



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade

Unit Name: Biography

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understanding

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

Essential Question

- What are the features of a biography and how does a biography writer make choices in their writing?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Aloud</p> <p>Day 1 I can explore and understand the purpose and features of biographical writing.</p> <p>Day 2 I can continue to explore features of biographies, focusing on how biographers use facts and details to inform readers and bring their subjects to life.</p> <p>Day 3 I can continue to build understanding and discuss the author’s craft and style used in writing a biography.</p> <p>Day 4 I can discuss how writers include information and details that support their central idea or message.</p> <p>Day 5 I can compare and contrast two mentor texts to understand that although biographies contain common features, writers can have a different approach.</p> <p>Mini-Lessons</p> <p>Generating Ideas I I can think about the role models in my life as subjects for my biography.</p> <p>Generating Ideas II I can think of subjects from history worthy of recognition and appreciation as potential subjects for my biography.</p> <p>Generating Ideas III I can think about about the people I know who could become the subject of my biography.</p> <p>Selecting I can select a subject for my biography, one I am interested in and excited to research using several sources to build knowledge about them.</p>	<ul style="list-style-type: none"> ● Listening and Responding ● Text and Genre Features/Structure ● Purpose/Meaning ● Research ● Metacognition ● Organizing ideas ● Gathering research ● Present Content Knowledge ● Self-Monitoring ● Self-Correcting ● Conventions and Grammar ● Editing\ ● Revision ● Publishing ● Writing with independence and stamina ● Writing with focus and organization 	<p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Biography Grade 5 Student Performance Checklist ● Conference Questions from the Grade 5 Biography Unit of Study. ● <i>Editing Checklist</i> ● <i>Author’s Note Suggestions</i> ● <i>What to Say About My Subject</i> ● <i>Biographical Sketch Structure</i> ● <i>Essay Structure</i> ● <i>Editing Checklist</i> ● See other Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Informational/Explanatory Grade 5 ● Biography Grade 5 Student 	<p>Mentor Texts</p> <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 Make 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> ● <i>Talkin’ About Bessie</i> ● <i>Who Was George Washington?</i> <p>Professional Article/Resources</p> <ul style="list-style-type: none"> ● <i>Features of Biography</i> (Teacher Reference) ● <i>Biography Quotes</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i>

<p>Collecting I I can recall relevant information I already know about my chosen subject to help me think about the research that needs to be done.</p> <p>Collecting II I can begin my research using questions to gather interesting and detailed information about my subject.</p> <p>Collecting III I can plan my research and consider the types of primary and secondary sources I can use to find the answers to my questions about my subject.</p> <p>Collecting IV I can use a time line as a tool for taking notes and categorizing information according to the sequence of events from my subject's life.</p> <p>Collecting V I can consider my own perspective and reflect on the theme or focus of my biography.</p> <p>Drafting I I can consider different structures group related information logically and clearly.</p> <p>Drafting II I can use an outline to craft an engaging and clear introduction.</p> <p>Drafting III I can conclude my biographies with a statement or section that relates to the information presented and leaves readers with a clear understanding and appreciation for my subjects.</p> <p>Revising I I can add linking words or phrases to move readers from one idea to next in my biography.</p> <p>Revising II I can use "voice" and literary elements to bring my biography to life.</p>		<p>Performance Checklist</p> <p>Benchmarks</p> <ul style="list-style-type: none"> • Editing Checklist • Draft • Final piece • Student Performance Checklist • DRA (Fall, Winter, Spring writing portion) <p>Alternative</p> <ul style="list-style-type: none"> • Oral responses and graphic organizers pertaining to the Grade 5 Biography Unit of Study. 	<p>Student Forms</p> <ul style="list-style-type: none"> • Who Are Our Role Models? • Selecting a Subject for my Biography • Considering What We Already Know • Interesting Questions for Research • What to Say About My Subject • Collection of Stories or Facts-List Structure • Biographical Sketch Structure • Essay Structure • Linking Words and Phrases • Editing Checklist • Commonly Misspelled Words • Author's Note • My Life as an Biographer <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Dictionaries • Publishing Materials • Pens/Pencils (for
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<p>Editing I I can effectively use pronouns to help make my biography less repetitive.</p> <p>Editing II I can use an editing checklist to make sure my biography is clear and free of errors.</p> <p>Publishing I can add an Author's Note to add insight to my purpose for writing.</p> <p>Self-Reflection I can reflect on how I've grown as a writer over time and set writing goals for myself.</p>			<p>writing, revising and editing)</p> <ul style="list-style-type: none"> ● Paper ● Chart Paper ● Thesaurus ● Copies of the following excerpts from <i>Talkin' About Bessie</i> by Nikki Grimes for small groups of students: <ul style="list-style-type: none"> ● "George Coleman" ● "Susan Coleman" ● "Nilhus Coleman" ● "School Teacher" ● "Oklahoma Drummer " ● "John Coleman" ● "Robert Abbott" ● "Flight Instructor" ● "Newspaper Reporter #1" ● "Young Fan" ● "Bessie Coleman" <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none"> ● Membean.com
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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.
- b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a conclusion related to the opinion presented.

