

Fundamentals - Writing Essay

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Perhaps more than any other genre, essay will be required writing throughout students' educational careers. Essays can be written to explain, explore, or argue ideas on a specific topic and are often written to entertain through discussion of an idea or opinion. In addition to teaching the basic qualities of writing, an essay genre study creates the opportunity to familiarize students with the features of essay and helps them build confidence with and knowledge of the genre. Some of these features include clear organizational form, including a thesis statement and introductory sentence; tight focus on a topic; and details and facts to support the writer's point.

Critical to the study of any genre is taking time to explore, enjoy, and respond to the genre as readers. The first reason for this is simply to honor the genre in the intended form. Essays are written to be read and reacted to. The experience of reading essays and responding to them naturally is crucial to appreciating and internalizing their features and functions. The second reason we take time to explore, enjoy, and respond to a genre as readers is motivational. Developing an appreciation for essay and essay writers will help entice students to want to learn how to write essays of their own.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various essays;
- Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions;
- Write essays that express their opinion on a topic and supply reasons and information to support their point of view;
- Introduce a topic by creating an engaging thesis statement that states their opinion and purpose;
- Develop essay topics using facts, quotes, and concrete details;
- Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons; and
- Provide a concluding statement or section related to the opinion and information presented.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

Essential Questions

Students will keep considering...

- What thought provoking questions will foster inquiry, meaning making and transfer?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

Students will be skilled at...

Students will be skilled at...

- Research, Text and Genre Features/Structure
- Metacognition, Purpose/Meaning
- Craft/Style
- Drafting/Organization
- Publishing
- Revision
- Editing
- Present Content Knowledge

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

acknowledge		functions	narrative		task
adjustments		general	narrow	reread	techniques
agree		generating ideas	negative	respond	theories
analyze	conduct	genre	opinion	result	thesis
anecdote	connections	grammatical	opportunity	reveals	statement
appealing	consider	graphic organizer	organizing	revelations	thoughts
approach	conversational tone	harmful	outline	revising	titled
argues	convey	identify	paraphrase(s)	scene	topic
argument(s)	convince	images	particular	secondary	transitions
assessment/assess	critically	immersion	passionate	source	unique
attention-getting	determine	implied	peer	selecting	unjust
author	develop/development	influence	personal	self-	validate
author's craft	discuss	inform/informing	perspective	reflection	verifiable
body	drafting	informational	persuade/persuasive	sensory	visual
brainstorming	editing	inspire/inspiration	platform(s)	series	vivid
capitalization	elements	intent	point	similar	well-
charged	engage	interacting	point of view	similes	developed
cite/citations	environment	introduction/introduce	potential	society	well-
claims	essay	issues	precise	sources	informed

closing
coherent
collecting
components
conclusion

examples
expand
experiences
explain
explicit
expose
expresses
external
familiar
fascinating
features
figurative language
firsthand account
focus

journalistic
knowledgeable
labels
margins
mechanical
mentor texts
metaphors

presentation
primary source
prompted
proofread
proposed
prove
publication
publishing
punctuation

specific
stance
statistics
strength
structure
substantiate
summarize
supporting
details

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	Chameleons Are Cool	Endangered Tigers	Gentle Giant Octopus	Hey Little Ant	A Quiet Place	Sharks	Surprising Sharks	A Swim through the Sea	The Table Where Rich People Sit
Tier 2	actually amazingly balance bulgy ceiling certainly creep exactly exhausted famous flaps fluttering forgotten glides grind grumpy gulp happily hardly hissing incredibly kinds lively mainland mid-step odd peering pinchers pocket-sized puffing rather resist ridiculous scanning separately sorts suppose(d) surroundings thoroughly types wing-like wrinkly	amber aside avoid birth boundaries companies concerned controlled covering critically crouches den destruction develop drags dying enough gnawing grinding habitat(s) hidden managed mature narrow natural nurse paler polluted population preserves provide punish remain risk scents several sheltered silently stable starve steady survive/survival tame territory types vulnerable wild	boulder clever curious daggers damaged darts den edges escapes frightened frontward grip guarded jet(s) nibbling nightmare nip pumping quivering regrow ribbons ripples scatter scuttles searches sense shoots shrinks sideways sinks squeeze(s) squirt stretches strikes wandering	beneath decide raised-up speck squish steal	admiring blinks bloom cavern continents echoes explorer fabulous float fog footprints galloping guard hilltop icicles imagination mansion masterpiece plops quiet reaches reeling renovation roaring sculptures shadows shore silence/silent sometimes sunbeams underneath whispers wiggle	ability abundant accurate adapted afloat against apart attached beneath broad buoyant calculate categorize compared contact cruise continents crushing depending despite detect developing devoted dim discovered distances distant earliest electrical emerging enclosed enemies enough entire exactly existed explanation external farther fascinating frequency guide harden harmony hatch hitch increase inhabit inhibited leathery litters locating lunge mistakes	angel shark basking sharks black belly lantern shark blue shark bull shark cables cartilage cattle cookie-cutter shark coral crabs dogfish dorsal fin dwarf lantern shark electrical/electricity fertilizer gill slits goblin shark great white hammerhead sharks jaws lungs needle-sharp teeth nerves nostrils nurse shark oxygen pectoral fin pelvic fin plankton Port Jackson shark predator prey quarts saw sharks scales shark-fin sharkskin shellfish skeleton snout species swell sharks tiger shark ability attacked avoid blend built-in	absorbs actually admire amiable ancient apparel appealing appearance approaches attract blend careless carving compartments concern confront confuse consuming continuously creeping crimson crusty defensive degree deposit depths discover distant disturbed docile downward echo emerge emitting enables encounter examine exhibiting extensions extracts flexible fortunately frighten gargantuan generally groomed hail harvesting hobbling horizontally	admit ambition arguments believe celebration certain/ certainly claim cooped copy dawn decide desert discussion distances exact/exactly exaggerate excuse faraway flecks forgotten friendly furniture jungle magical mention mountains narrow notice paid piled/piling pretending scratched-up sensible shadows sight stand summertime sunrise surprised touches trails wandering worn-out worse worth

