

# Unit 4 Writing: Research-Based Argument Essay

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 2**  
Length: **4-6 weeks**  
Status: **Published**

## Brief Summary of Unit

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In this unit writers will give a voice to debatable issues by weighing conflicting viewpoints on a topic, testing them for credibility and logic, and creating a personal position. Writers will apply close reading skills to research a topic with a critical lens and begin to build an argument by analyzing texts, taking notes in a boxes and bullet format, revising their thinking and suspending their personal judgment, therefore only relaying facts. Classroom caucus will be modeled and conducted as a means to show no emotion being applied, but rather just evidence and logic. Writers will create short snippets of writing to begin to develop solid arguments on topics. This will eventually lead to writers choosing a topic that lends itself to creating a position and begin to compile evidence from text sets and Internet sources. Then learners will analyze the data that they gathered, including direct quotes and begin to debunk the other side's viewpoint. The end product will be an essay that is rich in research, drawing upon informational texts to develop a solid argument that articulates their position on a topic, while referencing the counter argument and attempts to sway the reader to side with them. An emphasis will also be placed on self-assessing their writing using rubrics, checklists, goal setting and the application of feedback from both the teacher and fellow students. Writers will transfer the writing skills from this unit across all genres of writing.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

## Pacing Guide

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 5](#)

Revision Date: June 2021

## Standards

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 5](#). Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.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.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.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.)
LA.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.
LA.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.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.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.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.L.5.2.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?).
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.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.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.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).
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## Essential Questions/Enduring Understandings

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### Essential Questions

- How can I write a research-based argument essay in which I take a position?
- How can I get readers to care deeply about the topic?
- How can I use examples, quotations, and/or information to develop reasons to support the position?
- What is substantive research?
- How do I know if evidence is authoritative?

### Enduring Understandings

- Writers write for different purposes while keeping their audience in mind.
- Writers will learn a variety of strategies for researching a topic.
- Writers will introduce a topic clearly when writing informative/explanatory text and provide a general observation and focus when writing informational/expository text.
- Writers will develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Writers will express ideas using precise language and domain-specific vocabulary to explain the topic.

## Students Will Know/Students Will Be Skilled At

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### Students Will Know

- Writers write with independence
- Writers write with fluency, stamina, and speed.
- Writers will elaborate on their topic by identifying facts, details, and quotations that brings clarity to their topic.
- Writers will convey information on a topic by organizing their information in a logical structure.
- Writers will conduct research projects that build their knowledge of a topic from a plethora of resources.
- Writers will paraphrase and present information in their own words.
- Students will learn claim and counterclaim.
- Students will learn the elements of debate.

### Students Will Be Skilled At

- Writers will write a volume of notes that capture important points of their topic but also generate thoughts and reactions to the topic.
- Writers will examine the many sides of a topic.
- Writers will search their findings for an arguable claim and build their essay around their stand.
- Students will draw on everything they know about argument writing in order to find an issue, plan, and execute their own writing process to write a credible and convincing essay.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### **Formative:**

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences/Partnership Discussion and Rehearsing
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

### **Summative:**

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.

- Standards should be addressed as reported on the Standards-Based Report Card and should reflect this work

**Benchmark:**

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided.
- Located in the shared Grades K-5 Language Arts folder on the Google Drive, reported three times per year

## **Learning Plan**

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Our upper elementary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Mentor sentence study will be taught across the week to teach syntax, dictation, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to this link in the K-5 folder for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

## **Suggested Teaching Points/Lessons: Researcher Establishes and Supports Their Position**

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Argument writers begin to research a topic by investigating and collecting information on both sides of the issue. We do this by...":

1. Class topic : (Are Zoos Good or Bad for Animals?) - collect evidence supporting one side of an argument first, provide students with texts.
2. Take notes in precise, thoughtful ways. (Later these notes will be used to draft an essay) Use post-its and highlighters.
3. Recording the most important information about a topic and some of our questions and reactions to this information.

4. Note bibliographic information as we research.
5. Using the information, we gathered to form and build an opinion.

Argument writers organize their opinion and reasons into boxes and bullet's structure. Then once they have a rough idea – they FLASH-DRAFT to get it all down quickly and roughly prior to revising.

1. Writers organize their information in boxes and bullets first.
2. Writers reread and make plans.
3. Flash-draft essay based on one side of argument template given to students.
4. Writers reread and make plans for research and more writing.

Argument writers don't just 'say what they feel', they give evidence to really support their claim." We do this by:

1. Teach students how to incorporate evidence. Demo and ask aloud, "What is this evidence mostly about?" "Does this evidence support my thesis/opinion?"
2. Considering the "relevance" of our evidence asking, "Does it really support my opinion?" "Should I write something more to explain it so people see that it does support my reason?" Writers can work with partners to evaluate evidence and be the judge to see if it supports their reasons.