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

- a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a conclusion related to the information of explanation presented.

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

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

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 a particular point 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: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

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

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb 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: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.5.3: Use 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.

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

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

clarify the precise meaning of key words and phrases.

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

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

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific 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.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Connections and Activities

- Create a wax museum where students emulate their chosen biography topic, create a poster and dress like the person. Present to the school staff, administration and families. 8.1.5.A.1, SL.5.6., CRP6, CRP7

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.
- CRP7.** Employ valid and reliable research strategies.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

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

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Expose students to higher level texts that address the same enduring understanding Grade 5 Biography Unit of Study.</p> <p>Students create their own anthology by collecting short biographies from the Internet and other resources about subjects they admire. Have them write introductions to their biographies that explain their expertise in the genre.</p> <p>Students may try more than one structure and then decide which one works best for their purpose.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Students will build background knowledge for <i>A Picture Book of Harry Houdini</i> through pre-teaching and/or discussing the following vocabulary terms: magician, escape, lock, and illusions. Use the pictures in the book to explain and discuss terms and concepts needed to make meaning.</p> <p>In addition to the prompts provided, you might have students use the following sentence frames during Guided Practice:</p> <ul style="list-style-type: none"> ● One thing I learned about Harry Houdini is ___. ● One thing I found interesting about Harry Houdini is ___. <p>Prepare students and build background knowledge by showing them where</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 Biography Unit of Study.</p> <p>Supply Students with Anchor Charts: What is Biography?, Why Biography?, Research Plan, Introductions that Hook, Concluding a Biography, Well-Crafted Facts, Pronoun Usage, Reading as an Editor,</p> <p>Partially complete Grade 5 Biography Unit of Study. Graphic Organizers such as: My Timeline Suggestions by taping or stapling into their writer's notebooks or folders.</p> <p>Give students appropriate sentence starters to help them create a strong lead and conclusion for their biographies.</p>

Mississippi is on a map. Talk about the Mississippi River and Mark Twain. You could also display pictures of Mark Twain to help them get ready for the read-aloud.

Features of a Biography

- Before the read, you might prepare students for the lesson by providing background information about both subjects. You might play one of Celia Cruz's songs. You might also provide pictures of the athlete you are reading about.
- During the read, create a Venn diagram and chart the similarities and differences that you discuss as a class.

Prepare students by making sure they understand what "role model" means. Ask them if there is anyone in their culture whom they admire. You might want to research possible role models from your students' native countries.

Prior Research Planning: Primary and Secondary, pre-teach the following terms and phrases: primary, secondary, letter, interview, photograph, film, diary, journal, artifacts, uniform, encyclopedia, magazine articles, Internet search engine, and digital resource.

Model how to create a timeline using one of their biography subjects.

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Grade 5 Biography Unit of Study.. Students can sketch their ideas and see if the sketches prompt them to remember additional details.

Provide samples and model each step of the writing process as needed.

Use sticky notes to annotate

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 Biography 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.

Have students illustrate their biographies.

*Also see ELL Modifications

During Engage, give your students the following sentence stems to help them have a discussion with their partner:

- I want my readers to know that ___.
- The person I am writing about is/was ___.
- What I really like about my subject is ___.

Give students appropriate sentence starters to help them create a strong lead and conclusion for their biographies.

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 Biography Unit of Study.

Extend wait time to an additional 5-7 seconds before calling on another students when asking questions concerning the Grade 5 Biography Unit of Study.

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Visuals and illustrations to be used for comprehension of Tier 1, 2 and 3 terms.

Word/picture bank available for students' reference.

Graphic Organizers (*Adapted*)

- Attributes
- Interesting Questions for Research
- Pronoun Chart

*Also see modifications for students with IEPs, 504s and At-Risk Students

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>