

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Five**

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**Oradell Public School
River Edge Public School**

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FIFTH GRADE WRITING CURRICULUM

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BY THE END OF FIFTH GRADE - KNOWING OURSELVES AS WRITERS

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words & phrases & sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
- 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.5.10** 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.

- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states and conditions
 - d. Recognize and correct inappropriate shifts in verb tense
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to craft narratives that have an evolving drama, a climax or turning point and a resolution to a developed conflict.

ESSENTIAL QUESTIONS

How do writers use the writing process to craft narratives that have an evolving drama, a climax or turning point and a resolution to a conflict?

MODULE ASSESSMENT

Published narrative
On-demand written piece
Conferences

UNIT OBJECTIVES

Students will be able to...

- collect ideas effectively
- write with stamina
- apply author's craft
- bring forth a theme
- craft narratives with strong story structure
- use narration effectively
- elaborate on ideas
- unfold stories sequentially
- use appropriate transitional words and phrases
- use appropriate pacing to story tell events
- show character reactions to events
- create dramatic and tension filled scenes
- convey emotion and tone through word choice
- use correct verb tenses
- use varied sentence structure

SKILLS

Students will be able to...

- establish a community of trust among writers
- identify writer's craft and borrow craft ideas from mentor texts and authors
- discuss their own strengths and weaknesses as writers
- select which method of collecting ideas works for them as a writer
- identify and apply elements of good storytelling
- identify common themes in narratives and collect ideas using those universal themes
- use a story arch to plan out narratives with rising action, a turning point and a resolution to a conflict

- choose between 1st and 3rd person narration and use those narration choices effectively
- orient the reader by establishing the situation
- introducing the narrator in the beginning of the story
- add details such as thought, action, dialogue, feeling and emotion to elaborate on ideas and develop the heart of the story
- review strategies for leads and closings and apply them as a revision tool
- become proficient in using an editor's checklist
- edit for precise words and phrases to convey emotion and tone
- edit sentences for verb usage and verb tense
- edit for sentence structure
- write about how a person/character that they interjected into a story resolved a conflict
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Resources for Teaching Writing –Lucy Calkins

Websites: [http://www.brainpop.com/english/writing/imagination/;](http://www.brainpop.com/english/writing/imagination/)

<http://kellimcbride.com/writersinventory.htm>

<http://www.usd267.k12.ks.us/TL%20Student%20Pages/4th5thgradelinks/45writinglinks.html>

Literature:

Because of Winn-Dixie by Kate DiCamillo

An Angel for Solomon Singer by Cynthia Rylant

One Green Apple by Eve Bunting

The Stranger by Chris Van Allsburg

Skinny Bones by Barbra Park

Professional References:

Raising the Quality of Narrative Writing: Lucy Calkins, Firsthand/Heinemann

Writing a Life by Katherine Bomer

**BY THE END OF FIFTH GRADE -
WRITING ABOUT READING / LITERARY ESSAY**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.
- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
- 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. Link ideas within and across categories of information using words, phrases, and clauses
 - 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.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers will analyze what they read to develop a thesis/claim that is supported by evidence from their reading.

ESSENTIAL QUESTIONS

How do writers analyze what they read to develop a thesis/claim that is supported by evidence from their reading?

How do writers apply what they know to respond to a prose constructed response?

MODULE ASSESSMENT

Published literary essay

On demand written piece

Conferences

UNIT OBJECTIVES

Students will be able to...

- speak and write about literary ideas and themes
- identify genres
- organize and plan for writing
- write focused and straightforward claims or thesis statements
- support claims with evidence and reasons
- write effective introductions and conclusions
- paraphrase a text for evidence to a claim
- quote a text to prove a point
- use a variety of transition words and phrases effectively
- use appropriate punctuation
- use varied sentences and varied word choice including correct usage of prepositions and conjunctions
- use verb tense and verb choice effectively

SKILLS

Students will be able to...

- use sentence starters to “talk long” about a provocative text
- determine what ideas are unique to specific genres (i.e. a lesson learned in fiction or folk tales)

- revise thesis statements for precise language and accuracy
- use transition words and phrases (i.e. because, therefore, since, for example) to connect opinion and reasons
- cite detailed actions and words to show how parts of the book support the claim
- identify specific evidence (eg. dialogue, facts, events) from the text to support the thesis
- orient the reader by writing one or two sentences about what the book is about before stating your claim
- review strategies for writing introductions and conclusions and apply those techniques as a revision tool
- paraphrase with detail, specificity and brevity when referring to a specific part of a story
- write before and after a quote to set the reader up for the part that's being quoted
- use follow up sentences after a quote to make their point clear
- use appropriate punctuation for quoting texts
- revise for varied sentences and word choice
- edit for verb tense, conjunctions and preposition usage
- summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- write responses to different points of view
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Websites: Newsela.com

Literature:

Every Living Thing by Cynthia Rylant

The Marble Champ from Baseball in April and Other Stories by Gary Soto;

Eleven from Woman Hollering Creek and Other Stories by Sandra Cisneros

Tall Tales Adrienne Stoutenburg

Professional References:

Literary Essays: Writing About Reading by Lucy Calkins and Medea McEvoy

BY THE END OF FIFTH GRADE - PERSUASIVE ESSAY

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - 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.
- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.

