



Stafford Township School District

English Language Arts Curriculum Grade 5 Writing

Adopted: 08/17/2017
Updated: 01/06/2020

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Writing Unit 1: How Writers Work	Duration: 40 days (September – October)
Standards	
<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	

SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**Interdisciplinary Connections
Social Studies Standards**

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.2.A.2. Create a document using a word processing application.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

<http://www.state.nj.us/education/aps/cccs/career/>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Authors write for an audience with a specific purpose in mind.
- Authors write using an organizational structure that supports their purpose.
- Authors write narratives using effective craft techniques.
- Authors revise and edit their work to improve the clarity and quality of their piece.

Essential Questions

- What behaviors do effective writers exhibit?
- How does maintaining a writer's notebook support the writing process?
- What do you need to know about yourself as a writer in order to grow?
- How do authors utilize the writing process (generating ideas, selecting, collecting, drafting,

	revising, editing) in order to produce a published piece?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> • You are the owner of a book store. You are advertising the grand opening of the store. Create a visual to entice people to come to your new establishment. • You are a cartoon artist or designer. Create a cartoon or strip to illustrate how writers use the writing process to share with their peers. 	<p>Formative</p> <ul style="list-style-type: none"> • Writer’s Notebooks • Student Performance Checklist • Observations • Writing Conferences • Small Group Work • Student Self-Reflections • Collecting Independent Work • Quick Writes <p>https://www.pinterest.com/pin/475552041888787666/</p> <p>Summative</p> <ul style="list-style-type: none"> • On-Demand Writing • Process Piece <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Prompts <p>Alternative</p> <ul style="list-style-type: none"> • Modified Rubrics • Student Friendly Rubrics • Modified Graphic Organizers • Untimed Writing Prompts • Student Friendly Writer’s Notebook Rubric

	<ul style="list-style-type: none"> ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations/Just Words Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● “Read like writers” and create anchor charts. ● Anchor charts: <ul style="list-style-type: none"> a. Writing Workshops Expectations b. Ideas to Prevent Writer’s Block c. Show Don’t Tell ● Recognize the various reasons writers write in order to produce clear and coherent writing is developed and organized ● Utilize mentor texts to show author’s process and craft 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Learn the rituals, routines, and resources of writing workshop for a range of discipline-specific tasks, purposes, and research ● Identify reasons why writers write to produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience ● Establish a community of writers who collaborate through listening, sharing, and responding through guidance and support from peers and teachers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ● Think about the writer and his or her process and craft when reading mentor texts

	<ul style="list-style-type: none"> ● Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful ● Learn about themselves as writers by constructing a writing narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences ● Personalize and share their Writer’s Notebooks to build community ● Learn about a number of authors, looking at where, what, why, and how they write ● Use descriptive details and other narrative techniques when developing and organizing narrative texts ● Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing ● Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.
Literature <i>Come On, Rain!</i> <i>The Other Way to Listen</i> <i>Amelia’s 5th Grade Notebook</i>	
Instructional Plan	
Suggested Activities	Resources
Students will set up writer’s notebooks. Students will decorate composition notebooks with pictures that inspire writing.	<ul style="list-style-type: none"> ● Composition notebook
Students will tour Writing Center established by teacher.	<ul style="list-style-type: none"> ● Pictures that spark writing inspiration

Students will display mentor texts and picture walk each.	<ul style="list-style-type: none"> • Anchor charts: • Students created rubrics for expectations
Students will make connections through discussions.	<ul style="list-style-type: none"> • Mentor texts: <ul style="list-style-type: none"> ○ <i>Come On, Rain!</i> ○ <i>The Other Way to Listen</i> ○ <i>Amelia's 5th Grade Notebook</i> ○ <i>How Writers Work</i>
Students will draft additional narrative pieces after exposure to various mentor texts.	<ul style="list-style-type: none"> • Graphic Organizers
Teacher and peers will conduct conferences on written pieces.	<ul style="list-style-type: none"> • Conference schedule
Students will sketch images and descriptions by using post it notes when they read like a writer	<ul style="list-style-type: none"> • Reading A-Z for samples of narrative pieces that contain good imagery, precise language, etc.
Students will generate a list of ideas about different things they experience, see, hear, and feel. Students brainstorm ideas based on family traditions, special places, life changes, moving, etc. Students will generate a list of topics they like to write about.	<ul style="list-style-type: none"> • Achieve3000: "A is for Authors"
Students will choose a topic to publish.	<ul style="list-style-type: none"> • Student generated lists
Students will use narrative techniques such as dialogue and description to create images and emphasize true emotions and meanings in their pieces.	<ul style="list-style-type: none"> • Mentor texts https://www.pinterest.com/pin/AWUwKe7oOgkjSPsfFVZINd9k1e54cZ5y2P6YJwqlv2TwLRNB9EKkXOI/
Students will focus on using transition words and phrases to help organize ideas.	<ul style="list-style-type: none"> • https://www.pinterest.com/pin/243124079863840100/
Students will use "Student Friendly Rubric and Checklist" to check for errors in spelling, punctuation, capitalization, and paragraphing.	<ul style="list-style-type: none"> • Rubric and checklists https://www.pinterest.com/pin/206461964143360930/
Students will publish their writing and add an author's note to their final drafts.	<ul style="list-style-type: none"> • https://www.pinterest.com/pin/336784878354806543/
Students will use narrative techniques such as dialogue and description to create images and emphasize true	<ul style="list-style-type: none"> • Anchor chart to display dialogue rules

