

Unit 4 Writing - Lens of History

Content Area: **ELA**
Course(s):
Time Period: **Trimester 3**
Length: **6 weeks**
Status: **Published**

Course Pacing Guide

Model

Unit	Trimester	Weeks
Narrative Craft	1	9
The Research-Based Argument Essay	2	9
Literary Essay	2	6
The Lens of History	3	6

Unit Overview

This unit focuses on supporting students' writing of informational texts. In this unit, students will be writing within a content area--in this case, social studies with a focus on Native Americans. This unit is comprised of two bends. In the first bend, students will be writing flash drafts of research reports and then revising those drafts with specific lenses. The second bend has students writing more focused research reports on a more specific topic than in the first bend, Students will be engaged in research during this unit, as well as keeping track of and citing relevant sources.

Enduring Understandings

Students will understand that...

- Writers learn a variety of strategies for researching a topic
- Writers a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic
- Researchers examine the many sides of a topic.
- Researchers rank their theories, and develop the most relevant or intriguing topics into essays

Essential Questions

- In what ways does a researcher establish a voice of credibility? ● Why is it important to construct a research

report with audience in mind? ● How does an researcher determine which details to include, and how to organize them?

New Jersey Student Learning Standards (No CCS)

Students will:

Text Types and Purposes

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

1. 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.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. 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.

1. 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.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. 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.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. 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.

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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.

1. 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]”).
2. 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 Standards

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written 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

- 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.
- Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations).

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.

Language Standards

Conventions of Standard English

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

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.
5. Use correlative conjunctions (e.g., either/or, neither/nor).

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

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory element from the rest of the sentence.
3. 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?).
4. Use underlining, quotation marks, or italics to indicate titles of works.

5. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge and Language

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

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- Vocabulary Acquisition and Use

Vocabulary Acquisition and Use

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.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
3. 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.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. 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 words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Amistad Integration

Students can use mentor texts such as:

- [National Archives: The Amistad Case through Primary Sources](#)

- Of Thee I Sing: A Letter to My Daughters - Barack Obama

- Brick By Brick - Charles R. Smith Jr.

- [5th Grade Diversity Lesson #1](#)

Holocaust/Genocide Education

Interdisciplinary Connections

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Technology Standards

- | | |
|------------------|--|
| 0xTECH.8.1.5 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| 0xTECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. |
| 0xTECH.8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| 0xTECH.8.1.5.B | Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

-

21st Century Themes/Careers

List specific standards that are relevant
No general statements

Financial Literacy Integration

Instructional Strategies & Learning Activities

Instructional Focus:

Bend 1: Writing Flash-Drafts about the Westward Expansion

Session 1: Today I want to teach you that researchers organize what they are bringing with them to their writing. When things are organized, it is easier to carry and use those things--that is true for information, too. (p. 2-11)

We do this by:

1. Writing post-its that represent ideas you want to bring to your writing.
2. Organizing them into categories.
3. Setting up pages for each subtopic.

Session 2: Today I want to remind you that before a writer writes, the writer often gets full of the kind of writing he or she aims to make. Information writers profit from filling themselves up with all that they know about how their writing tends to go.. (p. 12-19)

We do this by:

1. Looking over your post-it notes and booklet pages.
2. Flash drafting.

Session 3: Today I want to teach you that researchers shift between reading to collect and record information and writing to grow ideas. As note-takers, then, researchers record and also reflect. When reflecting, researchers think, and talk and jot about patterns, surprises, points of comparison or contrast and they entertain questions. (p. 20-29)

We do this by:

1. Reading about your topic.
2. Thinking about patterns and/ or surprises while you read.
3. Free writing about your topic.

Session 4: Today I want to teach you that when you write and revise as a historian, it is important to keep in mind not only qualities of good writing but also qualities of good history. For example, historians think it is important to include details about the places where things occurred about the geography of that place- because geography will always have an impact on what occurs. A history writer can think about the places in which a bit of history occurred simply by keeping a map close by as he or she reads, takes notes, and writes. (p. 30-39)

We do this by:

1. Rereading parts of our flashdrafts.
2. Asking ourselves, "Have I highlighted the ways in which the geography, the place, impacted the events?"

3. Revising to make sure we have details about the geography.

Session 5: Today I want to teach you that when you are researching something, you need to not just move facts from someone else's book to your page. You also need to think, to come up with your own ideas. And one of the best ways to do this is to ask questions and then find your own answers to those questions, even if your answers are tentative: 'Maybe it's because...', 'I think it's because...', 'I wonder if perhaps...'. (p. 40-50)

We do this by:

1. Collecting facts from our research.
2. Treating them like clues that can help you solve the mystery of what life was like back then.
3. Figuring out how the facts shaped the way people lived back then and writing about it.

Session 6: Today I want to remind you that when you write and revise as a historian, it is important to keep in mind not only qualities of good writing but also qualities of good history. For example, historians write about relationships between events because the past will always have an impact on what unfolds in the future. This is called a cause and effect relationship. A history writer can highlight relationships simply by having a timeline close by as he or she writes. (p. 51-60)

We do this by:

1. Rereading parts of our flash drafts with a lens of time.
2. Asking ourselves, "Might this event have caused any other historical events?"
3. Writing your thoughts and ideas.

Session 7: Today I want to teach you that when researchers prepare to draft, they take stock of all the information they have and conduct quick research to tie up any loose ends. (p. 61-63)

We do this by:

1. Asking ourselves "Which section(s) need more support?" and "Which resources are available to me that will help me answer these questions?"
2. Reading over texts and finding answers to our questions
3. Adding notes to our notebooks.

Session 8: Today I want to teach you that informational writers take a moment to look back over their research and conjure an image of what they hope to create, sometimes by quickly sketching a new outline, and then writing fast and furious to draft flash versions of their reports. (p. 64-72)

We do this by:

1. Laying out your note taking entries.
2. Creating a plan for a new version of your report.
3. Drafting a new version of our report.

Session 9: (MID-UNIT CELEBRATION) Today I want to teach you that informational writers take a moment to celebrate the fruits of their research. (p. 73-78).

1. Possible celebration: Gallery Walk

Bend 2: Writing Focused Research Reports that Teach and Engage Readers

Session 10: Today I want to teach you that to write research that is compelling to readers, your study of your topic needs to be driven by not just a desire to collect facts but also by an urgent need to find the raw-material that you can fashion into something that makes readers say, “Wow!”. (p. 80-88)

We do this by:

1. Studying a mentor article to see what moves the author uses to pull the reader in.
2. Setting a goal that will help you to write a compelling text that draws your reader in.
3. Trying it out in your writing.

Session 11: Today I want to teach you that the chance to read and study primary sources is precious, so take every opportunity. When a source survives across the ages, allowing you to go back and hear the original message, you’re being given valuable information. But it takes a special kind of close reading for you to make sense out of a primary source document. (p. 89-99)

We do this by:

1. Reading through your primary source once.
2. Rereading your source a second time, this time with the lens of their research agenda in mind.
3. Taking notes and then adding them to your draft.

Session 12: Today I want to teach you that although there are lots of ways that writers organize their thinking or information before they write, one thing all writers have in common is that they do organize their information before they draft. (p. 100-103)

We do this by:

1. Writing key ideas from our topic on Post-Its and categorizing them OR
2. Writing a subtopic on a folder and putting information and ideas related to the subtopic in that folder OR
3. Color coding your notes based on what category it belongs in.

Session 13: Today I want to teach you that writers need to check to see if they have the containers- the structures and formats- that will let their information and ideas grow. As always, to see possibilities for ways you can structure your writing, you can turn to published authors. (p. 104-113)

We do this by:

1. Studying a mentor article to see what moves the author uses to pull the reader in.
2. Setting a goal that will help you to write a compelling text that draws your reader in.

3. Trying it out in your writing.

Session 14: Today I want to teach you that every single story or fact has multiple points of view from which it can be seen, and writers need to always ask themselves ‘What are some other ways to see this story?’ Often this means keeping an ear or an eye out for the voices of people whose point of view are not often heard. (p. 114-121)

We do this by:

1. Asking ourselves, “What are some other sides of the story and which ones are the ones that are not often heard?”.
2. Including those multiple points of view in our writing.

Session 15: Today I want to teach you that writers set up their writing almost the way we might set a table-matching up certain elements, patterning everything, and making the whole affair look welcoming and thoughtful. Writers do that by making matches and patterns in words, in structures and in meanings. (p. 122-127)

We do this by:

1. Laying out your titles, sections, and subsections out in front of you
2. Thinking of a way to make them all match or follow a pattern (ie. making each one a question or starting each with an action word etc...).

Session 16: INQUIRY LESSON (p. 128-135)

We do this by:

1. Studying a mentor article to see what moves the author uses to pull the reader in.
2. Setting a goal that will help you to write a compelling text that draws your reader in.
3. Trying it out in your writing.

Session 17: Today I want to teach you that research writers introduce their writing by explaining its structure. Researchers also try to lure readers to read their writing. (p. 136-142)

We do this by:

1. Looking at the table of contents for your writing.
2. Writing several different introductions.
3. Deciding which one will hook the reader best.

Session 18: Today I want to teach you that to write research that is compelling to readers, your study of your topic needs to be driven by not just a desire to collect facts but also by an urgent need to find the raw-material that you can fashion into something that makes readers say, “Wow!”. (p. 143-145)

We do this by:

1. Studying a mentor article to see what moves the author uses to pull the reader in.

2. Setting a goal that will help you to write a compelling text that draws your reader in.
3. Trying it out in your writing.

Session 19: Today I want to teach you that writers have several way of using punctuation to help load more information into the sentences they have already written. (p. 146-152)

We do this by:

1. Rereading your draft.
2. Looking for places where you can attach information to a sentence.
3. Adding the correct punctuation to hook that information in.

Session 20: CELEBRATION

Differentiated Instruction

Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring/Partnerships
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

-teacher conferring

-note taking

-checklist

-rubric (student/teacher)

Summative Assessment

final published piece

rubric

Benchmark Assessments

pre and post on demand assessments

flash drafts

Alternate Assessments

notebook entries

student self-assessment using the rubrics/checklists

teacher assessments during conferences/strategy groups

Resources & Technology

Xtudents will use 1:1 Chromebooks

Professional Resources:

- TCRWP Reading Book: The Lens of History: Research Reports, Grade 5, © 2017
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for on-demand unit assessment prompts, anchor charts, unit resources, Spanish-language, and other online resources (login with WUOS_GR5)

- Writing Pathways (for reading progressions and student-facing checklists)
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

BOE Approved Texts

TCRWP Reading Book: The Lens of History: Research Reports, Grade 5, © 2017

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because

- _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
 - After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"
 - Have students share their favorite line from their writing today.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish writing assignments
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide benchmark tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions
- Stand near the student when giving directions or presenting a lesson.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples

- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview benchmark procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking