thesis statements.
- Establish and support a thesis/claim based on literary and non-fiction texts.
- Build strong evidence and use elaboration to support their claim/thesis statement.
- Continue a narrative or write a new story from a different perspective.
- Develop the narrative through a balance of thought, action, and dialogue.
- Write for real-life purposes and audiences.

Assessments

Pre-assessment	Post-assessment
<p>Standardized Test Prompt (Literary Analysis):</p> <p>“Today you will analyze a passage from the novel <i>Ida B</i> and a passage <i>Moon Over Manifest</i>. As you read these texts you will think about the influence of the narrator’s point of view so you can write an essay. The passages both include events that did not happen exactly how the narrator expected. Write an essay describing how each narrator’s point of view influences how these events are described. Be sure to use details from BOTH stories.”</p> <p>Please take some time to plan your essay. Be sure</p>	<p>Standardized Test Prompt (Literary Analysis):</p> <p>“Today you will analyze a passage from the novel <i>Ida B</i> and a passage <i>Moon Over Manifest</i>. As you read these texts you will think about the influence of the narrator’s point of view so you can write an essay. The passages both include events that did not happen exactly how the narrator expected. Write an essay describing how each narrator’s point of view influences how these events are described. Be sure to use details from BOTH stories.”</p> <p>Please take some time to plan your essay. Be sure</p>

<p>to revise and edit your draft when finished.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write an introduction. • State your opinion or claim. • Give reasons and evidence. • Organize your writing. • Use transition words. • Write a conclusion.” <p>Score with current standardized testing rubric.</p> <p>PARCC Pearson Website: https://nj.mypearsonsupport.com/practice-tests/</p>	<p>to revise and edit your draft when finished.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write an introduction. • State your opinion or claim. • Give reasons and evidence. • Organize your writing. • Use transition words. • Write a conclusion.” <p>Score with current standardized testing rubric.</p> <p>PARCC Pearson Website: https://nj.mypearsonsupport.com/practice-tests/</p>
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Possible Formative Assessments

- Teacher observation
- Student participation
- Conferring Notes
- Writer’s Notebook Checks
- Lesson specific exit slips

Summative Assessments

- Pre and Post Unit Writing Assessments
- Current standardized testing rubric

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational Text

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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.5.3. 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.

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

1. 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]”).

2. 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]”).

Speaking & Listening

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

- 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.
 - B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.

Computer Science and Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Science

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Unit 6 Standardized Test Prep: Reading and Responding to Texts

Suggested Teaching Points

Unit 6/Bend 1: Applying Grade Five Writing Strategies

Writers will know and apply grade 5 writing strategies by...

- Reading and scoring sample student essays.
- Working with partners to score the sample student essays using the current standardized testing rubric.
- Using the actual words from a writing prompt question to draft thesis statements.
- Reviewing terms associated with essay:
 - Thesis statement, hook, transitions, text evidence, topics, conclusions, etc.
- Comparing narrative and essay
- Reviewing terms associated with narrative writing:
 - Hook, show vs. tell, transitions, bit by bit, figurative language, etc.
- Previewing the writing prompt first, so you can activate engagement with the text and focus your thinking to a specific lens.

Suggested text: *Students will read and respond to the Newsela article, "Man-made climate change may be the root of shorter freeze seasons."*

Unit 6/Bend 2: Literary Analysis Task - Comparing Two Works

Writers will compare and contrast two literary works by...

