



BOE Approved 8/18

## Cliffside Park Public Schools

### Writing: Grade 5

**Unit Name:** How Writer's Work

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 4-6 Weeks

#### Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

#### Essential Question

- How do writers utilize their knowledge to tell meaningful focused stories of their lives?

**Focus of Standards**

Student Outcomes	Skills	Assessments	Resources
<p><b>Immersion: Interactive Read-Aloud</b></p> <p><b>Day 1</b> I can engage effectively in conversations about writing and our writing community.</p> <p><b>Day 2</b> I can envision and explore notebook possibilities.</p> <p><b>Day 3</b> I can sketch images and descriptions from my mind’s eye.</p> <p><b>Day 4 &amp; 5</b> I can explore more possible writing ideas and topics from mentor texts.</p> <p><b>Mini-Lessons</b></p> <p><b>Generating Ideas I</b> I can revisit mentor texts that will inspire them to write.</p> <p><b>Generating Ideas II</b> I can use strategies to combat writer’s block.</p> <p><b>Selecting</b> I can select an idea to develop and publish, keeping in mind text type, audience, and purpose for writing.</p> <p><b>Collecting</b> I can collect details using dialogue and description to create images and meaning in my writing.</p> <p><b>Drafting</b> I can organize my writing by using transition words and/or phrases.</p> <p><b>Revising</b> I can make decisions about using concrete words and phrases and descriptive language.</p> <p><b>Editing</b> I can use an editing checklist to improve my writing in spelling, punctuation, capitalization, and paragraphing.</p>	<ul style="list-style-type: none"> <li>● Metacognition</li> <li>● Purpose/Meaning</li> <li>● Text and Genre Features/Structure</li> <li>● Craft/Style</li> <li>● Drafting/Organization</li> <li>● Writing with focus</li> <li>● Routines and management</li> <li>● Generating ideas and entries</li> <li>● Writing with independence</li> <li>● Writing with stamina</li> <li>● Publishing</li> <li>● Elaborating</li> <li>● Demonstrating meaningful word choices</li> <li>● Revising, editing and publishing</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Where Are My Students in the Writing Process?</li> <li>● How Writers Work Grade 5 Student Performance Checklist</li> <li>● Making Connections (ELL, ELD)</li> <li>● Conference Questions from the Grade 5 How Writer’s Work Unit of Study.</li> <li>● Editing Checklist</li> <li>● Author’s Note Suggestions</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Standards-Based Writing Rubric Text Type: Narrative Grade 5</li> <li>● Student Self-Assessment Questionnaire</li> <li>● Self-Reflection Questionnaire</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>● Editing Checklist</li> <li>● Draft</li> </ul>	<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Amelia’s Fifth-Grade Notebook</i></li> <li>● <i>Come On, Rain!</i></li> <li>● <i>How Writer’s Work</i></li> <li>● <i>The Other Side</i></li> <li>● <i>The Other Way to Listen</i></li> </ul> <p><b>Professional Article/Resources</b></p> <ul style="list-style-type: none"> <li>● <i>Using Signal Words In Persuasive Writing</i></li> <li>● <i>Ways to Celebrate</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>● <i>RAZ Kids</i></li> <li>● <i>Storyworks</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>● My Writing Inventory</li> <li>● Finding an Idea To Prevent Writer’s Block</li> <li>● Is This the One?</li> <li>● Lifting a Line</li> <li>● Vivid Words</li> <li>● Editing Checklist</li> <li>● Readers’ Comments</li> <li>● Author’s Note</li> </ul>

**Publishing**

I can add an Author's Note to my final draft and then publish it.

**Self-Reflection**

I can reflect on how I've grown as a writer, the writing process and strategies I used.

- Final piece
- Student Performance Checklist
- DRA (Fall, Winter, Spring writing portion)

**Alternative**

- Oral responses and graphic organizers pertaining to the Non-Fiction Grade 4 Unit of Study

- Suggestions
- Self-Reflection Questionnaire

**Classroom Library Materials**

- Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens/Pencils (for writing, revising and editing)
- Paper
- Dictionaries
- Chart Paper
- Sticky Notes
- *How Writers Work* by Ralph Fletcher; pp 15-20 chp 2
- *Finding an Idea*; pp 105-108, chp 13
- A sample entry from Teachers Notebook or Students (with permission)
- Drafting Tips
- Transition Words and Phrases
- Thesaurus
- Student's Published Pieces