<p>emotions and meanings in their pieces. Students will focus on using transition words and phrases to help organize ideas.</p>	
<p>Accommodations & Modifications</p>	
<p>English Language Learner</p> <ul style="list-style-type: none"> ● Provide extra time ● Chunk text ● Pre-teach vocabulary ● Use sentence starters ● Activate schema ● Use visual aids (anchor charts) ● Model writing / shared writing 	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Make copies of the mentor texts for students to mark up while reading. ● Small group instruction 	
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Make copies of the mentor texts for students to mark up while reading. ● Small group instruction 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Reflection and self-assessment ● Suggest compositional risks 	
<p>Special Education/504 Plans</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Small group instruction ● Pre-teach vocabulary ● Modify appendices ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Extra time ● Work with a partner 	

- Use audio and visual supports
- incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice

Unit 2: Essay	Duration: 51 days (November – January)
Standards	
<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	

SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Authors write for an audience with a specific purpose in mind.
- Authors write using an organizational structure that supports their purpose.
- Authors write essays using effective craft techniques.
- Authors revise and edit their work to improve the clarity and quality of their piece.

Essential Questions

- How do authors develop a thesis statements that supports their purpose?
- How do authors provide their readers with information that supports their thesis?
- What craft techniques are utilized by essay writers?
- How do essay writers chose strategies for publishing and evaluating their work?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

- You are a newspaper reporter. You are reporting on a current event in the world. Write an editorial or newspaper article sharing your opinion and facts related to this event. Include information that relates to our community and how it affects our world.
- You are a candidate running for an official position in your community. Write a speech that you will present to the council and community stating your community concern. Present your concerns through your speech along with your opinion on a topic of change. As good speech writers, you may include visuals such as a flyer, PowerPoint, display, video, graph, etc.

Other Assessments

Formative

- Writer's Notebooks
- Student Performance Checklist
- Observations
- Writing Conferences
- Small Group Work
- Student Self-Reflections
- Collecting Independent Work
- Quick Writes
- <https://www.pinterest.com/pin/475552041888787666/>

Summative

- On-Demand Writing
- Process Piece

Benchmark

- Writing Prompts

Alternative

- Modified Rubrics
- Student Friendly Rubrics
- Modified Graphic Organizers
- Untimed Writing Prompts
- Student Friendly Writer's Notebook Rubric
- Student Friendly Conversation Rubric with Sentence Starters
- Teacher Observation Checklist for Student Writing Behaviors

	<ul style="list-style-type: none"> ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations/Just Words Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content:	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify the structure of essay writing ● Develop an understanding of themselves as writers who have influence over 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various opinion pieces on topics or texts, supporting a point of view with reasons and information ● Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions by summarizing a written text ● Write essays that express their opinion on a topic and supply reasons and information to support their point of view. ● Introduce a topic by creating an engaging thesis statement that states their opinion and purpose ● Develop essay topics using facts, quotes, and concrete details ● Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons ● Provide a concluding statement or section related to the opinion and information presented.