- Discussing and highlighting key points.
- Annotating the text.
- Highlighting evidence from each passage that supports their claim.
- Reviewing the boxes and bullet structure.
- Distinguishing the difference between point by point method and block method:

	<ul style="list-style-type: none"> ○ Point by Point: talk about each story in the body paragraph ○ Block Method: organize essay according to story ● Identifying transitions in comparative writing: <ul style="list-style-type: none"> ○ However, in contrast, similarly, likewise ● Using transitions to for adding more information: <ul style="list-style-type: none"> ○ In addition, also, finally ● Writing a shared class essay. ● Activating prior knowledge for introductions, body paragraphs, and conclusions using a block method: <ul style="list-style-type: none"> ○ Introduction: hook, genre, title, author, brief summary, thesis statement ○ Body paragraph 1: claim/topic about story 1, text evidence/quote from story 1, analysis ○ Body paragraph 2: claim/topic about story 2, text evidence/quote from story 2, analysis ○ Conclusion: restate thesis statement, leave readers thinking about the claim, connect with the reader ● Activating prior knowledge for introductions, body paragraphs, and conclusions using Point by Point Method. <ul style="list-style-type: none"> ○ Introduction: hook, genre, title, author, brief summary, thesis statement ○ Body paragraph 1: claim/topic about stories, text evidence/quote from each story, analysis ○ Body paragraph 2: claim/topic about stories, text evidence/quote from each story, analysis ○ Conclusion: restate thesis statement, leave readers thinking about the claim, connect with the reader ● Sharing and discussing with partners.
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Unit 6/Bend 3: Nonfiction/Research Simulation Task - Comparing Two or Three Works	
<p><i>Writers will compare and contrast two or three nonfiction works by...</i></p>	<ul style="list-style-type: none"> ● Highlighting evidence from each passage for the writing prompt. ● Annotating the text. ● Discussing and highlighting key points. ● Making a t-chart with the class to chart similarities and differences between the passages. ● Reviewing note taking strategies while watching a video: <ul style="list-style-type: none"> ○ Finding the main idea even if it is not written ● Activating prior knowledge of the topic. ● Activating prior knowledge of transitions in comparative writing: <ul style="list-style-type: none"> ○ However, in contrast, similarly, likewise ● Activating prior knowledge of transitions to for adding more information: <ul style="list-style-type: none"> ○ In addition, also, finally ● Sharing and discussing with partners. ● Activating prior knowledge for introductions, body paragraphs, and conclusions using Block by Block Method:

	<ul style="list-style-type: none"> ○ Introduction: hook, genre, title, author (source 1, 2, and 3), brief summary (source 1, 2, and 3) thesis statement ○ Body Paragraphs: topic or claim about story 1, example, text evidence/quote, explanation ○ Repeat steps for body paragraphs 2 and 3 ○ Conclusions: restate thesis statement, briefly summarize points from sources 1, 2, and 3, leave readers with a greater thought
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Unit 6/Bend 4: Narrative Writing Task

Writers will complete a narrative writing task by...

- Distinguishing the difference between perspective and point of view.
- Activating prior knowledge of narrative writing.
- Reviewing punctuation in dialogue.
- Using story transitions.
- Continuing a story or passage from a new perspective.
- Continuing a story and writing a new ending using all of the story elements given to you.
- Planning and organizing ideas for the narrative by using a double timeline.
- Balancing thought, action, dialogue through their writing, making sure they have these three dimensions.
- Crafting a lead that draws readers to the heart of the story writing it in the same way they would tell it to someone (using voice).
- Focusing on the organization of the story:
 - A new character comes along (new speaker new line)
 - A new event happens
 - A new idea is introduced
 - The setting changes
 - A new person is speaking
 - Time moves forward or backward a lot
 - The camera moves
 - Transitions to show time passing
- Using a writer’s checklist.
- Elaborating on the important scenes.
- Slowing down the dramatic parts and speeding up the less important ones.
- Rereading and editing by using all of their writing muscles to add capitals, punctuation, correct spelling and grammar.

Unit 6: Grammar/Mechanics

Use a Comma to Separate an Introductory Element from the Rest of the Sentence

Example: Preparing to ride the giant roller coaster, I took a deep breath.

Writers will understand the comma to set off the introductory phrase and clause by...