**Word Study/ Spelling/Vocabulary**

- Membean.com

## **NJ Student Learning Standards (2016)**

### **WRITING**

#### **Text Types and Purposes**

**W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

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

- a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

**W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### **Production and Distribution of Writing**

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**W.5.6:** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

**W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

**W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### **Range of Writing**

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

## **SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

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

**SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## **LANGUAGE STANDARDS**

### **Conventions**

**L.5.1:** Observe conventions of grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

**L.5.2:** Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### **Effective Language Use**

**L.5.3:** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

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

### **Vocabulary Acquisition and Usage**

**L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing

flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

### **NJSLS Technology Standards**

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

### **Interdisciplinary Connections and Activities**

- Students will engage in a group discussion about the read aloud story. 9.2.8.B.3
- Students will write narrative stories and revise them by developing story elements, by adding elaboration, and by focusing writing a strong conclusion. 9.2.8.B.3, 8.1.5.A.2
- Students Use Google Classroom or other digital format to complete writing assignment for this unit. 8.1.5.A.1

### **21st Century Life and Careers**

#### **9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies  
(Alternate Modes of Instruction and Support)**

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Higher level texts that address the same enduring understanding How Writer's Work Grade 5</p> <p>Students can use the <i>Author's Inspiration Chart</i> for additional ideas to write about.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Before the first lesson, assess and build students' knowledge of why writers write and how your English language learners feel about writing. Meet with your students, refer to the mentor texts, and discuss these topics:</p> <ul style="list-style-type: none"> <li>● Different purposes or reasons why writers write (to record what they see or hear, tell a story of an experience, reflect on or think about their lives, etc.).</li> <li>● What does it mean to be a writer?</li> <li>● Writers use words to create pictures or make a movie in readers' minds (descriptive writing).</li> <li>● How do you feel about writing and being a writer?</li> </ul> <p>Distribute copies of the Appendix "Drafting Graphic Organizer" to help students draft their pieces and consider transitions.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the Grade 5 How Writer's Work unit of study.</p> <p><b>Supply Students with Anchor Charts:</b> <i>Why Writers Write, What is a Writer's Notebook, Writing Workshop Expectations, and Ideas to Prevent Writer's Block.</i> Tape or staple into student notebooks for easy reference, or take a photo of class anchor chart, photocopy and add to notebook.</p> <p><b>Partially completed Grade 5 How Writer's Work Graphic Organizers such as:</b> <i>Authors Inspiration, Revising-Be Specific</i></p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Grade 5 How Writer's Work unit of study.</p> <p>Students can sketch their ideas and see if the sketches prompt them to remember additional details.</p> <p>Provide samples and model each step of the writing process as needed.</p>

Prepare students by having different examples of Writers' Notebooks for them to look through.

Before the Writer's Ear lesson, build students' background knowledge about the author, Byrd Baylor, and her connection to nature.

During the "Engage" portion, you might provide students with the following sentence stem to encourage them to create a complex sentence: I highlighted the line \_\_ because \_\_.

Help students identify and edit sentences that are grammatically incorrect.

Allow students to add illustrations or photographs to their final pieces.

Model how students should answer questions on forms, charts and organizers.

Access to word/picture banks to reference in tasks that require reading writing in the Grade 5 How Writer's Work unit of study.

Extend wait time to an additional 5-7 seconds before calling on another students when asking questions concerning the Grade 5 How Writer's Work unit of study.

Use sticky notes to annotate

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 How Writer's Work unit of study through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require writing.

\*Also see ELL Modifications

	<p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Visuals and illustrations to be used for comprehension of Tier 1, 2 and 3 terms.</p> <p>Word/picture bank available for students' reference.</p> <p><b>Graphic Organizers (<i>Adapted</i>)</b></p> <ul style="list-style-type: none"> <li>• Drafting Graphic Organizer</li> </ul> <p>*Also see modifications for students with IEPs, 504s and At-Risk students</p>	
<p><b>Sources:</b>  <b>New Jersey Student Learning Standards (2016)</b> <a href="http://www.state.nj.us/education/cccs/2016/ela/k.pdf">http://www.state.nj.us/education/cccs/2016/ela/k.pdf</a>  <b>New Jersey Student Learning Standards: Technology (2014)</b> <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>  <b>Career Ready Practices (2014)</b> <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  <b>Schoolwide Inc. (2013)</b> <a href="http://www.schoolwide.com/">http://www.schoolwide.com/</a>  <b>Wilson Foundations (2015)</b> <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a></p>		