



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 5

Unit Name: Essay

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

- How do writers write long about their ideas with organization and text evidence?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Aloud</p> <p>Day 1 I can begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.</p> <p>Day 2 I can notice how an author’s point of view or opinion is sometimes shown and how the closing of an essay reinforces the thesis.</p> <p>Day 3 I can recognize how the body of an essay provides readers with the information that supports the author’s thesis.</p> <p>Day 4 I can explore how authors of the genre are very passionate about their topics and how they connect with their readers.</p> <p>Day 5 I can review what I have learned about the genre and how authors use language techniques to engage/hook their readers and support their thesis statements.</p> <p>Mini-Lessons</p> <p>Generating Ideas I I can generate ideas for interesting topics on which I want to argue a particular stance or opinion.</p> <p>Generating Ideas II I can look to my personal stories to uncover meaningful moments in order to generate a clear focus for my essay.</p> <p>Generating Ideas III I can identify and examine social issues that I am passionate about and have knowledge of in order to generate strong arguments for my essay.</p>	<ul style="list-style-type: none"> ● Purpose/Meaning ● Text and Genre Features/Structure ● Metacognition ● Craft/Style ● Researching and organizing ideas ● Present Content Knowledge ● Drafting/Organization ● Writing with independence and stamina ● Writing with focus and organization ● Revising, editing and publishing 	<p>Formative</p> <ul style="list-style-type: none"> ● Where Are My Students in the Writing Process? ● Essay Grade 5 Student Performance Checklist ● Conference Questions from the Grade 5 Essay Unit of Study. ● <i>My Notes About the Essays</i> ● <i>Finding a Focus</i> ● <i>Conclusion Planning Sheet</i> ● <i>Editing Checklist</i> ● <i>Reflecting on the Essay Study</i> ● See other Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> ● Standards-Based Writing Rubric Text Type: Opinion Grade 5 ● Reflecting on the Essay Study 	<p>Mentor Texts</p> <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> <p>Essay Exemplars</p> <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? That is the Question” ● “Who Wants to be Millionaire” <p>Professional Article/Resources</p>

<p>Selecting I can review my Writer's Notebooks to determine which idea best reflects my intention and chosen audience.</p> <p>Collecting I I can free write about my selected topics as a way to recall and gather relevant information.</p> <p>Collecting II I can finalize my thesis statement in order to move forward with my writing.</p> <p>Collecting III I can use brainstorming strategies and graphic organizers to collect information that will support my thesis statement.</p> <p>Collecting IV I can determine what needs to be researched and how.</p> <p>Collecting V I can outline as a way to organize information that will support a thesis.</p> <p>Drafting I I can use an organizational structure to help me craft an effective introduction for my essay that captures my readers' attention.</p> <p>Drafting II I can write a strong topic sentence for each paragraph</p> <p>Drafting III I can connect the main point of each paragraph with facts and details that support it.</p> <p>Drafting IV I can create a conclusion that supports my initial argument.</p> <p>Revising I I can learn a variety of transition words and phrases and use them effectively throughout my essay.</p> <p>Revising II I can use precise words to hook and hold my reader's attention.</p>		<ul style="list-style-type: none"> • Biography Grade 5 Student Performance Checklist • Self-Assessment - Essay <p>Benchmarks</p> <ul style="list-style-type: none"> • Editing Checklist • Draft • Final piece • Student Performance Checklist • Revision 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 Essay Unit of Study. 	<p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Storyworks</i> <p>Student Forms</p> <ul style="list-style-type: none"> • <i>Analysis and Reflection on Essay Features and Functions</i> • <i>Thesis Statements and Powerful Closings: Graphic Organizer</i> • <i>Homework-Essay</i> • <i>My Notes About the Essays</i> • <i>Features Found in Effective Essays</i> • <i>Finding a Focus</i> • <i>Finding a Focus (ELL Support)</i> • <i>Blank Outline</i> • <i>Conclusion Planning Sheet</i> • <i>Revision Checklist</i> • <i>How to Cite Your Sources Within the Text of Your Essay</i> • <i>Editing Checklist</i> • <i>Reflecting on the Essay Study</i> • <i>Self-Assessment</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • <i>Writer's Notebooks</i>
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<p>Editing I I can use proper citations to avoid plagiarism.</p> <p>Editing II I can use an editing checklist to edit my writing.</p> <p>Publishing I can publish and evaluate my work.</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>or Folders</p> <ul style="list-style-type: none"> ● Dictionaries ● Publishing Materials ● Pens/Pencils (for writing, revising and editing) ● Paper ● Chart Paper ● Students' Outlines and Drafts ● Students' Final Essays ● Chromebooks <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none"> ● Membean.com\ ● Storyworks
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<p>NJ Student Learning Standards (2016)</p> <p>WRITING</p> <p>Text Types and Purposes</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a conclusion related to the opinion presented.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event</p>

sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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: 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.