- Analyzing and discussing examples and nonexamples;
- Classifying the phrases in each sentence;

- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- Writing Pathways K-5, Performance Assessments and Learning Progressions, *Units of Study for Teaching*
- *Reading Lucy Calkins with Colleagues from the Reading and Writing Project*
- [Possible Writing Prompts](#)
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - PARCC/Current Standardized Test Practice
- Excerpts from:
 - *Ida B* by Katherine Hannigan
 - *Moon Over Manifest* by Clare Vanderpool
 - *The Youngest Girl in Fifth Grade* by Angela Brazil
 - *The Amazing Penguin Rescue* by Lauren Tarshis
 - *The Amazing Penguin Rescue* by Dyan DeNapoli
 - *Endangered Penguins Caught in Oil Spill Video*
 - *The Growin' of Paul Bunyan*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.

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- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary
- Allow students to use an electronic device to complete the writing piece.
- Provide frequent breaks.
- Use sentence starters when possible.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model breaking down the prompt to answer all parts.
- Build “Strategies for Writing to a Prompt” anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide direct instruction on quoting and paraphrasing.
- Build an anchor chart on stating a claim and refer to it throughout the unit.
- Use visuals for comparing/contrasting across genres such as Venn Diagrams/charts/etc. along with direct instruction.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Provide frequent breaks.

- Use sentence starters or sentence frames when possible.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model breaking down the prompt to answer all parts.
- Build “Strategies for Writing to a Prompt” anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide direct instruction on quoting and paraphrasing.
- Build an anchor chart on “Making a Claim” and refer to it throughout the unit.
- Use visuals for comparing/contrasting across genres such as Venn Diagrams/charts/etc. along with direct instruction.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Allow students to use an electronic device to complete the writing piece.
- Use sentence starters or sentence frames when possible.
- Demonstrate quick notes and provide examples.
- Allow students to quick draw and make webs to plan answers to prompts.
- Model breaking down the prompt to answer all parts.
- Build “Strategies for Writing to a Prompt” anchor chart and refer to it throughout the unit.
- Model finding the key details in text-dependent questions.
- Provide direct instruction on quoting and paraphrasing with examples.
- Build an anchor chart on “Making a Claim” and refer to it throughout the unit.
- Use visuals for comparing/contrasting across genres such as Venn Diagrams/charts/etc. along with direct instruction.
- Provide opportunities for students to prewrite using a graphic organizer.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities for the student to lead discussions.
- Provide opportunities to use student notebooks as an example.

- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Fifth Grade Writing Curriculum

Unit 7 Informational Writing: Journalism

Unit Overview

In the *Journalism Writing Unit*, writers will become the news reporters of their community. They will generate news stories by looking around them and thinking about topics that they find interesting. Journalists will write with an upside-down pyramid structure using a reporter's tone and concise language. They will answer the 5Ws and H within the headline and lead. They will balance their stories by telling both sides and including multiple perspectives. Students will create a dramatic tone by using vivid words to ensure that their stories are compelling to their readers. Student journalists will interview witnesses or people related to their stories. They will select the most pertinent quotes to include and write strong endings, leaving the reader contemplating the event. Journalists can become fellow editors by checking each other's writing to see if the 5W's and H are answered, providing specific feedback on the content.

The unit may culminate in a mock newscast written and presented by the students. Students will be divided into small groups (four or five, maximum). They will choose creative names for their news teams and themselves, as news reporters.

Each group will be responsible for researching, reading, writing questions, interviewing, taking notes, writing scripts, creating a slideshow and presenting news broadcasts. Each member of the news team will be assigned a story type: local, state, national and international. The local reporter will be asked to conduct an interview with someone in the OPS community: superintendent, principal/asst. principals, teachers or other staff members or students. Costumes and props will be encouraged. (Handheld microphones were purchased by the PTA during the 2021/22 school year. This tool serves as both a prop and helpful tool to support voice projection and clarity.)