Literature	
<i>Chameleons Are Cool</i> <i>Endangered Tigers</i> <i>Gentle Giant Octopus</i> <i>Hey, Little Ant</i>	
Instructional Plan	
Suggested Activities	Resources
Teacher introduces essay writing and the purpose for writing essays by identifying the thesis statement.	<ul style="list-style-type: none"> • Thesis Anchor chart, various essays with clear thesis. Highlight and label parts of the thesis • https://www.flocabulary.com/unit/thesis/
Students will identify author’s point of view or opinion in an essay	<ul style="list-style-type: none"> • <u>Mentor Texts:</u> <ul style="list-style-type: none"> • <i>Chameleons Are Cool</i> • <i>Endangered Tigers</i> • <i>Gentle Giant Octopus</i> • <i>Hey, Little Ant</i> • <i>A Quiet Place</i> • <i>Sharks</i> • <i>Surprising Sharks</i> • <i>A Swim Through the Sea</i> • <i>The Table Where Rich People Sit</i> • <i>A Walk in the Rain Forest</i>
Students will identify ways why authors write essays and how they can connect with their readers	<ul style="list-style-type: none"> • Essay Exemplars: <ul style="list-style-type: none"> • “Check the Label” • “Homework: Enough is Enough!” • “Going Green in School” • “Ban Smoking in Cars: Protect Children’s Rights” • “Uniforms or No Uniforms?” • “Who Wants to Be a Millionaire?”

Students will generate ideas about a topic that they are passionate about and which they can argue a stance.	<ul style="list-style-type: none"> • Quick writes
Teacher use <i>Chicken Soup for the Soul</i> memoir examples to help students understand memoir writing.	<ul style="list-style-type: none"> • <i>Chicken Soup for the Soul</i>
Students will examine social issues that they are passionate about to generate strong arguments.	Anchor Charts <ul style="list-style-type: none"> • Essay Structure • Thesis Statement • Features found in Effective Essays • Author's Craft • Primary and Secondary Sources • Revision Checklist
Students will gather information and facts to develop their topics. brainstorm and use graphic organizers to collect information that supports their thesis statement.	<ul style="list-style-type: none"> • https://www.flocabulary.com/unit/thesis/ • Graphic organizer
Accommodations & Modifications	
English Language Learner <ul style="list-style-type: none"> • Make copies of mentor texts for each student • Pre-teach vocabulary • Provide extra time • Chunk text • Use sentence starters • Activate schema • Use visual aids (anchor charts) • Model writing / shared writing 	
Basic Skills <ul style="list-style-type: none"> • Visual aides • Provide anchor charts • Model your thinking • Model your writing • Allow shared or partner writing • Show models of finished products 	
Economically Disadvantaged <ul style="list-style-type: none"> • Visual aides 	

- Provide anchor charts
- Model your thinking
- Model your writing
- Allow shared or partner writing
- Show models of finished products

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Small group instruction
- Pre-teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner
- Use audio and visual supports

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice

Unit 3: Memoirs	Duration: 55 days (February – April)
Standards	
<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and</p>	

relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections Visual and Performing Arts Standards

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.2.A.2. Create a document using a word processing application.

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CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Authors write for an audience with a specific purpose in mind.
- Authors write using an organizational structure that supports their purpose.
- Authors write memoirs using effective craft techniques.

Essential Questions

- How can memoir writers get inspired by people, places and events?
- How do memoir writers develop their piece to bring forth the theme, feeling, or issue presented?

<ul style="list-style-type: none"> • Authors revise and edit their work to improve the clarity and quality of their piece. 	<ul style="list-style-type: none"> • What craft techniques are utilized by memoirists so that their readers get a glimpse as to what matters most in their life? • How do memoir writers choose strategies for publishing and evaluating their work?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> • Students will create a scrapbook that features 3 of their memorable moments, achievements, or influences and present using multimedia components and visual displays. • You are a song writer hired to create a parody of your memoir. Choose a song and change the lyrics to convey the story or your life. experience. Choose a format to perform or share/present your parody. 	<p>Formative</p> <ul style="list-style-type: none"> • Writer’s Notebooks • Student Performance Checklist • Observations • Writing Conferences • Small Group Work • Student Self-Reflections • Collecting Independent Work • Quick Writes <p>https://www.pinterest.com/pin/475552041888787666/</p> <p>Summative</p> <ul style="list-style-type: none"> • On-Demand Writing • Process Piece <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Prompts <p>Alternative</p> <ul style="list-style-type: none"> • Modified Rubrics • Student Friendly Rubrics • Modified Graphic Organizers • Untimed Writing Prompts