- 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.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form, for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to develop an opinion or argument and support that point of view with evidence and reasons.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop an opinion or argument and support that point of view with evidence and reasons?

MODULE ASSESSMENT

Published persuasive essay
Conferences

UNIT OBJECTIVES

Students will be able to...

- write opinion pieces
- write a concise thesis statement
- logically order ideas
- transition easily between one idea and the next
- use quotes, statistics and angled anecdotes as evidence to support claims
- arrange writing sequentially
- write a conclusion that relates to the opinion
- use figurative language
- publish using conventions of Standard English grammar
- publish using conventions of Standard English capitalization, punctuation and spelling

SKILLS

Students will be able to...

- define essay structure as a main claim with supportive examples
- reach for the precise words to capture thoughts
- use metaphors for thoughts that don't easily fit into ordinary words
- elaborate on ideas
- create organizational structures for writing
- angle anecdotes so they highlight and support the idea the writer wants to advance
- explore multiple angles on one idea using conversational prompts and phrases
- gather quotes, statistics, observations, citations or lists to support claims
- edit for conventions of Standard English grammar
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Literature:

A Quiet Place by Douglas Wood

The Table where Rich People Sit by Byrd Baylor

Chicken Soup for the Kids Soul

All the Places to Love by Patricia McLaughlin

Knucklehead: tall tales and mostly true stories about Growing up by Jon Scieszka

Professional References:

Breathing Life into Essays by Lucy Calkins

Mentor Texts by Lynne R. Dorfman & Rose Cappelli

**BY THE END OF FIFTH GRADE-
CONTENT-AREA WRITING:
BECOMING AN EXPERT ON A NONFICTION TOPIC**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.5.7** 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.
- b. Apply *grade 5 Reading standards* to informational texts

(e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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 (i.e. *however, although, nevertheless, similarly, moreover, in addition*)
- 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.

21ST CENTURY SKILLS

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use background knowledge and purposeful research to inform others about a topic.

ESSENTIAL QUESTIONS

How do writers use background knowledge and purposeful research to inform on a topic?

How do writers use the writing process to convey ideas and information clearly?

MODULE ASSESSMENT

Published non-fiction piece

Conferences

UNIT OBJECTIVES

Students will be able to...

- categorize nonfiction texts
- take notes
- research using a variety of resources
- develop a theme for a nonfiction piece
- write with significance
- organize writing
- analyze and reflect on research
- select and narrow a topic to the most interesting angle or aspect
- find what is interesting or compelling about a topic
- revise to ensure topics and subtopics have equal weight and value
- make decisions to guide additional research
- convey information utilizing a variety of text features
- publish using conventions of standard English grammar
- publish using conventions of standard English capitalization, punctuation and spelling

SKILLS

Students will be able to...

- use note taking as a way to grow thinking about a topic
- sort, classify and group information
- revise for facts definitions, concrete details and quotes or examples
- analyze information
- define vocabulary words or include context clues for new language

- write introductions and conclusions
- use technology to gather information
- use technology to share learned information
- edit for conventions of Standard English grammar
- edit for conventions of Standard English capitalization, punctuation and spelling
- summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Texts: Wide assortment of non-fiction texts such as Dk Readers, Gail Gibbons books, Seymour Simon books and Time for Kids

Websites: Enchanted Learning.com, newsela.com

Professional Resource:

Teaching Nonfiction Writing: a Practical Guide by Laura Robb

**BY THE END OF FIFTH GRADE -
HISTORICAL FICTION:
EXAMINING THE RELATIONSHIP BETWEEN
CHARACTER, PLOT AND SETTING**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- 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.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- 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.

- L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - b. Use verb tense to convey various times, sequences, states, and conditions.
 - c. Recognize and correct inappropriate shifts in verb tense.
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to create a historical fiction narrative that uses setting to drive the plot and puts characters into realistic and historically accurate conflicts.

ESSENTIAL QUESTIONS

How do writers use the writing process to create a historical fiction narrative that uses setting to drive the plot and that puts characters into realistic and historically accurate conflicts?

MODULE ASSESSMENT

Published historical fiction story
Conferences

UNIT OBJECTIVES

Students will be able to...

- transfer all they know about narrative structure to the genre of historical fiction (strong characters, clear and compelling plots, settings that a reader can visualize)
- create characters that portray the thoughts, motivations and conflicts of a historical period
- tell the story in a few well crafted scenes that may shift in time and place
- make decisions about who should narrate the story taking care to consider the narrator's point of view
- craft leads that introduce the setting and the time period
- conclude the story by showing how the character changes as a result of a struggle or conflict
- publish using conventions of Standard English grammar
- publish using conventions of Standard English capitalization, punctuation and spelling

SKILLS

Students will be able to...