Argument writers search their texts for quotations that will bring their side of the argument to life. We do this by:

1. Investigate different quotes and their purposes asking, "What makes a quotation powerful? Example: Writers chose quotations that are surprising or shocking to "spice things up" OR life lessons.
2. Explaining what's important about the quotation.
3. Controlling our use of quotes.
4. Using transitional phrases specific to argument writing between our writing and quotations. Examples of Phrases that set up quotes: According to the text...; In the article/video...; The text states...; Research shows/indicates...; Experts demonstrate...; Evidence suggests...;
5. Introducing our source and explain connection.
6. Redraft and add more evidence crucial to their opinion (Show structure of how the "body" paragraphs tend to go.
7. Making sure our argument has a balance of research evidence AND our own thinking and explanations.
8. Use thought prompts (Ways to Push Our Thinking)

Students draft an essay and prepare for arguments in the format of their choice. Have a variety of materials ready for their use. Remind them of the following:

1. Conventions
2. Format of letter: friendly, business, email (if email: subject lines, etc)
3. Punctuating
4. Citing sources
5. Crafting for clarity
6. Adding metaphor/simile to keep help reader visualize
7. Transitions
8. Accuracy of quotations
9. Use Opinion writing checklist

## **Suggested Teaching Points/Lessons: Building Powerful Arguments**

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Argument writers think about how to best capture the information they need. We do this by...":

- Thinking about the information we are going to gather.
- Thinking about how we are going to collect and organize information, our system (notecards, tablets, notebooks, etc.)
- Gathering research.
- Writing a lot!
- Learn by others. Have a student in each group set up a display (model student) of their system.

- Students study other writer's note-taking system and choose what works for them.

Argument writers write about information - argument writers need to KNOW the information well. The writers read their sources – the more equipped they are to see the connections. We do this by:

1. Reread text.
2. Make annotations in margins, bringing in information that you have learned. Making connections across texts.
3. To support students: Help them think about their evidence – using “point by point” – making each new point different from the other points for that side.
4. Look back and draw information from earlier drafts. Circle or underline parts you want to carry forward in a new draft.
5. Prepare notes.
6. Rehearse the whole draft with partners and revise part by part.
7. Redraft: writing with a focus – and fast and furious.
8. Study mentor texts for strong conclusions

Argument writers think about the counterclaims of an argument.

1. Thinking about counterclaims and preparing for them using language/prompts like “Skeptics may think...” “Some will disagree and argue...”
2. Line up all evidence to address the nay-sayers or “Yeah – but...”
3. To support those who are having trouble, have them Think about “Where to Include” counter argument

Argument writers evaluate their evidence. We do this by...

1. Analyzing reasons and evidence so we can lead a stronger argument.
2. Ask questions like, “How do I know?” and be sure we can answer precisely.
3. Looking out for flawed information and if necessary, return to research.
4. Unpack and decide on the weakness and strengths of evidence

Argument writers consider their audience. We do this by...

1. Thinking about techniques that will help “address and sway” our readers by focusing on what our audience cares about
2. Understands their audience – show how they will benefit
3. Choose the right words for their audience – using a confident, non-whiny voice in writing
4. Use comparisons in your writing to emphasize point, short anecdotes of people your audience respects and trusts, references they understand. (Use acronym D.R.A.P.E.S)

D: dialogue (quotations from experts)

R: rhetorical (questions to get readers “thinking”)

A: analogy/anecdote (comparisons/short stories)

P: personal experience (When I was younger....)

E: examples (Dodge ball, wall ball, and even tag-football have become dangerous activities during recess)

S: statistics (According to the U.S Census 2010, 50% of ...)

Celebration:

1. Mini-celebration – possible panel of presentations
2. Reflection from students on outcome, responses, and process
3. Goal setting



Argument writers take opportunity to be heard. We do this by:

1. Set up a debate/Caucus in classroom (Steps Involved in Arguing)
2. Find a topic of choice and passion
3. Essay/argument with audience in mind

## **Suggested Teaching Points/Lessons: Writing For Real Life Purposes and Audiences**

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When researchers/activist have enough notes/drafts on a topic to compare and contrast its different faces and issues, we start to look at the BIGGER picture of this topic and ask, "What are some of the big issues and ideas that are important to write more about?"

1. Be observant and on the lookout.
2. Research for primary evidence.
3. Include thought in drafts.
4. Use everything we know about argument writing.

Argument writers take stock and set writing tasks.

Argument writers use all we know from other types of writing to make their writing more powerful.

Argument writers evaluate validity of arguments. We do this by:

1. Spotting bias
2. Debate
3. Add details to explain and defend position

Argument writers revise to create feeling. We do this by:

1. Paragraph for a purpose
2. Sort and organize information within paragraphs
  - Revise introductions thinking how we can set up and draw readers in right from the start.
  - Revise our conclusions to sum up important information and leave readers pondering over big ideas and wanting more OR more importantly leave readers ready to take action
1. Writers work with partners to edit in a variety of ways.
  - Adding domain-specific vocabulary to teach about certain words or topics
  - Punctuation for effect
  - Check grammar standards

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support

student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used for grammar and convention study include the following: Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson.

## Instructional Materials

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- Zoo Piece
- Animal House by Time For Kids
- Videoclip “Phoenix Zoo Helps Save Endangered Species” youtube
- Zoochosis by Stephanie Santana & Shauwn Lukose from the book Should There be Zoos: A Persuasive Text by Tony Stead & Judy Ballester
- The Swazi Eleven adopted by Kelly Boland
- Lifespan of Female African Elephants Chart alternate text, “Zoos: The Historical Debate,” adapted from globalanimal.org
- Zoos: Pro or Con by [www.readinga-z.com](http://www.readinga-z.com)
- Zoos Through the Ages by [www.readinga-z.com](http://www.readinga-z.com)

## Read Alouds

- [Have I Got a Book for You](#) by Melanie Watts
- [Hey, Little Ant!](#) by Phillip and Hannah Hoose
- [I Wanna Iguana](#) by Karen Kaufman Orloff
- [I Wanna New Room](#) by Karen Kaufman Orloff
- [Duck! Rabbit!](#) (perspective)
- [Click, Clack, Moo: Cows That Type](#) by Doreen Cronin
- [Can I Keep Him?](#) By Steven Kellogg
- [Somewhere Today](#) by Bert Kitchen (persuasive lead)
- [In November](#) by Cynthia Rylant (pros/cons)
- “Belinda Blue” in [Something Big Has Been Here](#) by Jack Prelutsky (pros/cons)
- [I Know It’s Autumn](#) by Eileen Spinelli
- [Should There Be Zoos?](#) by Tony Stead
- [When Winter Comes](#) by Nancy Van Laan
- [The Seashore Book](#) by Charlotte Zolotow
- [Dear Mr. Blueberry](#) by Simon James
- [So You Want to be President](#) by Judith St. George
- [Don’t Let the Pigeon Drive the Bus](#) by Mo Willems
- [Should We Have Pets?](#) by Sylvia Lollis
- [I Want a Pet](#) by Lauren Child
- [The Salamander Room](#) by Anne Mazer
- [William’s Doll](#) by Charlotte Zolotow
- [Earrings!](#) By Judith Voirst

## Websites for Research

- globalanimal.org
- SIRSdiscovery.org
- Discover– articles on science, technology and the future <http://discovermagazine.com/>
- Muse– past and present, history, science and the arts (ages 9-14)
- <http://www.cricketmag.com/MUS-MUSE-Magazine-for-Kids-ages-9-14>
- National Geographic- cultural, scientific, geographic, anthropological, and historical investigations of past and present events.
- <http://www.nationalgeographic.com/>
- National Geographic Explorer for Kids (Pathfinder edition for grades 4-6)
- <http://magma.nationalgeographic.com/ngexplorer/>

- Odyssey – science for kids (ages 9-14)
- <http://www.odysseymagazine.com/>
- Smithsonian Magazine
- <http://www.smithsonianmag.com/>
- Time for Kids
- <http://www.timeforkids.com/>
- Get Epic
- <https://www.getepic.com/>
- DOGO News for Kids
- <https://www.dogonews.com/>
- PBS Video- Watch award-winning documentaries, including current episodes from Nova and Nature, as well as archived videos

## Teacher Resources

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- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 5 Heinemann, 2013.
- Fountas and Pinnell Classroom Materials: Minilesson Book, Guided Reading, Interactive Reading
- Resources for Teaching Writing CD, Grade 3, Heinemann, 2013.
- Online anchor charts and resources available through Heinemann
- Use resource CD for rubrics, student samples, and charts.
- Writing Pathways book for performance assessments, learning progressions, student checklists, rubrics, and leveled writing examples
- *The Writing Strategies Book*, Jennifer Serravallo
- *Feedback that Moves Writers Forward*, Patty McGee
- Mentor Sentences Grades 3-5 Volume 2: Unit 1.
- Patterns of Power: Inviting Young Writers Conventions of Language Grades 1-5 by Jeff Anderson
- The Continuum of Literacy Learning by Guy Su Pinnell & Irene C. Fountas
- The Common Core Writing Book by Gretchen Owocki
- Projecting Possibilities for Writers: The How, What & Why of Designing Units of Study by Matt Glover & Mary Alice Berry
- Ruth Culham's The Writing Thief
- Georgia Heard's Finding the Heart of Nonfiction: Teaching 7 Essential Craft Tools with Mentor Texts
- Everyday Editing by Jeff Anderson
- For All Parts of the Writing Process, including tools for intervention and ways to publish, see The Good Writer's Guide by Gretchen Bernabei
- Cranford Public School Grades K-5 Google Folder for instructional materials
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## Suggested Strategies for Modifications/Accommodations

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.

- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Allow students to set individual goals for writing.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech-to-text function on computer

Possible modifications to content during writing workshop include, but are not limited to:

- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan
- Refer to the Pathways to Intervention documents in the K-5 folder for specific appropriate interventions.
- Consult with Cranford Problem Solving Team (CPST), as needed.