	<ul style="list-style-type: none"> ● Student Friendly Writer’s Notebook Rubric ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations/Just Words Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Expose students to various memoirs to enhance their appreciation of memoirs ● Identify the content of the memoirs through collaborative discussions ● Critique author’s own life experiences, interests, and observations to help generate ideas ● Look at the features of a memoir; reflections, focused period of time, purpose ● Write a variety of memoirs about experiences or events using effective techniques ● Introduce characters/narrators to show how events unfold naturally 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Define and develop an appreciation of memoir writing ● Engage effectively in collaborative discussions about the content and purpose the memoirs they read and write ● Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing ● Identify the similarities and differences among cultures, experiences, emotions, and ideas as conveyed through memoir ● Discover the features of memoir writing, such as reflection, use of memories, and sharpening of focus to a brief period of time ● Examine illustrations and notice how authors develop memoirs with illustrations

	<ul style="list-style-type: none"> ● Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences ● Introduce characters and/or a narrator and organize an event sequence that unfolds naturally ● Use dialogue to enhance readers’ understanding of the characters ● Use concrete words and sensory details to convey experiences and events precisely ● Provide a conclusion that follows from narrated experiences or events and includes an element of reflection. ● Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach ● Publish memoir by applying what they have learned to their own writing process.
<p>Literature</p> <p><i>Family Pictures/ Cuadros de familia</i> <i>Home</i> <i>Letting Swift River Go</i></p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Students will be introduced to memoir writing and mentor texts Students will explore and understand the purpose and features of memoir writing</p>	<p>Mentor Texts:</p> <ul style="list-style-type: none"> ● <i>19 Varieties of Gazelle</i> ● <i>Bigmamma’s</i> ● <i>The Chalk Doll</i> ● <i>Childtimes: A Three-Generation Memoir</i> ● <i>Family Pictures/ Cuadros de familia</i> ● <i>Home</i> ● <i>Letting Swift River Go</i> ● <i>My Rotten Redheaded Older Brother</i>

	<ul style="list-style-type: none"> • <i>Sitti's Secrets</i> • <i>When I was Your Age, Volume One</i>
Students will explore and understanding the importance of descriptive details in a memoir. Students will use dialogues to make stories more engaging and real.	
Students will discuss their own lives and meaningful experiences and memories to form the basis of their writing.	<ul style="list-style-type: none"> • Student family pictures from home
Students will make connections to generate ideas for writing. Students will engage in collaborative discussions about mentor texts.	<ul style="list-style-type: none"> • Writer's notebooks
Students will select a topic that is based on a memory that has a meaning and lesson learned.	
Students will organize their writing using a graphic organizer as a way to begin their drafts and sequence their events.	<ul style="list-style-type: none"> • Graphic organizer
Students will revise their writings to include details as a way to enhance it and make it clear to their reader.	
Students will mark in a different colored pen places they are checking for errors using an editing checklist during the editing phase.	<ul style="list-style-type: none"> • https://www.pinterest.com/pin/AWZ3NCvw0GaFp8yGYFbpgjqkAq0xpyma5_5pyPzgboYO2MJva_9Vp80/
Students will publish their memoirs.	
Students may choose to write about a memory from their life in the form of a story script. Students can create their short play include stage directions, and theatrical elements based on one event in their life. Students can also use this experience to help them practice "Show, Don't Tell" in their memoir.	<ul style="list-style-type: none"> • Writer's notebook
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> • Provide extra time 	

- Chunk text
- Pre-teach vocabulary
- Use sentence starters
- Activate schema
- Use visual aids (anchor charts)
- Model writing / shared writing

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills

- Visual aides
- Provide anchor charts
- Model your thinking
- Model your writing
- Allow shared or partner writing
- Show models of finished products

Economically Disadvantaged

- Visual aides
- Provide anchor charts
- Model your thinking
- Model your writing
- Allow shared or partner writing
- Show models of finished products

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Small group instruction
- Pre-teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge

- Extra time
- Work with a partner
- Use audio and visual supports

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice

Unit 4: Biography	Duration: 37 days (May – June)
Standards	
<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	

SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.2.A.2. Create a document using a word processing application.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

<http://www.state.nj.us/education/aps/cccs/career/>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Authors write for an audience with a specific purpose in mind.
- Authors write using an organizational structure that supports their purpose.
- Authors write biographies using effective craft techniques.
- Authors revise and edit their work to improve the clarity and quality of their piece.

Essential Questions

- How do writers of biographies express their opinions about the subject they write about and include researched facts and details that highlight the subject's achievements and influences?
- How do writers of biographies structure their piece (collection of stories, biographical sketch, or essay)?