In addition to writing a script for their news story, students will produce a collaborative slideshow that will be projected on the SMART Board behind them as they deliver their newscast. Music, photos and video clips will be inserted to enhance the presentation. Students will collaborate to create a logo for their news team. The logo slide will launch the presentation as slide one. A news-style theme music link will be embedded into this slide. Students will present their newscast, while other students serve as the audience.

There will be an emphasis on reporting “good News,” taking inspiration from John Krasinski's Some Good News (SGN) from Spring 2020.

Enduring Understandings

Writers will:

- Become reporters of their community.
- Generate news stories by looking for topics around them.
- Research topics to provide background information for their readers.
- Use an upside-down pyramid structure.
- Explore the 5Ws and H of the story.
- Interview witnesses or people that can weigh in on the story.
- Balance stories by telling both sides and including multiple perspectives.
- Use an unbiased tone.
- Use a dramatic, objective reporter’s tone.
- Understand how technology has advanced the field of journalism throughout time.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: Create a newsworthy moment for students to report on. Possible topics can include:</p> <ul style="list-style-type: none"> • <i>Recess is canceled due to kids being disrespectful to the lunch aides</i> • <i>LEAD field day is canceled because Memorial Field needs a new irrigation system</i> <p>“News just happened in front of your eyes. Good reporters take time to observe and report what is happening around them. Write a news story on an event. Be sure to:</p> <ul style="list-style-type: none"> • Use an unbiased tone • Engage your reader • Keep the reader interested and informed • Report on the truth and what you know <p>Score using the OPS Rubric for Informational Writing Grade 5</p>	<p>Prompt: Create a newsworthy moment for students to report on. Possible topics can include:</p> <ul style="list-style-type: none"> • <i>Recess is canceled due to kids being disrespectful to the lunch aides</i> • <i>LEAD field day is canceled because Memorial Field needs a new irrigation system</i> <p>“News just happened in front of your eyes. Good reporters take time to observe and report what is happening around them. Write a news story on an event. Be sure to:</p> <ul style="list-style-type: none"> • Use an unbiased tone • Engage your reader • Keep the reader interested and informed • Report on the truth and what you know <p>Score using the OPS Rubric for Informational Writing Grade 5</p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> • Teacher observation • Student participation • Conferring Notes • Writer’s Notebook Checks • Lesson specific exit slips 	

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Oradell Public School District GR 5 Writing Curriculum 86

Benchmark Assessments
<ul style="list-style-type: none"> • TCRWP Assessment for Independent Reading Levels • End of the Year Writing Assessment (Spring)
Summative Assessments
<ul style="list-style-type: none"> • Pre and Post Unit Writing Assessments • OPS Rubric for Informational Writing Grade 5 • Journalism Project
Alternative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
Reading Informational Text
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
Writing

- 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.
- 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.
1. 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]”).
 2. 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 & Listening

- 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

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.

B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

Computer Science and Design Thinking

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

Unit 7 Informational Writing: Journalism

Suggested Teaching Points

Unit 7/Bend 1: Becoming a News Reporter of the Community

Writers will look to the world around them to generate possible newsworthy story ideas by...

- Noticing the difference between a narrative and a news story:
 - Narrative - slower paced, descriptive, first person point of view
 - Journalism - dramatic, written in third person, uses firsthand accounts
- Looking at news stories in magazines and newspapers.
- Brainstorming ideas by reading about topics:
- Listing news topics of interest to them.
- Observing all the world around them and paying attention to both the hidden and obvious stories.
- Thinking about possible topics to explore:
 - The neighborhood, school recess, book clubs, class trips, volunteering, special visitors, the weather, social issues, people, special events, etc.
- Thinking about their class and brainstorming about the world around them.

