

# GR 5 Schoolwide Unit 4 (Essay)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **Mar. - Apr.**  
Status: **Published**

## Unit Overview

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Unit Title: Nonfiction: Essay

Essential Question: What are the features and functions of essay writing?

## Standards

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### Language Domain

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| ELA.L.WF.5.2   | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.   |
| ELA.L.WF.5.2.A | Avoid fragments, run-ons and rambling sentences, and comma splices.   |
| ELA.L.WF.5.2.B | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.   |
| ELA.L.WF.5.2.D | Distinguish between frequently confused words.  |
| ELA.L.WF.5.2.E | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.   |
| ELA.L.WF.5.2.F | Use punctuation to separate items in a series; use commas in a series of phrases or clauses.  |
| ELA.L.WF.5.2.G | Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). |
| ELA.L.WF.5.2.H | Spell grade appropriate words correctly, consulting references as needed.   |
| ELA.L.KL.5.1   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| ELA.L.KL.5.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.  |
| ELA.L.KL.5.1.B | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| ELA.L.VL.5.2   | Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   |
| ELA.L.VL.5.2.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |

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| ELA.L.VL.5.2.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).   |
| ELA.L.VL.5.2.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. |
| ELA.L.VI.5.3   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| ELA.L.VI.5.3.A | Interpret figurative language, including similes and metaphors, in context.   |
| ELA.L.VI.5.3.B | Recognize and explain the meaning of common idioms, adages, and proverbs.   |

## Writing Domain

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| ELA.W.AW.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
| ELA.W.AW.5.1.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.  |
| ELA.W.AW.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.   |
| ELA.W.AW.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).   |
| ELA.W.AW.5.1.D | Provide a conclusion related to the opinion presented.   |
| ELA.W.IW.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| ELA.W.IW.5.2.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 aid in comprehension.                 |
| ELA.W.IW.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| ELA.W.IW.5.2.C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).  |
| ELA.W.IW.5.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| ELA.W.IW.5.2.E | Provide a conclusion related to the information of explanation presented.  |
| ELA.W.WP.5.4   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| ELA.W.WP.5.4.A | Consider audience, purpose, and intent before writing.   |
| ELA.W.WP.5.4.B | Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.   |
| ELA.W.WP.5.4.C | Consider writing as a process, including self-evaluation, revision and editing.  |
| ELA.W.WP.5.4.D | With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. |
| ELA.W.WP.5.4.E | After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.  |
| ELA.W.WR.5.5   | Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.  |

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| ELA.W.SE.5.6 | Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. |
| ELA.W.RW.5.7 | Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |

## Speaking and Listening

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| ELA.SL.PE.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.  |
| ELA.SL.PE.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| ELA.SL.PE.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| ELA.SL.PE.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
| ELA.SL.PE.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  |
| ELA.SL.II.5.2   | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).   |
| ELA.SL.ES.5.3   | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   |
| ELA.SL.PI.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. |
| ELA.SL.UM.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.   |
| ELA.SL.AS.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |

## Materials/Activities/Resources

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### Core materials:

- Schoolwide Writing

### Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

## Technology

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- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

### **Summative Assessment**

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

### **504**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

## **At-Risk of Failure**

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

## **Gifted & Talented**

- Independent projects
- PEP/GEM class

## **Interdisciplinary Connections**

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Social Studies Connections: Citizenship

Science Connections: The Natural World

## **Social and Emotional Learning Connections**

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Learning Mindset: Self-Reflection, Growth Mindset, Seeking Challenges, Purpose, Setting Goals, Wonder

## **21st Century Life Literacies & Key Skills**

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Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

## **Career Ready Practices**

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- 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.
- CRP11. Use technology to enhance productivity.