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

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

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.

Interdisciplinary Connections and Activities

- Students learn to uncover a tight focus for their essays by reading *A Swim through the Sea* by Kristin Joy Pratt (Introduction only) and *Ban Smoking in Cars: Protect Children's Rights* by Michelle Peterson. RI.5.8
- Students are given additional time to research and collect information that supports their thesis statements by scheduling library or computer time to support this work. W.5.7, 8.1.5.E.1, 9.2.8.B.3, 8.1.5.A.2
- Students create a portfolio of their learning, including their assessment sheet, work samples, and final essays. CRP9, 8.1.8.A.2

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

<p align="center">Modifications to Support Gifted and Talented Students</p>	<p align="center">Modifications to Support English Language Learners</p>	<p align="center">Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<p>Students explore higher level texts and short texts (essays) at their higher level of comprehension for the Grade 5 Essay Unit of Study.</p> <p>Students independently read provided essays and lead a small group to share and discuss thoughts about it.</p> <p>Students independently research and collect information that supports their thesis statement using the computer or library.</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>Immersion: Sentence stems will provide students with a frame for answering the questions using correct sentence structures, appropriate grammar, word agreement, and vocabulary. The sentence starters will also reinforce the skill of echoing a question when answering it.</p> <p>Question #1:</p> <ul style="list-style-type: none"> ● I feel that sharks . . . ● I think that sharks . . . <p>Question #2:</p> <ul style="list-style-type: none"> ● The author is trying to convince me that . ● The author's thesis is . . . ● The author wants me to believe that . . . <p>Question #3:</p> <ul style="list-style-type: none"> ● I used to think . . . , but now I think . . . ● The author convinced me that . . . <p>English language learners should be provided with the following sentence stems during independent writing time to help them articulate their thoughts during their small-group discussions.</p> <ul style="list-style-type: none"> ● A connection I can make to this topic is ● A supporting detail I agree with is . . . 	<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: Essay Structure, Questions to Consider When Generating Ideas for an Essay, Life Lessons I Have Learned, Questions to Consider When Searching for a “Social Issues” Topic, Example of Free Writing, Thesis Essay About Sharks, Thesis Essay About Zoos, Primary and Secondary Sources, Introduction: Capturing Our Reader’s Attention and Writing an Effective Paragraph, Conclusion Collection, Transition and Linking Words and Phrases, Citing Our Sources, and Essay Finishing Touches</p> <p>Suggested to tape or staple into students’ writer’s notebooks or folders for easy reference.</p> <p>Partially complete Grade 5 Essay Unit of Study. Graphic Organizers such as: Essay Structure, Brainstorming Techniques, Pros and Cons of Zoos, Research Plan, Essay Body,</p>

	<ul style="list-style-type: none"> ● A supporting detail that really proves the author's point is . . . ● I used to think . . . , but now I think . . . ● This essay changed my opinion because ● My opinion about . . . remains the same because . . . <p>Generating Ideas: Give students additional opportunities to share and listen to each other's ideas before writing will build their oral language development while providing them with language to use in their essays.</p> <p>Collecting: Provide with the following prompts during independent writing time to push thinking and expand freewriting:</p> <ul style="list-style-type: none"> ● I feel strongly about . . . because . . . ● I want my audience to know that . . . ● A connection I can make to my topic is . . . ● Some things I wonder about this topic are . . . <p>Students have additional time to collect and do research.</p> <p>Revising: Give students a copy of Transition and Linking Words and Phrases to use during the revision process.</p> <p>Editing: Heterogeneous partnerships will be beneficial for beginning and intermediate English language learners, as they will learn a lot from working with a strong writing partner.</p> <p>Access to word/picture banks to reference in tasks that require reading writing in the Grade 5 Essay Unit of Study.</p>	<p>Vivid Verbs and Vibrant Adjectives Scavenger Hunt,</p> <p>Collecting: Students have additional time to collect and do research.</p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Grade 5 Essay Unit of Study.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>Use sticky notes to annotate</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 Essay Unit of Study. through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>*Also see modifications for English Language</p>
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Extend wait time to an additional 5-7 seconds before calling on another students when asking questions concerning the Grade 5 Essay 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*)

- Thesis Statements and Powerful Closings
- Web Organizer
- Finding A Focus

*Also see modifications for students with IEPs/504s and At-Risk Learners

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>