	<ul style="list-style-type: none"> • Choosing a topic for their research/article.
<p><i>Writers will write news stories, paying attention to structure & tone by....</i></p>	<ul style="list-style-type: none"> • Defining the word “concise” and identifying its role in news stories. • Providing a graphic organizer of an inverted pyramid as a visual for students to use for their research. • Modeling an example of a news article using an inverted/upside down pyramid: <ul style="list-style-type: none"> ○ 5Ws and H in the lead ○ Followed by quotes and examples ○ Lesser details last • Using a reporter’s tone and remaining objective. • Using sensory words. • Using a dramatic tone. • Balancing their stories by telling both sides and including multiple perspectives: <ul style="list-style-type: none"> ○ Review use of the word “However” • Writing strong endings, leaving the reader contemplating the event. • Consulting a partner for ideas.

Unit 7/Bend 3: Journalists Cycle Deeper

<p><i>Writers will cycle deeper through a journalist’s process by...</i></p>	<ul style="list-style-type: none"> • Interviewing witnesses for a new writing piece or to add to their news article. • Modeling how interviewers use body language and also note-taking skills. • Preparing for and planning follow up questions to revisit the interviewee. • Interviewing to cover multiple perspectives. • Selecting the best and most pertinent quotes. • Writing leads that contain the most important information, while also capturing the reader’s attention. • Using an active voice. • Crafting endings that provide an element of closure and leave the reader thinking about more news. • Including background information and/or technical information that the reader might need. • Writing strong headlines.
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Unit 7/Bend 4: Journalists will Publish and Celebrate

<p><i>Writers will edit and publish their work by...</i></p>	<ul style="list-style-type: none"> • Revising their writing using a writer’s checklist. • Becoming fellow editors. • Consulting a partner for final revisions • Celebrating their work by: <ul style="list-style-type: none"> ○ Sharing their newspaper/digital presentation/video ○ Distributing their newspaper/digital presentation/video
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- Creating a news cast and becoming part of a news team
- Reflecting on the impact of positive news on one's feelings

Unit 7: Grammar/Mechanics

Use Verb Tense to Convey Various Times, Sequences, States, and Conditions

Writers will understand the comma to set off times, sequences, states, and conditions by...

- Analyzing and discussing examples and nonexamples;
- Classifying the usage in each sentence;
- Apply these strategies to their own writing pieces.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, If...Then...Curriculum, Assessment Based Instruction* by Lucy Calkins, Grade 5, Journalism, Grade 4, p. 68.
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- [Journalism Powerpoint](#)
- [Journalism Powerpoint 2](#)
- Mentor Text:
 - *Tween Tribune*
 - [Newsela](#)
 - *Scholastic News*
 - Current Newspapers
 - [Liberty Kids](#)

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Quizlet
 - Scholastic
 - Readworks
 - Bookflix
 - Epic
 - Newsela

[Supplemental Resources](#)

STEAM Integration: [UNIT 7](#) - Hunger Games

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Provide guided notes as necessary.
- Set a writing goal for the unit and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Provide envelopes or folders for gathering research.
- Build anchor chart on Narrative vs. Journalism and "Inverted Pyramid."
- Provide guided or scaffolded questions for interviewing.
- Provide video and/or audio clips of interviews.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

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- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Set a writing goal for the unit and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use sentence starters or sentence frames when possible.
- Provide envelopes or folders for gathering research.
- Build anchor chart on Narrative vs. Journalism and “Inverted Pyramid.”
- Provide guided or scaffolded questions for interviewing.
- Provide video and/or audio clips of interviews.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Allow use of a bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Set a writing goal for the unit and then focus only on that goal.
- Allow students to use an electronic device to complete the writing piece.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or sentence frames when possible.
- Provide envelopes or folders for gathering research.
- Provide resources/research materials in the second language if possible.
- Build anchor chart on Narrative vs. Journalism and “Inverted Pyramid.”
- Provide guided or scaffolded questions for interviewing.
- Provide video and/or audio clips of interviews.

- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to interview and record.
- Provide opportunities for students to lead discussions.
- Use flexible grouping.
- Provide opportunities to use student notebooks as an example.
- Allow students to add subtopics and chapters for extension.
- Incorporate differentiated writing techniques based on the 5th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order

to develop meaningful relationships and resolve interpersonal conflicts

- Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules