



Writing Curriculum Grade 5

Writing Curriculum Committee	
Name	Position
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Ashley Adimando	<i>Grade 5 Teacher</i>
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Introduction
The River Edge School District is committed to providing a rich and rigorous curriculum so that all students can achieve at the highest levels, while developing as responsible citizens, who respect individuality. Our curriculum is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Our curriculum is aligned to the New Jersey Student Learning Standards. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens. The River Edge curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate college and career readiness standards. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Born On Date: August 2024

Revised & Readopted Date: August 2025

Grade 5 English Language Arts - Writing PACING	
Unit	Pacing
Unit 1: Paragraph Power: Shaping Clear and Coherent Writing	September
Unit 2: Unlocking the Secrets of Stories: Analyzing Literature Through Writing	October - November
Unit 3: The Power of Persuasion: Crafting Compelling Arguments Through Writing Speeches	December - January
Unit 4: Exploration and Research: An Adventure in Composing Nonfiction Pieces	February - March
Unit 5: Traveling Through Time: Creating Captivating Historical Fiction Stories	April - June
Equity, Diversity, and Inclusion	
The River Edge Public School District is committed to promoting Equity, Diversity, and Inclusion (E-D-I). As per Chapter 32 (C.18A:35-4.36a), our District incorporates instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 6 as part of the District's implementation of the New Jersey Student Learning Standards. • River Edge E-D-I Book List • River Edge Grade 5 E-D-I Activities	

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Unit 1: Paragraph Power: Shaping Clear and Coherent Writing

New Jersey Student Learning Standards

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.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.

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

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

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

L.VI.5.3. 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.

Unit Summary (Enduring Understandings)

This unit will begin by establishing the routines and expectations of Writing Workshop, providing students with an understanding of how to organize a writer's notebook, brainstorm ideas for writing topics, and build stamina as writers. Within this unit, students will also develop essential skills for constructing well-organized and compelling paragraphs. This unit focuses on key elements such as topic sentences, supporting details, and concluding sentences. Starting with an introduction to the paragraph as a cohesive unit, students will learn the importance of a clear and concise topic sentence to anchor their writing. Emphasis is placed on identifying effective topic sentences and understanding their role in guiding the reader. Progressing through the unit, students will explore the art of providing strong supporting details using descriptive language, relevant examples, and sensory details. Composing a well-crafted concluding sentence is also highlighted, with students learning various strategies for creating effective conclusions. Throughout the unit, writing exercises, peer reviews, and constructive feedback sessions will refine students' paragraph-writing skills, ultimately empowering them to craft strong paragraphs that effectively communicate their ideas.

As students work through this unit, they will take responsibility for their learning by setting goals, reflecting on their strengths and areas for improvement, and making decisions about their own writing. They will adapt their writing to fit different audiences, purposes, and topics, learning how to communicate their ideas clearly in various contexts. Students will practice using evidence to support their ideas and learn how to evaluate, defend, and discuss the writing of others in thoughtful ways. By using a variety of resources such as books, articles, and videos, they will build knowledge to strengthen their writing. Students will also have opportunities to use technology in creative ways to plan, write, and edit their paragraphs, making their writing process more engaging. Through this work, students will connect their own experiences and ideas with the stories and perspectives of others, gaining a deeper understanding of themselves and the world around them.

Essential Questions

- What routines can we establish for Writing Workshop?
- How do writers craft strong paragraphs?
- How do writers follow the writing process to craft a published piece?
- What strategies can writers use to make their writing easy to read?

How can writers give and receive constructive feedback?	
Skills	Transfer
- Craft a strong paragraph with a clear topic sentence, supporting details, and a closing sentence - Expand on supporting details in a paragraph with relevant details and examples - Organize a paragraph logically and cohesively - Use transition words and phrases to organize writing - Incorporate figurative language into writing to provide descriptive and sensory details - Develop and strengthen writing through planning, revising, editing, and rewriting - Write routinely, building stamina and skill as a writer - Engage effectively in collaborative discussions - Use knowledge of conventions when writing - Apply grade-level phonics and word analysis when writing	- Able to craft organized paragraphs with strong details - Demonstrates the writing process - Write using knowledge of conventions, phonics, grade level vocabulary - Effectively collaborate with peers throughout the writing process

Instructional Goals and Pathways	
Goal 1: Writers establish routines for Writing Workshop.	
Pathways	
Pathway #1 Writers Define Expectations for Writing Environment - Think about good writing experiences in the past - Discuss how to regulate behaviors and classroom routines to create the best setting for all - Brainstorm rules for how Writing Workshop should Look, Sound, Feel	Pathway #2 Writers Find Inspiration for Writing - Decorate notebook with likes, interests, experiences - Engage in dialogue with peers - Make a heart map - Inspirational people, places, events, quotations - Memorable life moments - Successes - Disappointments

	■ Lessons learned
Pathway #3 ● Writers Use and Organize a Writing Notebook ○ Designate a notebook for writing ONLY ○ Turn to the next clean page ○ Put a date on the top of that page ○ Label the Writing Task of the day	Pathway #4 ● Drafting Organization (Options) ○ Skip lines on the left-hand side of notebook ○ Leave right-hand page blank for notes or revisions ○ Don't erase - put one line to cross out so ideas could be used in the future
Pathway #5 ● Writers Write for Sustained Periods of Time ○ Set a focus for the writing task ○ Begin drafting and stick to it ○ Write until time is up	Pathway #6 ● Writers Take Pride in Their Work and Display Professionalism ○ Reread writing from the day ○ Ensure focus was maintained ○ Check for punctuation, spelling, and grammar ○ Assess organization of ideas ○ Make sure meaning is clear
Goal 2: Writers craft strong paragraphs.	
Pathways	
Pathway #1 ● Creating a Strong Hook ○ Try different hooks like: ■ A question ■ A quote ■ A fact ■ An exaggeration ■ A snapshot (describing a scene) ○ Choose your strongest lead.	Pathway #2 ● Developing Relevant Details ○ List all ideas on the topic. ○ Choose a detail that can be expanded on and write more about it. ○ Repeat with all details.
Pathway #3 ● Varying Sentence Structure ○ Start with a simple sentence. ○ Add a longer sentence (compound or complex).	Pathway #4 ● Including Figurative Language ○ Look for places in your writing that could be enhanced with descriptive details (ex: It was sunny

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○ Continue to use a mix of short and long sentences.	○ on the beach.). ○ Add figurative language to help the reader visualize your writing (ex: The sun was as hot as a fire on my skin). ○ Repeat for all places that could use more details.
Pathway #5 ● Creating a Strong Ending ○ Try different closings like: ■ A call to action ■ A question ■ A quote ■ A personal statement ○ Choose your strongest ending.	
Goal 3: Writers follow the writing process.	
Pathways	
Pathway #1 ● Generate Ideas Using a List ○ Think about the writing topic. ○ Write down an idea about the topic. ○ Repeat with more ideas.	Pathway #2 ● Generate Ideas Using a Web ○ Write the topic in the center and circle it. ○ Write a detail that is connected to the topic and draw a line from the topic to the detail. ○ Repeat with more details.
Pathway #3 ● Methods of Outlining a Paragraph ○ Think about the writing topic. ○ Choose an outlining method: ■ Boxes & Bullets ■ Graphic Organizers ■ Paper vs. Google Doc ○ Choose an outlining method to plan your writing topic.	Pathway #4 ● Drafting Writing ○ Read over your ideas and outline. ○ Write a strong hook. ○ State the topic of your writing. ○ Expand on the topic by including details. ○ Write a strong closing.

Pathway #5 ● Revising Writing ○ Read over your writing. ○ Look for a place that needs to be revised (that can be stronger). ○ Make revisions. ○ Repeat.	Pathway #6 ● Editing Writing ○ Read over your writing. ○ Look for a place where spelling or grammar needs to be corrected. ○ Make corrections. ○ Repeat.
Goal 4: Writers make their writing easy to read.	
Pathways	
Pathway #1 ● Follow a Format ○ Include a strong hook. ○ Introduce the topic you are writing about. ○ Include a detail about the topic. ○ Elaborate on that detail. ○ Repeat with the next detail. ○ Include a strong closing sentence that leaves the reader thinking.	Pathway #2 ● Create Smooth Transitions ○ Reread your piece. ○ Look for places to use transitions (for example, to introduce a detail or example). ○ Refer to suggested transitions for help (in your writer's notebook). ○ Repeat throughout the piece.
Pathway #3 ● Reread for Organization ○ Reread your piece. ○ Ask yourself: "Does this make sense in the order it is written?" ○ Move parts around as needed.	Pathway #4 ● Reread for Clarity ○ Reread your piece. ○ Ask yourself: "Does this make sense? Did I clearly explain my thoughts and ideas?" ○ Make explanations clearer for the reader or add explanations as needed.
Goal 5: Writers give and receive feedback.	
Pathways	
Pathway #1 ● Giving Specific and Constructive Feedback: Revising	Pathway #2 ● Receiving Specific and Constructive Feedback:

○ Read over your partner's piece. ○ Refer to a rubric and look for areas of strength. ○ Jot these down. ○ Refer to a rubric and lo for areas that need improvement (ex: including a strong hook, using figurative language) ○ Jot these down. ○ Provide your partner with specific feedback about what was done well and what areas could be improved.	Revising ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Jot down places in your writing that you could make stronger. ○ Create a list of goals you want to achieve when revising your writing (ex: My goal is to add more figurative language in my writing).
Pathway #3 ● Using Feedback to Revise Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your revising goals. ○ Use this information to revise and strengthen your writing.	Pathway #4 ● Giving Specific and Constructive Feedback: Editing ○ Read over your partner's piece. ○ Refer to a rubric and look for areas that need improvement (ex: capitalization, spelling, punctuation). ○ Jot these down. ○ Provide your partner with specific feedback about how they can edit their piece.
Pathway #5 ● Receiving Specific and Constructive Feedback: Editing ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Create a list of goals you want to achieve when editing your writing (ex: My goal is to make sure that proper nouns are capitalized).	Pathway #6 ● Using Feedback to Edit Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your editing goals. ○ Use this information to edit your piece for any mistakes with spelling and grammar.

Differentiation

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Multilingual Learners	• Collaborate with the ESL Specialist • Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) • Use visual clues (<i>pictures</i>) • Repeat directions • Simplify task directions • Check for understanding • Utilize peer models • English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>)
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure a paragraph and incorporate details</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>)
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating

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	● Implement behavior chart to increase focus and work completion ● Use of FM system to improve attention and support auditory information ● Sensory breaks ● Utilize Chromebook extensions (<i>speech-to-text</i>) ● Consult with academic support teachers to address skills identified by the classroom teacher ● Provide frequent parent communication to ensure goals are being met										
Gifted and Talented	● Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students ● Pursue individual passions to encourage deeper engagement with the writing process ● Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) ● Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) ● Allow progression of student pace through the writing process ● Provide feedback to refine writing skills and address areas for improvement ● Give specific and constructive feedback to challenge students and elevate writing to the next level <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>What is a narrative?</td></tr> <tr> <td>2</td><td>How would you create a story arc to develop a narrative?</td></tr> <tr> <td>3</td><td>How can an author create tension or build suspense in a story?</td></tr> <tr> <td>4</td><td>See enrichment activity.</td></tr> </tbody> </table> ● <i>Enrichment Activities</i> ○ Objective: SWBAT craft and develop a strong narrative that is logically organized and includes a variety of narrative techniques. ■ Activity: Write a narrative to develop real or imagined experiences or events. Engage the reader through the use of a strong hook and establish a narrator and setting in the story's beginning. Ensure that the story develops logically and is	Sample Depths of Knowledge Questions/Tasks		1	What is a narrative?	2	How would you create a story arc to develop a narrative?	3	How can an author create tension or build suspense in a story?	4	See enrichment activity.
Sample Depths of Knowledge Questions/Tasks											
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	developed using dialogue, descriptive details, and sensory language. Infuse writing with a variety of writing techniques, such as figurative language, purposeful and varied sentence structure, foreshadowing, suspense, etc. ■ Enrichment Resources						
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>)						
Evidence of Learning - Assessment							
<table><tr><th>Formative</th><th>Summative</th><th>Benchmark</th></tr><tr><td> ● Observation ● On-demand written pieces ● Paragraph of the week ● Individual conferences ● Writing notebook entries </td><td> ● Published Paragraph ● Unit 1 Writing Rubric ● Writers Notebook Check </td><td> ● District Writing Task </td></tr></table>	Formative	Summative	Benchmark	● Observation ● On-demand written pieces ● Paragraph of the week ● Individual conferences ● Writing notebook entries	● Published Paragraph ● Unit 1 Writing Rubric ● Writers Notebook Check	● District Writing Task	
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Core Instructional Materials							

Mentor Texts	Digital Resources	Miscellaneous Resources
• <i>Wonder</i> by R.J. Palacio • <i>Owl Moon</i> by Jane Yolen • <i>Twilight Comes Twice</i> by Ralph Fletcher	• We Are All Wonders Read Aloud • We Are All Wonders Writing Assignment • Wonder Freewriting Journal	• 5th Grade: Writing Units and Goals • 3-6 Writing Process • We Are All Wonders • Wonder Freewriting Journal • Capitalization & Punctuation HyperDoc • Fragments & Run-Ons • Summer Writing • Paragraph of the Week 1 • Paragraph of the Week 2 • Paragraph of the Week 3 • Paragraph of the Week 4 • Paragraph of the Week 5 • Paragraph of the Week 6 • Paragraph of the Week 7 • Paragraph of the Week 8 • Paragraph of the Week 9
Interdisciplinary Connections		
English Language Arts - Reading • RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics. Comprehensive Health And Physical Education - Community Time • 2.1.5.EH.3. Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.SSH.7. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.		
Career Readiness, Life Literacies, and Key Skills		

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NJSLS	Practices
● 9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● ● 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.	● 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.
Social Emotional Learning Competencies	
<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on thoughts and ideas ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor your emotions ● Take a break with deep breathing to focus yourself
<u>Social Awareness</u> : 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 ● Writing a journal entry to reflect on understanding of key concepts ● Regular check-ins to share feelings (Oral, Thumbs Up,

	Thumbs Down, Emojis, etc.) Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
Relationship Skills: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections - Engaging in collaborative discussions - Incentives for individual students and small groups
Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections - Class rules and routines - Engaging in collaborative discussions - Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Algorithms & Programming	A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
Algorithms & Programming	Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
Engineering Design	Engineering design is a systematic and	8.2.5.ED.3: Follow step by step directions to

	creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary	
Focus Area	Resources
Sadlier Vocabulary Unit 1	- Beginning Of Year Pretest - Vocabulary activities (index cards, word squares, Sadlier assignments, Sadlier practice games)
Spelling Connections Unit 5: Short Vowels	Spelling Connections activities
Subjects and Predicates	GUM lessons 1-3
Writing Sentences Correctly	GUM lessons 41 and 10
Compound and Complex Sentences	GUM lessons 8-9

Unit 2: Unlocking the Secrets of Stories: Analyzing Literature Through Writing
New Jersey Student Learning Standards
W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change). A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to

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- 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.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.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

Unit Summary (Enduring Understandings)

In this unit, students will delve into the analysis of literature to enhance their understanding of key elements such as plot, character development, setting, theme, and symbolism. Through literary analysis essays, character studies, setting descriptions, symbolism exploration, theme identification, and comparative analysis, students will articulate their interpretations and connect personal experiences with the themes and characters encountered in literature. The unit emphasizes the development of analytical and expressive writing skills, with assessments based on essays, character sketches, and thematic analyses. Additionally, peer review sessions and literary response journals contribute to a collaborative and reflective learning environment. The culmination of the unit involves a comprehensive literary analysis project, where students independently select a work, analyze it thoroughly, and present their findings through a combination of written and visual elements.

Students will take responsibility for their own learning by setting goals, reflecting on their progress, and choosing literary works that interest them. They will adapt their writing and analysis to meet the needs of different audiences and purposes, learning how to communicate their thoughts clearly and effectively. Students will practice using evidence from the text to support their analysis, and they will evaluate, defend, or challenge ideas from their peers in a respectful and thoughtful manner. They will use a variety of resources, such as books, articles, and digital tools, to deepen their understanding of literature and connect ideas across different subjects. Technology will be used to help students research, organize, and present their analysis in creative and engaging ways. Through the process, students will connect their own experiences and identities to the stories they read while learning to understand and respect different perspectives and cultures.

Essential Questions

- How do writers generate ideas for literary essays?
- How do writers use their analysis of the texts to craft a strong thesis?
- What strategies do writers use to find text evidence to support their thesis?
- How do writers explain what the evidence shows?
- What strategies can writers use to make their writing easy to read?
- How can writers give and receive constructive feedback?

Skills

- Craft a thesis that analyzes a specific aspect of a literary text

Transfer

- Write a thesis statement that provides a roadmap for a five paragraph essay, including evidence to support the claim

● Compose a strong literary essay with a clear thesis and powerful text evidence to support the thesis ● Organize a literary essay logically and cohesively ● Use transition words and phrases to organize writing ● Develop and strengthen writing through planning, revising, editing, and rewriting ● Write routinely, building stamina and skill as a writer ● Engage effectively in collaborative discussions ● Use knowledge of conventions when writing ● Apply grade-level phonics and word analysis when writing	● Compose an organized essay ● Write using the writing process ● Effectively collaborate with peers throughout the writing process ● Write using knowledge of conventions, phonics, grade level vocabulary
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Instructional Goals and Pathways	
Goal 1: Writers generate ideas for literary essays.	
Pathways	
Pathway #1 ● Analyzing Theme ○ Choose one text. ○ Think: What does the author want me to know about... ■ people? ■ the world? ○ Jot that down ○ Repeat for all texts.	Pathway #2 ● Analyzing Theme ○ Choose one text. ○ Think of common themes (ex: love, friendship, family, perseverance, acceptance, etc.). ○ Think: What does the author want to teach me about...?" ○ Jot that down. ○ Repeat for all texts.
Pathway #3 ● Analyzing Theme ○ Choose one text. ○ Think of the main character in the text. ○ Think: What lesson did the character learn? ○ Think: How can this lesson be a theme for the text? (What can it teach me?)	Pathway #4 ● Analyzing Character Development ○ Choose one text. ○ Select a character from the text. ○ Think: What is the character like in the beginning? ○ Think: What is the character like in the end? ○ Think: How did the character develop (change)?

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○ Jot that down. ○ Repeat for all texts.	○ Jot that down. ○ Repeat for all texts.
Pathway #5 ● Analyzing Characters ○ Choose one text. ○ Select two characters from a text. ○ Think: How are they similar? ○ Think: How are they different? ○ Think: How do their traits/choices/actions affect them? ○ Jot that down. ○ Repeat for all texts.	
Goal 2: Writers use their analysis of texts to craft a strong thesis.	
Pathways	
Pathway #1 ● Analyzing Theme ○ Write a sentence that includes: ■ The title of the text (In the book...) ■ The theme shown in the text (The theme is...) ■ Reread to be sure it makes sense	Pathway #2 ● Analyzing Theme ○ Write a sentence that includes: ■ The title of the text (In the book...) ■ The message of the text (The message the author is trying to show is...) ■ Reread to be sure it makes sense
Pathway #3 ● Analyzing Character Development ○ Write a sentence that includes: ■ The title of the text (In the book...) ■ The character you will be writing about (the character __) ■ How the character develops (develops/changes because...)	Pathway #4 ● Analyzing Characters ○ Write a sentence that includes: ■ The title of the text (In the book...) ■ The characters you will be comparing (the characters __ and __) ■ State that they are similar/different (are similar and different OR are very different).
Pathway #5	

● Analyzing Characters ○ Write a sentence that includes: ■ The title of the text (In the book...) ■ The characters you will be comparing (the characters __ and __) ■ State that their traits/choices/actions affect them (have traits / make choices/ act in ways) that have consequences.	
Goal 3: Writers use strong evidence from texts to support their thesis and explain what the evidence shows.	
Pathways	
Pathway #1 ● Choosing Topics (Reasons) for Body Paragraphs ○ Read your thesis. ○ Think of 3 reasons that would support your thesis. ○ Jot these down.	Pathway #2 ● Writing Topic Sentences for Body Paragraphs ○ Choose one of the reasons that supports your thesis. ○ Write a topic sentence for a body paragraph that states that reason in a box. ○ Repeat with the other 2 reasons that support your thesis.
Pathway #3 ● Choosing Evidence for Body Paragraphs ○ Read the topic sentence you wrote for one of your body paragraphs. ○ Find a quote that supports the idea in your topic sentence. ○ Write the quote next to a bullet point. ○ Repeat by finding at least 2 more pieces of evidence and adding them to the bulleted list.	Pathway #4 ● Quoting Evidence ○ Start with a transition such as, “According to the text...” or “The text states...” ○ Add a quote from the text. ○ Explain what the quote shows by using a transition such as “This shows...” or “This reveals...”
Pathway #5 ● Explain Each Piece of Evidence ○ Find one piece of evidence you included.	Pathway #6 ● Explain Each Piece of Evidence ○ Find one piece of evidence included.

○ Explain what the evidence shows. ○ Repeat with other pieces of evidence.	○ Ask yourself: ■ Why is this evidence important? ■ What does it show me? ■ How does it support the topic of my body paragraph? ○ Explain what the evidence shows. ○ Repeat with other pieces of evidence.
Goal 4: Writers make their writing easy to read.	
Pathways	
Pathway #1 ● Follow a Format (Introduction) ○ Include a strong lead ○ Include the text title and author. ○ Provide background information about the text. ○ Include a strong thesis.	Pathway #2 ● Follow a Format (Body Paragraphs) ○ Include a topic sentence that gives a reason to support your thesis. ○ Give evidence from the text. ○ Explain what the evidence shows. ○ Repeat with the next evidence. ○ End the paragraph with a transition sentence.
Pathway #3 ● Follow a Format (Conclusion) ○ Restate your thesis in a different way. ○ Summarize the reasons you discussed in your body paragraphs. ○ Include a strong closing sentence that leaves the reader thinking.	Pathway #4 ● Create Smooth Transitions ○ Reread your piece. ○ Look for places to use transitions (for example, to introduce a quote or to explain a quote). ○ Refer to suggested transitions for help (in your writer's notebook). ○ Repeat throughout the piece.
Pathway #5 ● Reread for Organization ○ Reread your piece. ○ Ask yourself: "Does this make sense in the order it is written?"	Pathway #6 ● Reread for Clarity ○ Reread your piece. ○ Ask yourself: "Does this make sense? Did I clearly explain my thoughts and ideas?"

○ Move parts around as needed.	○ Make explanations clearer for the reader or add explanations as needed.
Goal 5: Writers give and receive feedback.	
Pathways	
Pathway #1 ● Giving Specific and Constructive Feedback: Revising ○ Read over your partner's piece. ○ Refer to a rubric and look for areas of strength. ○ Jot these down. ○ Refer to a rubric and look for areas that need improvement (ex: using transitions, including text evidence, explaining what text evidence shows) ○ Jot these down. ○ Provide your partner with specific feedback about what was done well and what areas could be improved.	Pathway #2 ● Receiving Specific and Constructive Feedback: Revising ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Jot down places in your writing that you could make stronger. ○ Create a list of goals you want to achieve when revising your writing (ex: My goal is to add more transitions in my writing).
Pathway #3 ● Using Feedback to Revise Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your revising goals. ○ Use this information to revise and strengthen your writing.	Pathway #4 ● Giving Specific and Constructive Feedback: Editing ○ Read over your partner's piece. ○ Refer to a rubric and look for areas that need improvement (ex: capitalization, spelling, punctuation). ○ Jot these down. ○ Provide your partner with specific feedback about how they can edit their piece.
Pathway #5 ● Receiving Specific and Constructive Feedback: Editing ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in	Pathway #6 ● Using Feedback to Edit Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your editing goals.

- mind.
- Create a list of goals you want to achieve when editing your writing (ex: My goal is to make sure that proper nouns are capitalized).

- Use this information to edit your piece for any mistakes with spelling and grammar.

Differentiation

Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>)
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to structure an essay and incorporate text evidence and analysis</i>) ● Simplify task directions ● Provide small group instruction ● Provide oral as well as written instructions ● Clarify or reword writing prompts or topics

	• Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>)						
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met						
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process • Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) • Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) • Allow progression of student pace through the writing process • Provide feedback to refine writing skills and address areas for improvement • Give specific and constructive feedback to challenge students and elevate writing to the next level <table border="1" data-bbox="640 1154 1915 1346"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>What is a thesis statement?</td></tr> <tr> <td>2</td><td>How can you outline or plan the structure of a literary essay?</td></tr> </tbody> </table>	Sample Depths of Knowledge Questions/Tasks		1	What is a thesis statement?	2	How can you outline or plan the structure of a literary essay?
Sample Depths of Knowledge Questions/Tasks							
1	What is a thesis statement?						
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	<table border="1" data-bbox="642 224 1913 451"> <tr> <td data-bbox="642 224 1018 386">3</td><td data-bbox="1018 224 1913 386">What text evidence can you use to support your thesis? What conclusions can you draw from the text evidence that reveals information about how the characters develop or about the text's theme?</td></tr> <tr> <td data-bbox="642 386 1018 451">4</td><td data-bbox="1018 386 1913 451">See enrichment activity.</td></tr> </table> ● <i>Enrichment Activities</i> ○ Objective: SWBAT analyze and interpret two texts, then craft a literary essay comparing each text's exploration of a particular theme or how the characters in the texts develop. ■ Activity: Read two short stories that are complex and above grade level. Analyze the stories, considering how they are similar or different. (Do their characters share similar experiences? If so, how does each character respond to these experiences? Do the characters develop or change throughout the story? If so, how? Do the stories include similar themes? If so, how is each theme revealed, and are the themes universal, meaning that any reader could connect to the theme?) Craft and develop a well-organized essay with a clear thesis statement, strong text evidence, and with detailed and thoughtful analyses of the evidence. Conclude the essay with a powerful ending that provides the reader with a chance to reflect on what they have read and learned. ■ Enrichment Resources	3	What text evidence can you use to support your thesis? What conclusions can you draw from the text evidence that reveals information about how the characters develop or about the text's theme?	4	See enrichment activity.
3	What text evidence can you use to support your thesis? What conclusions can you draw from the text evidence that reveals information about how the characters develop or about the text's theme?				
4	See enrichment activity.				
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists				

	Chromebook extensions (<i>speech-to-text</i>)	
Evidence of Learning - Assessment		
Formative	Summative	Benchmark
- Observation - On-demand written pieces - Individual conferences - Writing notebook entries	- Published Literary Essay Unit 2 Writing Rubric Writers Notebook Check	District Writing Task
Core Instructional Materials		
Mentor Texts	Digital Resources	Miscellaneous Resources
<i>Wonder</i> by R.J. Palacio <i>Home of the Brave</i> by Katherine Applegate <i>Bridge to Terabithia</i> by Katherine Paterson <i>Mufaro’s Beautiful Daughters</i> by John Steptoe <i>The Memory String</i> by Eve Bunting	Home of the Brave Read Alouds Mufaro’s Beautiful Daughters by John Steptoe The Memory String by Eve Bunting	5th Grade: Writing Units and Goals Wonder Freewriting Journal Comma Rules Capitalization Practice Common and Proper Nouns Literary Essays Charts Literary Essays - Teacher Guide Peer Evaluation Rubric Self-Evaluation Rubric 3-6 Writing Process
Interdisciplinary Connections		

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English Language Arts - Reading

- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Comprehensive Health And Physical Education - Community Time

- **2.1.5.EH.3.** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.SSH.7.** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Career Readiness, Life Literacies, and Key Skills

NJSLs	Practices
● 9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 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. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. ● 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. ● 9.4.5.DC.4 Model safe, legal, and ethical behavior when using online or offline technology.	● 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.

- **9.4.5.DC.1** Explain the need for and use of copyrights.
- **9.4.5.DC.3** Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Social Emotional Learning Competencies

<u>Self-Awareness</u>: ability to recognize one's emotions and know one's strengths and limitations	Connections • Writing a journal entry to reflect on understanding of key concepts • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u>: ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor your emotions • Take a break with deep breathing to focus yourself
<u>Social Awareness</u>: 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 • Explore and discuss opinions pertaining to various topics • Celebrate varying thoughts with positive discussion
<u>Relationship Skills</u>: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
<u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines

- Engaging in collaborative discussions
- Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Data & Analysis	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Data & Analysis	Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Interaction of Technology and Humans	Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
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• Sadlier Vocabulary Units 2-3	• Vocabulary activities (index cards, word squares, Sadlier assignments, Sadlier practice games)
• Spelling Connections Unit 1: Long a and Long e • Spelling Connections Unit 2: Long i and Long o	• Spelling Connections activities
• Using Commas	• GUM lessons 46-47
• Using Semicolons	• GUM lesson 48
• Capitalization	• GUM lessons 11 • GUM lessons 42-44

Unit 3: The Power of Persuasion: Crafting Compelling Arguments Through Writing Speeches

New Jersey Student Learning Standards

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid[ing] in 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).
- E. Provide a conclusion related to the information of explanation presented.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.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.

SL.PI.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. (Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.)

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

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

Unit Summary (Enduring Understandings)

This unit equips students with the foundational skills needed to express and defend their opinions persuasively. Throughout the unit, students will delve into the art of constructing compelling arguments, focusing on developing clear claims and supporting them with relevant evidence. The unit starts by introducing the concept of a strong thesis statement and guides students in formulating concise and persuasive claims. As students progress, they will explore various types of evidence and learn how to effectively incorporate examples,

facts, and details to strengthen their arguments. Through engaging writing activities and class discussions, students will refine their ability to articulate and defend their perspectives, ultimately fostering the development of confident and articulate young writers adept at argumentative expression.

Throughout this unit, students will take responsibility for their learning by setting goals, reflecting on their progress, and reviewing their own work to improve it. They will adapt their writing and speaking to fit different audiences and purposes, learning how to communicate their ideas clearly in different situations. Students will practice using evidence to support their arguments, and they will learn how to evaluate, defend, and challenge the ideas of others in a respectful way. They will use a variety of resources, including books, articles, and videos, to gather information and build their knowledge. Technology will help students research, organize, and present their arguments in creative ways. Through this process, students will connect their own ideas and experiences to the topics they write about, while also learning to understand and respect different viewpoints and cultures.

Essential Questions

- How do we generate ideas for an argumentative piece?
- When do we lend our voice to a cause?
- What is our responsibility when we put our words out in the world?
- How do we use powerful language and evidence to support our claim?
- How do our writing lives influence others?
- What strategies can writers use to make their writing easy to read?
- How can writers give and receive constructive feedback?

Skills

- Craft a thesis that states a clear opinion about an issue or topic
- Gather relevant and powerful evidence from a variety of sources to support an opinion about an issue or topic
- Compose a strong argumentative speech with a clear thesis and powerful text evidence to support the thesis
- Organize an argumentative speech logically and cohesively
- Use transition words and phrases to organize writing
- Develop and strengthen writing through planning, revising, editing, and rewriting
- Write routinely, building stamina and skill as a writer

Transfer

- Write a thesis statement that provides a roadmap for a five paragraph essay, including evidence to support the claim
- Compose an organized essay
- Write using the writing process
- Effectively collaborate with peers throughout the writing process
- Gather relevant information about a topic from a variety of sources
- Write using knowledge of conventions, phonics, grade level vocabulary

● Engage effectively in collaborative discussions ● Use knowledge of conventions when writing ● Apply grade-level phonics and word analysis when writing	
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Instructional Goals and Pathways	
Goal 1: Writers generate ideas and choose a topic for an argumentative piece.	
Pathways	
Pathway #1 ● Generate a List of Science-Based Arguments. ○ Choose one argument. ○ Think: What do I want people to know about... ■ living things? ■ the world? ■ the environment? What is my opinion? ○ Jot that down. ○ Repeat for all arguments.	Pathway #2 ● Research Current Science-Based News Using Databases (World Book or Britannica). ○ Choose one topic. ○ Think: What does the author want me to know about... ■ living things? ■ the world? ■ the environment? What is my opinion? ○ Jot that down. ○ Repeat for multiple topics in the news.
Pathway #3 ● Listen to Environmental TED Talks and Watch Environmental Videos ● Choose one argument or topic. ○ Think: What do I want people to know about... ■ living things? ■ the world? ■ the environment? ○ Jot that down. ○ Repeat for all arguments/topics.	Pathway #4 ● Review and Discuss Past ECO Challenge Projects ○ Choose one student project. ○ Think: What did this group want people to know about... ■ Living things? ■ the world? ■ the environment? ○ Jot that down. ○ Repeat for all projects you review.

Pathway #5 ● Review the Arguments, Research, Topics, and Ideas You've Jotted ○ Choose a topic that you've gathered relevant, interesting information ○ Can you form an opinion on this topic? ○ Can you prove your chosen topic with evidence?	Pathway #6 ● Discuss Your Ideas with a Partner ○ Discuss your thoughts about potential topics with a partner. ○ Listen to their ideas. ○ What is your opinion on your topic? ○ Jot down your thoughts and opinion.
Goal 2: Writers craft a strong claim that states their opinion or position on a topic.	
Pathways	
Pathway #1 ● Start with Naming the Topic ○ State your topic. ○ Write "is." ○ State your stance. ■ For ex.: _____ is _____ due to _____ and _____.	Pathway #2 ● Write a Multi-Sentence Claim ○ State your position. ○ Explain your position in one or two sentences that include your reasons. ○ Reread: Is this clear?
Pathway #3 ● Your Claim as a Question ○ Write your claim as a question ○ Follow the question by stating your answer (with reasons). ○ Reread: Is this clear?	Pathway #4 ● State Your Opinion ○ Begin your claim with a statement such as "I believe" "I strongly believe," or "In my opinion." ○ Add your opinion or belief about the topic. ○ Reread: Is this clear?
Pathway #5 ● Review the Word Choice of Your Claim ○ Ask yourself: Is my wording specific? confident? ○ Write different versions of your claim statement. ○ Select your strongest claim.	
Goal 3: Writers use powerful evidence to support their claim.	
Pathways	

Pathway #1 ● Choosing Topics (Reasons) for Body Paragraphs ○ Read your claim. ○ Think of 3 reasons that would support your thesis. ○ Jot these down.	Pathway #2 ● Writing Topic Sentences for Body Paragraphs ○ Choose one of the reasons that supports your claim. ○ Write a topic sentence for a body paragraph that states that reason in a box. ○ Repeat with the other 2 reasons that support your thesis.
Pathway #3 ● Use a Source ○ Locate a book, article, website, video, etc. related to your topic. ○ Preview the source. ○ Think: is the source reliable? Can it provide evidence that will support your claim? ○ Read through the source and look for relevant evidence. ○ Repeat for other sources.	Pathway #4 ● Choosing Evidence for Body Paragraphs ○ Read the topic sentence you wrote for one of your body paragraphs. ○ Find evidence (a fact, quote, statistic) that supports the idea in your topic sentence. ○ Write the piece of evidence next to a bullet point. ○ Repeat by finding at least 2 more pieces of evidence and adding them to the bulleted list.
Pathway #5 ● Paraphrasing and Restating ○ Find a piece of evidence you wrote down. ○ Read it for understanding. ○ Cover the evidence with your hand or piece of paper. ○ Tell a friend what you read in your own words or whisper it to yourself. ○ Jot down what you paraphrased or restated. ○ Repeat for the next piece of evidence.	Pathway #6 ● Direct Text Evidence ○ Find a piece of evidence you wrote down that would be difficult to paraphrase. ○ Write down a sentence starter like “According to” or “The book/article/text states.” ○ Include the piece of evidence with quotations around it. ○ Repeat for other pieces of evidence.
Goal 4: Writers make their speeches easy to follow.	
Pathways	

Pathway #1 ● Follow a Format (Introduction) ○ Include a strong lead ○ Provide background information about the topic. ○ Include a strong claim that states your opinion or position on the topic.	Pathway #2 ● Follow a Format (Body Paragraphs) ○ Include a topic sentence that gives a reason to support your claim. ○ Give evidence. ○ Explain what the evidence shows. ○ Repeat with the next evidence. ○ End the paragraph with a transition sentence.
Pathway #3 ● Follow a Format (Conclusion) ○ Restate your claim in a different way. ○ Summarize the reasons you discussed in your body paragraphs. ○ Include a strong closing sentence that leaves the reader thinking.	Pathway #4 ● Create Smooth Transitions ○ Reread your piece. ○ Look for places to use transitions (for example, to introduce a piece of evidence or to explain a piece of evidence). ○ Refer to suggested transitions for help (in your writer's notebook). ○ Repeat throughout the piece.
Pathway #5 ● Reread for Organization ○ Reread your piece. ○ Ask yourself: "Does this make sense in the order it is written?" ○ Move parts around as needed.	Pathway #6 ● Reread for Clarity ○ Reread your piece. ○ Ask yourself: "Does this make sense? Did I clearly explain my thoughts and ideas?" ○ Make explanations clearer for the audience or add explanations as needed.
Goal 5: Writers give and receive feedback.	
Pathways	
Pathway #1 ● Giving Specific and Constructive Feedback: Revising ○ Listen to your partner read their speech. ○ Refer to a rubric and look for areas of strength.	Pathway #2 ● Receiving Specific and Constructive Feedback: Revising ○ Listen to and/or read over the feedback you

○ Jot these down. ○ Refer to a rubric and look for areas that need improvement (ex: including evidence, explaining what evidence shows) ○ Jot these down. ○ Provide your partner with specific feedback about what was done well and what areas could be improved.	○ received about your speech. ○ Reread your piece while keeping this feedback in mind. ○ Jot down places in your speech that you could make stronger. ○ Create a list of goals you want to achieve when revising your speech (ex: My goal is to add more evidence in my writing to support my claim).
Pathway #3 ● Using Feedback to Revise Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your revising goals. ○ Use this information to revise and strengthen your speech.	Pathway #4 ● Giving Specific and Constructive Feedback: Editing ○ Read over your partner's piece. ○ Refer to a rubric and look for areas that need improvement (ex: capitalization, spelling, punctuation). ○ Jot these down. ○ Provide your partner with specific feedback about how they can edit their piece.
Pathway #5 ● Receiving Specific and Constructive Feedback: Editing ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Create a list of goals you want to achieve when editing your writing (ex: My goal is to make sure that proper nouns are capitalized).	Pathway #6 ● Using Feedback to Edit Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your editing goals. ○ Use this information to edit your piece for any mistakes with spelling and grammar.

Differentiation

Multilingual Learners	● Collaborate with the ESL Specialist

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	● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>)
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to develop an argument and incorporate evidence and analysis</i>) ● Simplify task directions ● Provide small group instruction ● Provide oral as well as written instructions ● Clarify or reword writing prompts or topics ● Monitor on-task performance ● Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) ● Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) ● Extended time for assignments ● Preferential seating ● Utilize Chromebook extensions (<i>speech-to-text</i>)
At Risk	● Targeted skill/goal improvement plans within a set time frame ● Preferential seating ● Implement behavior chart to increase focus and work completion

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	• Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met										
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process • Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) • Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) • Allow progression of student pace through the writing process • Provide feedback to refine writing skills and address areas for improvement • Give specific and constructive feedback to challenge students and elevate writing to the next level <table border="1"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>What does it mean to persuade?</td></tr> <tr> <td>2</td><td>What are some strategies or persuasive techniques an author would use to support their opinion?</td></tr> <tr> <td>3</td><td>What facts would you select to support your opinion and to persuade your audience? Are these facts from reliable sources?</td></tr> <tr> <td>4</td><td>See enrichment activity.</td></tr> </tbody> </table> • Enrichment Activities ○ Objective: SWBAT create a commercial that uses persuasive strategies and techniques to convince the audience to buy a specific product or visit a specific location. ■ Activity: Create a commercial for an existing product or place (such as a restaurant, vacation spot, etc.) or for a product or place of the author's invention.	Sample Depths of Knowledge Questions/Tasks		1	What does it mean to persuade?	2	What are some strategies or persuasive techniques an author would use to support their opinion?	3	What facts would you select to support your opinion and to persuade your audience? Are these facts from reliable sources?	4	See enrichment activity.
Sample Depths of Knowledge Questions/Tasks											
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	Use facts and persuasive techniques to convince the audience to use that product or to visit that place. Consider persuasive techniques such as appeal to an expert, plain folks, bandwagon, etc. Think about how pathos, logos, and/or ethos can be used to sway the audience's opinion. ■ Enrichment Resources						
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>)						
Evidence of Learning - Assessment							
<table><tr><th>Formative</th><th>Summative</th><th>Benchmark</th></tr><tr><td> ● Observation ● On-demand written pieces ● Individual conferences ● Writing notebook entries </td><td> ● Published Persuasive Essay ● Writers Notebook Check ● Unit 3 Writing Rubric ● Persuasive Essay Rubric ● L.E.A.D. Essay </td><td> ● District Writing Task </td></tr></table>	Formative	Summative	Benchmark	● Observation ● On-demand written pieces ● Individual conferences ● Writing notebook entries	● Published Persuasive Essay ● Writers Notebook Check ● Unit 3 Writing Rubric ● Persuasive Essay Rubric ● L.E.A.D. Essay	● District Writing Task	
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Core Instructional Materials							

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Mentor Texts	Digital Resources	Miscellaneous Resources
• Devoted to Dairy: An American Dairy Farmers Blog • Should Schools Offer Chocolate Milk? • Chocolate Milk: More Harmful Than Healthful • Hard Facts About Flavored Milk • Dunkin Donuts: Stop Using Styrofoam Cups • StoryWorks Magazine • <i>Our House is on Fire: Greta Thunberg's Call to Save the Planet</i> by Jeannette Winter • <i>What is Climate Change?</i> by Gail Herman • <i>A Planet Full of Plastic</i> by Neal Layton	• StoryWorks • Our House is on Fire: Greta Thunberg's Call to Save the Planet By: Jeannette Winter • A Planet Full of Plastic By: Neal Layton	• 5th Grade: Writing Units and Goals • Law Enforcement Against Drugs (L.E.A.D.) workbook • L.E.A.D. Essay Organizer • 3-6 Writing Process
Interdisciplinary Connections		
English Language Arts - Reading • RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. • RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Science • 5.5.ESS3.1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.		

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Comprehensive Health and Physical Education

- **2.1.5.EH.1.** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.3.5.ATD.1.** Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- **2.3.5.ATD.2.** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- **2.3.5.ATD.3.** Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- **2.3.5.DSDT.1.** Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- **2.3.5.DSDT.2.** Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- **2.3.5.DSDT.3.** Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
● 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2 Identify how you might like to earn an income. ● 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. ● 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	● 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.

- deliberate about possible solutions.
- **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.
- **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.

Social Emotional Learning Competencies

<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on writing pieces ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor your emotions ● Take a break with deep breathing to focus yourself
<u>Social Awareness</u> : 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 ● Explore and discuss opinions pertaining to various topics ● Celebrate varying thoughts with positive discussion
<u>Relationship Skills</u> : refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections ● Engaging in collaborative discussions ● Incentives for individual students and small groups

Responsible Decision-Making: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

Connections

- Class rules and routines
- Engaging in collaborative discussions
- Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Data & Analysis	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	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.
Interaction of Technology and Humans	Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary

Focus Area	Resources
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• Sadlier Vocabulary Units 4-5	• Vocabulary activities (index cards, word squares, Sadlier assignments, Sadlier practice games)
• Spelling Connections Unit 3: Long u • Spelling Connections Unit 4: Vowel Sound (/o/)	• Spelling Connections activities
• Pronouns	• GUM lessons 31-34

Unit 4: Exploration and Research: An Adventure in Composing Nonfiction Pieces

New Jersey Student Learning Standards

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid[ing] in 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.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.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.

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

SL.PI.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. (Students may present their solution to a simple

design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.)

SL.UM.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.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

Unit Summary (Enduring Understandings)

This unit is designed to empower students with the skills necessary for creating informative and engaging pieces of nonfiction writing. This unit emphasizes the development of clear and concise main ideas, the organization of information in a logical sequence, and the use of supporting details to enhance comprehension. Students will learn how to research and gather information from various sources, including books and digital platforms and practice citing their sources appropriately. The unit guides students in crafting informative introductions, organizing content with headings, and incorporating text features to enhance the reader's understanding of the topic. Through hands-on activities, research projects, and collaborative discussions, students will cultivate their ability to present information in a structured and compelling manner, laying the foundation for proficient informational writing in the future.

Students will take responsibility for their learning by setting goals, reflecting on their progress, and taking ownership of their research. They will learn to adjust their communication depending on their audience, purpose, and topic, making sure their writing is clear and

effective. Students will practice using evidence from their research to support their ideas, and they will evaluate, defend, or challenge ideas based on facts and details. They will use a variety of resources, such as books, websites, and videos, to build knowledge and connect ideas across different subjects. Technology will help them research, organize, and present their findings in creative ways. As students work, they will connect their own experiences and interests to the topics they explore, while also learning to respect and appreciate different perspectives and cultures.

Essential Questions

- How do students generate ideas for an informational piece?
- What do writers include to help the reader learn more about a topic?
- Why and how do writers use text features in an informational piece?
- What nonfiction text structures should be used to enhance the reader's understanding of the text?
- What strategies can writers use to make their writing easy to read?
- How can writers give and receive constructive feedback?

Sample Depths of Knowledge Questions/Tasks	
1	What is an informational text?
2	What text features can you use to enhance the information included in your nonfiction text?
3	What facts would you select for each subtopic in your informational text?
4	See enrichment activity.