	<ul style="list-style-type: none"> • What craft techniques are utilized by writers of biographies? • How do writers choose strategies for publishing and evaluating their work?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students will create an online digital presentation on a self-selected influential person. Students will dress up like your favorite person.</p>	<p>Formative</p> <ul style="list-style-type: none"> • Writer’s Notebooks • Student Performance Checklist • Observations • Writing Conferences • Small Group Work • Student Self-Reflections • Collecting Independent Work • Quick Writes <p>Summative</p> <ul style="list-style-type: none"> • On-Demand Writing • Process Piece <p>Benchmark</p> <ul style="list-style-type: none"> • Writing Prompts <p>Alternative</p> <ul style="list-style-type: none"> • Modified Rubrics • Student Friendly Rubrics • Modified Graphic Organizers • Untimed Writing Prompts • Student Friendly Writer’s Notebook Rubric

	<ul style="list-style-type: none"> ● Student Friendly Conversation Rubric with Sentence Starters ● Teacher Observation Checklist for Student Writing Behaviors ● Verbal Response instead of Written Response ● Untimed Modified Benchmark Writing Task ● Grading Student Graphic Organizers, Drafts, and Final Writing Piece ● Foundations/Just Words Based Spelling Assessments and Classwork ● Writing Work Samples
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Exposure to many influential and historical subjects and understand the time which they lived and what they accomplished ● Examine student's opinions of the various people studied based upon accomplishments ● Understand the structure and purpose of biography writing by conducting short research writings ● Examine the structure of biography 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Engage in discussions about various subjects, building on others' ideas and expressing their own ideas clearly ● Explore about many influential and historical subjects and understand the time in which they lived and what they accomplished ● Form opinions of the various people studied based upon the accomplishments and attributes discussed and support their point of view or opinion with reasons, facts, and details ● Understand the purpose and structure of biography writing by conducting short research projects that use several sources to build knowledge through investigation of different perspectives of the topic ● Include a beginning that introduces their subject and expresses their opinion or point of view

	<ul style="list-style-type: none"> ● Conduct research to build knowledge on their subject and develop their biography with information from various sources ● Include facts and details to support their opinion and inform readers of the information clearly ● Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time with a concluding paragraph ● Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing.
Literature <i>Abe Lincoln: The Boy Who Loved Books</i> <i>Alvin Ailey</i> <i>Celia Cruz, Queen of Salsa</i>	
Instructional Plan	
Suggested Activities	Resources
Students will conduct research on each person using biography.com or activate schema prior to reading	www.Biography.com
Students and teacher will discuss features of biography writing and how biographers use facts and details to inform readers	Mentor Texts: <ul style="list-style-type: none"> ● <i>Abe Lincoln: The Boy Who Loved Books</i> ● <i>Alvin Ailey</i> ● <i>Celia Cruz, Queen of Salsa</i> ● <i>Ladies First: Women Athletes Who Made a Difference</i> ● <i>Lives of the Athletes</i> ● <i>A Picture Book of Harry Houdini</i> ● <i>River Boy: The Story of Mark Twain</i> ● <i>Salt in His Shoes</i>

	<ul style="list-style-type: none"> • <i>Talkin' About Bessie</i> • <i>Who Was George Washington?</i> Anchor Chart listing features of a biography
Students will compare and contrast two texts to understand common features and how biographers use a different approach.	<ul style="list-style-type: none"> • Graphic Organizer
Students will generate ideas about subject's worthy of recognition or appreciation.	<ul style="list-style-type: none"> • Bio's on line of influential people
Students will build understanding and discuss author's craft and style in biography writing.	<ul style="list-style-type: none"> • Anchor Charts • https://www.pinterest.com/pin/104708760059445265/ • https://www.pinterest.com/pin/475552041891049673/
Students will select a subject for biography that they are interested in and excited to research using several sources to build knowledge.	
Students will conduct research online and fill out their Essay Structure outline. Students will create 3 Headings highlighting the importance	<ul style="list-style-type: none"> • Appendix: "Essay Structure" Outline pg. 66
Students will draft their biography using related information that is grouped logically, conveyed clearly, and have a general focus.	
Students will revise their writings using linking words.	https://www.pinterest.com/pin/206461964143360930/
Students will edit their biographies following the conventions of standard English.	Checklist
Students will craft an Author's Note for their biography and publish their writing.	
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> • Provide extra time • Chunk text • Pre-teach vocabulary 	

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