- choose a time period in which they have background knowledge
- research using videos, photographs, illustrations, and if possible, artifacts from the time period
- draft characters that can reveal, through their thoughts and feelings, an accurate account of history
- revise characters for believability (characters with flaws as well a strengths) and historical accuracy
- plan for stories taking care to insert facts to make the story accurate
- decide how the main character will make sense of the events that occur

- around him/her
- write internal and external dialogue for characters that allow characters to speak the truth about historical events
- draft scenes where a character is “put into action” within a specific time period
- write flashback scenes to provide historical events and facts
- write foreshadowing scenes to show the true events to come
- revise the setting, adding more details to create a vivid sense of time and place
- choose historical facts or images to write a strong lead
- study plots of mentor texts to examine how endings resolve the conflict
- revise conclusions to show how characters change
- revise for accurate passage of time using transitional words and phrases to manage the sequence of events
- edit for varied sentences and word choice
- write about the way a character that they interjected into a story resolved a conflict
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Literature:

The Babe and I by David Adler

The Bat boy and His Violin by Gavin Curtis

Freedom Summer by Deborah Wiles

Freedom on the Menu by Carole Boston Weatherford

Peppe the Lamplighter by Elisa Bartone

The Fighting Ground by Avi

The Great Brain and The Great Brain Reforms by Fitzgerald

Professional Resources:

<http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/social1.htm>

BY THE END OF FIFTH GRADE- WRITING IN A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - 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.
- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.

21ST CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.D.3 Understand different cultural perspectives to enhance communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate applications

8.1.4.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to respond to prompts within an established time.

ESSENTIAL QUESTIONS

How do writers use the writing process to respond to prompts within an established time?

MODULE ASSESSMENT

On-demand writing prompts in a variety of genres
Conferences

UNIT OBJECTIVES

Students will be able to...

- write effective responses to standardized test prompts
- vary writing structure and form according to the writing task
- use planning strategies to pre-write
- include strong leads and closings
- reflect on individual writing
- take compositional risks to improve writing
- revise and edit quickly and effectively
- write with focus and stamina within a time constraint
- use conventions of Standard English grammar
- use conventions of Standard English capitalization, punctuation and spelling

SKILLS

Students will be able to...

- distinguish between narrative, informational and persuasive writing
- recognize the skills writers need in order to able to write in narrative and non-narrative form
- use a story mountain or story arc to plan for narrative writing
- use boxes and bullets to plan for essay writing
- compose narrative writing in response to a given prompt
- compose essays in response to a given prompt, providing supportive evidence
- evaluate individual writing
- revise as they write
- edit quickly and effectively
- employ good “test taker” strategies such as understanding the question, and underlining key words and phrases
- edit for conventions of Standard English grammar
- edit for conventions of standard English capitalization, punctuation and spelling
- write about the way a character that they interjected into a story resolved a conflict
- summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- write responses to different points of view
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

Texts: ‘Performance Coach’, Sample Prompts

Professional References:

[Integrating Test Prep into Reading and Writing Workshop](#) by Nancy Jennison

[Writing to a Prompt](#) by Janet Angellilo

BY THE END OF FIFTH GRADE- JOURNALISM

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - 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.
- L.5.1** Demonstrate command of the conventions of Standard English grammar and usage.
- L.5.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.D.3 Understand different cultural perspectives to enhance communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate applications

8.1.4.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to write thoughtful accounts and purposeful opinion pieces.

ESSENTIAL QUESTIONS

How do writers use the writing process to write thoughtful accounts and purposeful opinion pieces?

MODULE ASSESSMENT

Published news story, feature article and/or editorial
Conferences

UNIT OBJECTIVES

Students will be able to...

- write concise focused reports
- write with a sense of drama to sustain audience interest
- create a captivating headline
- suggest the significance of an everyday event
- quote a source accurately
- use a third person narration to report
- use point of view with opinion pieces
- use a factual tone for news stories
- vary word choice for meaning and purpose
- use verb tense to convey various times, sequences, states and conditions
- publish a class newsletter, magazine article, or a blog
- use Standard English grammar

SKILLS

Students will be able to...

- distinguish between a news story, a feature article and an editorial
- conduct interviews, observations, and take notes to gather information
- ask relevant questions to research further
- gather details for news stories

- ponder the meaning behind everyday events
- use quotes as evidence
- use a variety of strategies to revise quickly
- choose academic words such as witness, bystander, incident
- tell *who, what, when, where* and ask *why* when writing investigative pieces
- revise for detail, drama and accuracy
- consider different angles for a story when writing a feature article or editorial
- shift verb tenses and explore using the perfect tense
- edit for conventions
- summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- write responses to different points of view
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

A variety of appropriate news stories from sources such as: *Time for Kids, Weekly Reader, Scholastic News, The Bergen Record and The Town News, SI for Kids*

Professional References:

The No Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill
Writing to Persuade by Karen Caine

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then

"teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using

- written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (*appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.