- **Enrichment Activities**
 - **Objective:** SWBAT craft a nonfiction text or create a website on an informational topic or real-life figure, synthesizing facts and details about the topic.
 - **Activity:** Create a nonfiction text or website about an informational topic or real-life figure. Conduct research on the topic, using reliable and credible sources. Synthesize the information from the sources, then separate the information into at least 5 different subtopics. (If creating a website, each subtopic should be a different webpage). Infuse the text with at least 10 different nonfiction text features, ensuring that the features enhance the information included. Use all 5 different text structures (sequence, compare and contrast, cause and effect, problem/solution, question and answer) to organize information.
 - [Enrichment Resources](#)

Skills	Transfer
• Craft a strong nonfiction piece that provides facts, details, and information about a specific topic • Gather relevant and sufficient information from a variety of sources to learn more about a topic • Write a piece that includes nonfiction text features (i.e. headings, photographs, captions, etc.) to enhance the reader's understanding of the topic • Write using nonfiction text structures (i.e. cause and effect, sequence, description, etc.) to organize an informational piece logically and cohesively • Develop and strengthen writing through planning, revising, editing, and rewriting • Write routinely, building stamina and skill as a writer • Engage effectively in collaborative discussions • Use knowledge of conventions when writing • Apply grade-level phonics and word analysis when writing	• Compose an organized writing piece using the writing process • Effectively collaborate with peers throughout the writing process • Gather relevant information about a topic from a variety of sources • Write using knowledge of conventions, phonics, grade level vocabulary

Instructional Goals and Pathways	
Goal 1: Writers generate ideas for an informational piece.	
Pathways	
Pathway #1 • Generate a List of Interests for Informational Writing. ○ Choose an interest. ○ Think: What do I want people to know about? ○ Jot that down. ○ Repeat for all interests.	Pathway #2 • Research Using Databases (World Book or Britannica). ○ Choose one topic. ○ Think: What do I want to teach people about? ○ Jot that down. ○ Repeat for multiple topics.
Pathway #3 • Listen to Podcasts, Watch Videos, etc. Within Topics	Pathway #4 • Review the Arguments, Research, Topics, and Ideas

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You are Interested in Learning About ○ Choose one topic. ○ Think: What do I want to teach people about? ○ Jot that down. ○ Repeat for multiple topics.	You've Jotted ○ Choose a topic that you've gathered relevant, interesting information ○ Can you teach a classmate about this topic? ○ Can you write about this topic in a variety of ways?
Pathway #5 ● Discuss Your Ideas with a Partner ○ Discuss your thoughts about potential topics with a partner ○ Listen to your partner's ideas	
Goal 2: Writers include facts, details, and definitions to help the reader learn more about a topic.	
Pathways	
Pathway #1 ● Generating Subtopics with a Web ○ Write the topic in the center and circle it. ○ Write a subtopic that is connected to the topic and draw a line from the topic to the subtopic. ○ Repeat with more details.	Pathway #2 ● Generating Subtopics with a List ○ Think about your topic. ○ Write down a subtopic that is connected to your topic. ○ Repeat with more subtopics.
Pathway #3 ● Organizing Information with Boxes & Bullets ○ Write one of your subtopics in a box. ○ Read through your research and find information that is connected to that subtopic. ○ Write those facts and details in a bulleted list in the box with your subtopic. ○ Repeat with the rest of your subtopics.	Pathway #4 ● Expand on Facts with Definitions ○ Read over a fact you included. (Ex: Grizzly bears are omnivores). ○ Expand on the fact by including a definition to help explain the fact. (Ex: Grizzly bears are omnivores. An omnivore is an animal that eats both plants and animals). ○ Repeat for other facts you included.
Pathway #5 ● Expand on Facts with Details ○ Read over a fact you included. (Ex: The <i>Hindenburg</i>	

- exploded when the hydrogen inside ignited). ○ Expand on the fact by including details to help give more information about the fact (Ex: The <i>Hindenburg</i> exploded when the hydrogen inside ignited. Hydrogen is a highly flammable gas, and the smallest spark could cause an explosion). ○ Repeat for other facts you included.	
Goal 3: Writers use nonfiction text features to enhance the reader’s understanding of the text.	
Pathways	
Pathway #1 ● Including Headings ○ Choose one of your subtopics. ○ Create a heading for that subtopic. ○ Repeat with all subtopics.	Pathway #2 ● Adding Visuals ○ Look for a place in your writing where a visual would be helpful for the reader. ○ Think: which visual would help the reader understand the information? Consider: ■ A photograph ■ An illustration ■ A map ■ A diagram ■ A graph/chart ○ Repeat with more places in your writing.
Pathway #3 ● Adding Captions ○ Look for a place in your writing where you included visuals (ex: a photograph, map, etc.) ○ Write a caption to explain what the visual shows. ○ Repeat for all visuals.	Pathway #4 ● Adding Sidebars with Additional Information or Fun Facts ○ Look for a fact in your writing where you could provide additional information or a fun fact. ○ Create a sidebar that includes more information about the fact or a fun fact. ○ Repeat with more facts.
Pathway #5	

● Adding Sidebars or a Glossary With Definitions ○ Look for a word in your writing that the reader might not know. ○ Create a sidebar as a small glossary with the word and its definition OR create a glossary at the end with the word and definition. ○ Repeat with more words.	
Goal 4: Writers use nonfiction text structures to enhance the reader’s understanding of the text.	
Pathways	
Pathway #1 ● Find a Place in Your Writing Where You Can Write with a Chronological Text Structure ○ Practice writing sentences in a chronological order ○ Check for understanding and clarity ○ Repeat for other areas	Pathway #2 ● Find a Place in Your Writing Where You Can Write with a Descriptive Text Structure ○ Practice writing sentences using descriptive text structure ○ Check for understanding and clarity ○ Repeat for other areas
Pathway #3 ● Find a Place in Your Writing Where You Can Write with a Cause and Effect Text Structure ○ Practice writing sentences showing cause and effect ○ Check for understanding and clarity ○ Repeat for other areas	Pathway #4 ● Find a Place in Your Writing Where You Can Write with a Problem and Solution Text Structure ○ Practice writing sentences showing problem and solution ○ Check for understanding and clarity ○ Repeat for other areas
Pathway #5 ● Find a Place in Your Writing Where You Can Write with a Compare and Contrast Text Structure ○ Practice writing sentences showing compare and contrast text structure ○ Check for understanding and clarity ○ Repeat for other areas	Pathway #6 ● Find a Text Structure that Works for Your Writing Piece ○ Reread the information you gathered about your topic. ○ Ask yourself: what do I want to teach my reader? What structure would work best to share this information?

	○ Try writing about the information with a particular text structure (ex: cause and effect, compare and contrast, etc.). ○ Repeat with other text structures. ○ Read over your writing. Choose the text structure that makes the most sense for the information you wrote about.
Goal 5: Writers give and receive feedback.	
Pathways	
Pathway #1 ● Giving Specific and Constructive Feedback: Revising ○ Read over your partner's piece. ○ Refer to a rubric and look for areas of strength. ○ Jot these down. ○ Refer to a rubric and look for areas that need improvement (ex: use of text features; enough details included) ○ Jot these down. ○ Provide your partner with specific feedback about what was done well and what areas could be improved.	Pathway #2 ● Receiving Specific and Constructive Feedback: Revising ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Jot down places in your writing that you could make stronger. ○ Create a list of goals you want to achieve when revising your writing (ex: My goal is to add more details about my topic).
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Differentiation	
Multilingual Learners	● Collaborate with the ESL Specialist ● Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) ● Use visual clues (<i>pictures</i>) ● Repeat directions ● Simplify task directions ● Check for understanding ● Utilize peer models ● English Language supports for parents of non-English speaking students ● Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Use of modified grading ● Utilize Chromebook extensions (<i>speech-to-text</i>)
Special Education	● Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) ● Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) ● Use of writer's checklists throughout each step of the writing process ● Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to</i>

	<i>incorporate nonfiction text features and write using nonfiction text structures)</i> • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>)
At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process • Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) • Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) • Allow progression of student pace through the writing process • Provide feedback to refine writing skills and address areas for improvement • Give specific and constructive feedback to challenge students and elevate writing to the next level
504	• Extended time for assignments • Provide prompting, reassurance, and time to formulate ideas

	• Preferential seating • Repeat directions • Check for understanding • Utilize instructional aides in the classroom setting • Utilize peer models • Use of FM system to improve attention and support auditory information • Implement positive behavior chart to increase focus and work completion • Sensory breaks • Provide writer's checklists • Chromebook extensions (<i>speech-to-text</i>)
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Evidence of Learning - Assessment

Formative	Summative	Benchmark
• Observation • On-demand written pieces • Individual conferences • Writing notebook entries	• Published Nonfiction Article/Informative Essay • Unit 4 Writing Rubric • Writers Notebook Check • Nonfiction Writing Rubric	• District Writing Task

Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• You Wouldn't Want To Be... Book Series • <i>If You Lived...</i> Book Series	• StoryWorks Magazine • Informational Writing Guide	• 5th Grade: Writing Units and Goals • Event Inquiry Project - Teacher Example

Writing Curriculum

Grade: Grade 5

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- *What Was...* Book Series
- National Geographic Books
- *Alien Deep* by Bradely Hague
- *When Lunch Fights Back* by Rebecca L. Johnson
- StoryWorks Magazine

- [Event Inquiry Project - Student Template](#)
- [Event Inquiry Project Rubric](#)
- [Event Inquiry Project Websites](#)
- [Verbs Slideshow](#)
- [3-6 Writing Process](#)

Interdisciplinary Connections

English Language Arts - Reading

- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Social Studies

- **6.1.5.HistoryUP.5.** Compare and contrast historians' interpretations of important historical ideas, resources and events
- **6.1.5.HistoryUP.6.** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
• 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2 Identify how you might like to earn an income. • 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	• 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.

- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **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.
- **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.
- **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.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.DC.1** Explain the need for and use of copyrights.
- **9.4.5.DC.3** Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance.
- **9.4.5.IML.6** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.IML.7** Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

Social Emotional Learning Competencies

Writing Curriculum

Grade: Grade 5

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<u>Self-Awareness</u> : ability to recognize one’s emotions and know one’s strengths and limitations	Connections • Writing a journal entry to reflect on writing pieces • Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) • Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)	
<u>Self-Management</u> : ability to regulate and control one’s emotions and behaviors, particularly in stressful situations	Connections • Using zones of regulation chart to monitor your emotions • Take a break with deep breathing to focus yourself	
<u>Social Awareness</u> : 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 • Explore and discuss opinions pertaining to various topics • Celebrate varying thoughts with positive discussion	
<u>Relationship Skills</u> : refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups	
<u>Responsible Decision-Making</u> : refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions	
Computer Science and Design Thinking		
Domain	Core Idea	Performance Expectation

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Computing Systems	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Computing Systems	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Computing Systems	Shared features allow for common troubleshooting strategies that can be effective for many systems.	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Data & Analysis	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
Interaction of Technology and Humans	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.	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.

Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary	
Focus Area	Resources

Sadler Vocabulary Units 6-8	Vocabulary activities (index cards, word squares, Sadler assignments, Sadler practice games)
- Spelling Connections Unit 10: R-controlled, Vowel /ur/ - Spelling Connections Unit 11: R-controlled, Vowel /ar/	Spelling Connections activities
Verbs	- GUM lessons 14-16 - GUM lessons 35-37

Unit 5: Traveling Through Time: Creating Captivating Historical Fiction Stories

New Jersey Student Learning Standards

W.NW.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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or

two) for a range of tasks, purposes, and audiences.

SL.PE.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.

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

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

Unit Summary (Enduring Understandings)

This unit immerses students in the captivating world of storytelling set against historical backdrops. Throughout this unit, students will learn to blend historical facts with imaginative narratives, cultivating a deep understanding of a specific time period. Emphasis is placed on developing authentic characters, creating vivid settings, and weaving historical details seamlessly into the plot. Students will explore research skills to ensure accurate historical context while fostering creativity in crafting engaging and relatable characters. Writing exercises, peer reviews, and discussions will enable students to refine their ability to transport readers to different eras, effectively merging fact and fiction. By the end of the unit, fifth graders will have honed their historical fiction writing skills, emerging as storytellers capable of transporting readers to the past through rich narratives filled with both factual accuracy and imaginative flair.

Throughout this unit, students will take responsibility for their own learning by setting personal goals, reflecting on their progress, and working independently on their writing projects. They will adapt their writing to suit different audiences and purposes, learning how to

communicate historical details and creative ideas clearly. Students will practice using evidence from their research to ensure their stories are historically accurate while also expressing their own ideas and creativity. They will use various resources, such as books, websites, and videos, to build a strong understanding of the historical time periods they explore. Technology will support their research, writing, and sharing of their stories in creative ways. As they write and share their historical fiction, students will also connect their own experiences to the stories they create while learning to appreciate different perspectives and cultures from the past.

Essential Questions

- How do writers generate ideas for historical fiction stories?
- What details and techniques can writers use to make their writing “come alive” for their reader?
- How do students weave historical facts and details into their stories?
- What strategies can writers use to make their writing easy to read?
- How can writers give and receive constructive feedback?

Skills

- Craft a strong historical fiction story with believable settings, characters, conflicts, and events
- Create a strong lead that engages the reader
- Compose a piece that seamlessly blends fiction and historical facts
- Organize a story logically and cohesively
- Incorporate figurative language into writing to provide descriptive and sensory details
- Infuse dialogue into writing to enhance the plot and help the reader learn more about the characters
- Develop and strengthen writing through planning, revising, editing, and rewriting
- Write routinely, building stamina and skill as a writer
- Engage effectively in collaborative discussions
- Use knowledge of conventions when writing
- Apply grade-level phonics and word analysis when writing

Transfer

- Write a strong narrative including story elements such as character, setting, conflict, events
- Construct a strong lead and meaningful ending
- Organize a narrative in a logical sequence
- Incorporate figurative language into writing
- Write using dialogue
- Use the writing process
- Effectively engage in collaborative discussions
- Apply knowledge of conventions, grade-level phonics and vocabulary usage when writing

Instructional Goals and Pathways

Writing Curriculum

Grade: Grade 5

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Goal 1: Writers generate ideas for historical fiction stories.

Pathways

Pathway #1

- **Write a Three-Part Blurb**
 - Create a character.
 - State the setting (when and where).
 - Give a few events in the plot.

Pathway #2

- **Brainstorm Historical Time Periods**
 - Make a list of time periods you are interested in
 - Think: what makes you interested in this time period?
 - Choose one time period you wrote down.
 - Create a web for that time period with the name of the time period in the center.
 - From the web, add information you know about the time period (events, people, technology, etc.)
 - Repeat with other time periods.

Pathway #3

- **Brainstorm Historical Conflicts**
 - Select a historical time period.
 - Think about a possible conflict a character might face during that time period.
 - Repeat with more conflicts.

Pathway #4

- **Generating Ideas for a Plot**
 - Think about your setting and character
 - Create a conflict for your main character in that time period.
 - Think of one way the character tries to solve the problem.
 - Repeat with another solution.

Pathway #5

- **Creating Realistic Characters**
 - Think of a protagonist (main character).
 - Write down his/her name and age.
 - Jot down any external traits for the character.
 - Jot down any internal traits for the character and any important background information about his/her life.
 - Think: Do they make sense in this time period?
 - Think: What conflict will your character face? Will

Pathway #6

- **Research Your Historical Time Period/Event**
 - Locate a reliable source about your time period or event.
 - Jot down notes about the time period/event, including:
 - Important people
 - Important events
 - Technology used

the conflict make your character change or develop in some way?	■ Clothing worn ■ Information about the setting
Goal 2: Writers draft and revise their stories using details and techniques that make their writing “come alive” for the reader.	
Pathways	
Pathway #1 ● Use Figurative Language ○ Look for places in your writing that could be enhanced with descriptive details (ex: It was sunny on the beach). ○ Add figurative language to help the reader visualize your writing (ex: The sun was as hot as a fire on my skin). ○ Repeat for all places that could use more details.	Pathway #2 ● Use Show Not Tell ○ Look for places in your writing where you tell the reader how a character feels (ex: She was nervous). ○ Use show not tell to help the reader infer how the character feels (ex: Her heart was pounding as if she had just run a marathon, and she could feel sweat snaking its way down her neck). ○ Repeat for all places that could use show not tell.
Pathway #3 ● Create a Descriptive Setting ○ Find a place where you mention the setting. ○ Describe the setting using descriptive (five sense) details. What can you... ■ See? ■ Hear? ■ Smell? ■ Feel? ■ Taste? ○ Repeat for other times setting is mentioned.	Pathway #4 ● Developing a Character in the Beginning ○ In the beginning, give a thorough introduction to your character, including: ■ his/her age ■ important background information ■ his/her personal struggle/conflict
Pathway #5 ● Development of a Character in the Middle and End ○ Think about your character’s internal traits and conflicts. ○ Reread your introduction of the character. ○ Show how your character changes throughout the	Pathway #6 ● Balancing Narration and Dialogue ○ Look for places in your writing where multiple characters interact/are in a scene together. ○ Think: What might they say to one another? ○ Jot down a conversation between the characters

- story. ○ At the end, think: how is the character different at the end of the story? ○ Think: Did the character learn anything? Did the reader learn anything from the character?	(including dialogue tags and quotation marks). ○ Repeat for other places of character interaction throughout your writing piece.
Goal 3: Writers weave historical facts and details into their stories to help the reader learn about the time period.	
Pathways	
Pathway #1 ● Building a Factual Setting ○ Introduce your setting in the beginning of the story. ○ Include the date and where the story is taking place. ○ Read over your research. Include some facts about your setting to help the reader understand the historical context of your story.	Pathway #2 ● Including Background Information About the Time Period ○ Think about your historical time period/event you are writing about. ○ Think: what should the reader know about this time period/event, such as specific people, events, etc.? ○ Find a place in your writing where you mention a specific historical person/event. ○ Add in facts about his person/event that the reader should know. ○ Repeat for other people/events.
Pathway #3 ● Checking Historical Facts ○ Read over your story. ○ Find a place where you included historical facts. ○ Think: are the facts accurate? ○ Check the facts you included with your research. ○ Repeat with other facts.	Pathway #4 ● Balancing Fact and Fiction ○ Read over your story. ○ Think: Did you change the historical facts of your story when adding your fictional details? ○ If so, think: How can I make this factually/historically accurate? ○ Repeat with other changed facts.
Pathway #5 ● Having Enough Facts ○ Reread your writing piece.	

○ Find places where you included historical facts. ○ Think: Will my reader understand/learn more about the topic I wrote about? ○ If not, add more facts in places they are lacking.	
Goal 4: Writers make their writing easy to read.	
Pathways	
Pathway #1 ● Follow a Format ○ Include a strong hook. ○ Introduce the setting, characters, and conflict. ○ Include important events in the plot, including the rising action, climax, and falling action. ○ Include a strong ending that leaves the reader thinking.	Pathway #2 ● Create Smooth Transitions ○ Reread your piece. ○ Look for places to use transitions (a few hours later, next, finally, etc.). ○ Refer to suggested transitions for help (in your writer's notebook). ○ Repeat throughout the piece.
Pathway #3 ● Create Clear Dialogue ○ Reread your piece. ○ Look for a place where you used dialogue. ○ Make sure that you included dialogue tags and punctuation to help the reader understand who is speaking. ○ Repeat throughout the piece.	Pathway #4 ● Reread for Clarity ○ Reread your piece. ○ Ask yourself: "Does this make sense? Did I clearly explain my thoughts and ideas? Did my reader learn about the historical event/topic I chose?" ○ Make explanations clearer for the reader or add factual details as needed.
Pathway #5 ● Reread for Organization ○ Reread your piece. ○ Ask yourself: "Does this make sense in the order it is written?" ○ Move parts around as needed.	
Goal 5: Writers give and receive feedback.	

Pathways	
Pathway #1 ● Giving Specific and Constructive Feedback: Revising ○ Read over your partner's piece. ○ Refer to a rubric and look for areas of strength. ○ Jot these down. ○ Refer to a rubric and look for areas that need improvement (ex: inclusion of historical details, use of figurative language) ○ Jot these down. ○ Provide your partner with specific feedback about what was done well and what areas could be improved.	Pathway #2 ● Receiving Specific and Constructive Feedback: Revising ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Jot down places in your writing that you could make stronger. ○ Create a list of goals you want to achieve when revising your writing (ex: My goal is to add more historical details).
Pathway #3 ● Using Feedback to Revise Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your revising goals. ○ Use this information to revise and strengthen your writing.	Pathway #4 ● Giving Specific and Constructive Feedback: Editing ○ Read over your partner's piece. ○ Refer to a rubric and look for areas that need improvement (ex: capitalization, spelling, punctuation). ○ Jot these down. ○ Provide your partner with specific feedback about how they can edit their piece.
Pathway #5 ● Receiving Specific and Constructive Feedback: Editing ○ Listen to and/or read over the feedback you received about your piece. ○ Reread your piece while keeping this feedback in mind. ○ Create a list of goals you want to achieve when editing your writing (ex: My goal is to make sure that proper nouns are capitalized).	Pathway #6 ● Using Feedback to Edit Writing ○ Think about the feedback you received on your piece and your own evaluation of your piece. ○ Think about your editing goals. ○ Use this information to edit your piece for any mistakes with spelling and grammar.

Differentiation

Multilingual Learners	• Collaborate with the ESL Specialist • Preview content vocabulary (<i>with pictures and labels in the student's first language</i>) • Use visual clues (<i>pictures</i>) • Repeat directions • Simplify task directions • Check for understanding • Utilize peer models • English Language supports for parents of non-English speaking students • Use Google Translate or language apps (<i>such as Papago</i>) between English and the student's first language • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Use of modified grading • Utilize Chromebook extensions (<i>speech-to-text</i>)
Special Education	• Modify curriculum content based on student's ability level (<i>i.e provide sentence starters, transition-words word bank, sensory details word bank</i>) • Break down writing tasks into manageable units (<i>i.e. graphic organizers, provide idea starters</i>) • Use of writer's checklists throughout each step of the writing process • Provide guided instruction and modeling (<i>i.e provide completed writing samples, model how to incorporate historical details and use sensory details and figurative language</i>) • Simplify task directions • Provide small group instruction • Provide oral as well as written instructions • Clarify or reword writing prompts or topics • Monitor on-task performance • Provide positive reinforcement (<i>i.e sensory breaks, point based earn time</i>) • Modified grading (<i>consider students' IEP goals and objectives when grading writing samples</i>) • Extended time for assignments • Preferential seating • Utilize Chromebook extensions (<i>speech-to-text</i>)

Writing Curriculum

Grade: Grade 5

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At Risk	• Targeted skill/goal improvement plans within a set time frame • Preferential seating • Implement behavior chart to increase focus and work completion • Use of FM system to improve attention and support auditory information • Sensory breaks • Utilize Chromebook extensions (<i>speech-to-text</i>) • Consult with academic support teachers to address skills identified by the classroom teacher • Provide frequent parent communication to ensure goals are being met										
Gifted and Talented	• Provide a variety of topics and prompts to acknowledge the variety of interests and talents of gifted students • Pursue individual passions to encourage deeper engagement with the writing process • Offer flexible grouping strategies when collaborating to challenge and support growth (<i>work alongside intellectual peers, engage in meaningful discussions, and exchange ideas</i>) • Offer student choice through advanced content (<i>complex writing topics, genres, and literary techniques</i>) • Allow progression of student pace through the writing process • Provide feedback to refine writing skills and address areas for improvement • Give specific and constructive feedback to challenge students and elevate writing to the next level <table border="1" data-bbox="642 889 1915 1308"> <thead> <tr> <th colspan="2">Sample Depths of Knowledge Questions/Tasks</th></tr> </thead> <tbody> <tr> <td>1</td><td>What important elements should be included in a historical fiction story?</td></tr> <tr> <td>2</td><td>How will you decide what historical facts and details should be included in your historical fiction story?</td></tr> <tr> <td>3</td><td>How can you use indirect characterization to reveal important information about a character or their traits?</td></tr> <tr> <td>4</td><td>See enrichment activity.</td></tr> </tbody> </table> • <i>Enrichment Activities</i>	Sample Depths of Knowledge Questions/Tasks		1	What important elements should be included in a historical fiction story?	2	How will you decide what historical facts and details should be included in your historical fiction story?	3	How can you use indirect characterization to reveal important information about a character or their traits?	4	See enrichment activity.
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	○ Objective: SWBAT create a historical fiction drama centered around a particular historical event or time period and that utilizes a variety of theater techniques. ■ Activity: Write a historical fiction drama based on a historical event or time period. Create fictional characters and events that are realistic and believable for the time period. Consider how the characters and plot would be affected by the historical event/time period and how the events of the plot will be broken into scenes. Develop the drama with dialogue, stage directions, and theater techniques such as expressive voice and movement. The drama should include a clear conflict, climax, and resolution. ■ Enrichment Resources
504	● Extended time for assignments ● Provide prompting, reassurance, and time to formulate ideas ● Preferential seating ● Repeat directions ● Check for understanding ● Utilize instructional aides in the classroom setting ● Utilize peer models ● Use of FM system to improve attention and support auditory information ● Implement positive behavior chart to increase focus and work completion ● Sensory breaks ● Provide writer's checklists ● Chromebook extensions (<i>speech-to-text</i>)

Evidence of Learning - Assessment		
Formative	Summative	Benchmark
● Observation ● On-demand written pieces ● Individual conferences	● Historical Fiction Narrative ● Writers Notebook Check ● Unit 5 Writing Rubric	● District Writing Task

- Writing notebook entries

Core Instructional Materials

Mentor Texts	Digital Resources	Miscellaneous Resources
• <i>Number The Stars</i> by Lois Lowry • <i>Bud, Not Buddy</i> by Christopher Paul Curtis • <i>The Butterfly</i> by Patricia Polacco • <i>Pink and Say</i> by Patricia Polacco • <i>The Bracelet</i> by Yoshiko Uchida • <i>Inside Out and Back Again</i> by Thanhha Lai	• The Butterfly by Patricia Polacco • Pink and Say by Patricia Polacco • The Bracelet by Yoshiko Uchida • Inside Out and Back Again (1st half) Inside Out and Back Again (2nd half) by Thanhha Lai	• 5th Grade: Writing Units and Goals • Historical Fiction Book Clubs • Historical Fiction Writing Unit • Adjectives and Adverbs Slideshow • Exploring Leads in Historical Fiction • Exploring How Authors Use Show Not Tell • Historical Fiction Story Arc • Using Descriptive Details • 3-6 Writing Process

Interdisciplinary Connections

English Language Arts - Reading

- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

Social Studies

- **6.1.5.CivicsDP.2.** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
- **6.1.5.CivicsCM.1.** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d)

to the well-being of their community and country.

- **6.1.5.HistoryUP.5.** Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **6.1.5.HistoryUP.6.** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Career Readiness, Life Literacies, and Key Skills

NJSLS	Practices
● 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 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.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.	● 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.

Social Emotional Learning Competencies

<u>Self-Awareness</u> : ability to recognize one's emotions and know one's strengths and limitations	Connections ● Writing a journal entry to reflect on writing pieces ● Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ● Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
<u>Self-Management</u> : ability to regulate and control one's emotions and behaviors, particularly in stressful situations	Connections ● Using zones of regulation chart to monitor your emotions ● Take a break with deep breathing to focus yourself

<u>Social Awareness:</u> 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 • Explore and discuss opinions pertaining to various topics • Celebrate varying thoughts with positive discussion
<u>Relationship Skills:</u> refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts	Connections • Engaging in collaborative discussions • Incentives for individual students and small groups
<u>Responsible Decision-Making:</u> refers to the ability to use multiple pieces of information to make ethical and responsible decisions	Connections • Class rules and routines • Engaging in collaborative discussions • Following directions

Computer Science and Design Thinking

Domain	Core Idea	Performance Expectation
Data & Analysis	Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Algorithms & Programming	A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
Algorithms & Programming	Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

Engineering Design	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Language Study (Grammar, Mechanics, Foundational Skills) & Vocabulary	
Focus Area	Resources
Sadlier Vocabulary Units 9-11	Vocabulary activities (index cards, word squares, Sadlier assignments, Sadlier practice games)
- Spelling Connections Unit 13: R-controlled /or/, /ir/ - Spelling Connections Unit 14: Diphthongs - Spelling Connections Unit 15: Prefixes: pre, re, post, co	Spelling Connections activities
Adjectives	GUM lesson 17
Adverbs	GUM lesson 18