mounted
 movement
 natural
 nurturing
 odor
 ominous
 protect
 reduce
 reflects
 regular
 reproduce
 rough
 sensationalized
 sensitive
 separately
 sighted
 signals
 slender
 suddenly
 suited
 sunken
 surface(d)
 swallows
 tempted
 thickness
 thrashing
 transparent
 unlike
 unpredictable
 unusual
 usually
 vibrations
 wounded

certainly
 crevices
 detect
 drift
 expect
 faintest
 feed
 grease
 hint
 inner
 lifetime
 lovely
 nightmare
 organ
 patterned
 pinpoint
 replace
 scrap
 sensitive
 silvery
 swallow
 temperature
 wears

immune
 inspect
 interestingly
 jaunt
 jolly
 maximum
 navigating
 noble
 observed
 poisonous
 portion
 pouches
 precious
 prefers
 pressure
 produce
 prompted
 protection
 protruding
 ranging
 rapidly
 recedes
 recognizes
 relative
 remnants
 resuming
 rippling
 scars
 sibling
 sluggish
 solitary
 stationary
 suddenly
 swaying
 texture
 transparent
 unusual
 upturned
 usually
 various
 vertically
 vigilant
 wise
 wondr

Tier 3

Africa
 Brookesia
 chameleons
 dwarf
 east coast
 geckos
 Madagascar
 Oustalet's
 chameleon
 peephole
 sharpshooter
 well-chewed

Asian
 Bali tiger
 Bengal tiger
 carnivores
 Caspian tiger
 domesticated
 endangered
 extinct
 game wardens
 Indochinese tiger
 jackals
 Javian tiger
 life cycle
 litters
 mate
 molars
 ocelots
 poachers
 predators
 prey
 pythons
 safaris
 scientists
 Siberian (or Amur)
 tiger
 south China tiger
 species
 Sumatran tiger
 wildlife

brood
 crab
 egg sacs
 funnel-like
 siphon
 goggle-eyed
 inky liquid
 mottled
 octopus
 sea kelp
 seabed
 seawater
 seaweed
 silver-backed
 fish
 spaceship
 suckers
 taffy
 tentacles
 wolf eel

nest mate

blue jays
 cactus wren
 cave dwellers
 cavern
 fisherman
 gulls
 heron
 horned toad
 lilac bush
 lily pad
 mesas
 mossy log
 old west
 pony express
 saber-toothed
 tiger
 snowdrift
 stump
 thunderheads
 timber wolves

Ampullae
 of Lorenzini
 basking shark
 birthing
 blacktip reef
 shark
 blue shark
 cannibals
 Caribbean
 reef shark
 cartilage
 cat sharks
 Chondrichthyes
 cold-blooded
 denticles
 deposits
 dwarf shark
 electroreception
 Fahrenheit
 female tiger
 shark
 fertilization
 filter-feeders
 gills
 great white
 hammerhead
 shark
 horn sharks
 lateral
 legends
 lemon shark
 lightning
 mackerel
 mako
 megamouth shark
 migrate
 myths
 northern
 hemisphere
 nurse sharks
 organs
 oviparous

abdomens
 anemones
 angelfish
 baleen whale
 bioluminescence
 blue crabs
 bottlenose
 dolphins
 camouflage
 clownfish
 coral reef
 crevices
 dorsal fin
 exoskeleton
 exotic
 Greece
 grouper
 herbivores
 hermit crab
 icon star
 intertidal zones
 Japan
 kelp crab
 legend
 limpets
 manatees
 Mediterranean
 metabolism
 microscopic
 moray eels
 nautical
 nautilus
 octopus
 omnivores
 operculum
 parasites
 pectoral fin
 photophore
 porcupine fish
 pufferfish
 rays
 Rome

arroyos
 blooms
 bookkeeper
 cactus
 canyons
 Chile
 cliffs
 country
 coyote
 eagle nests
 eagles
 homemade
 horned owls
 howling
 lumber
 million
 mountainside
 panning
 quail
 ravens
 red-tailed hawks
 squash
 streambeds
 thousand

ovoviviparous
 oxygen
 plankton
 polar
 pores
 pup
 researchers
 scientists
 scuba diver
 strainer
 swim bladder
 Tapetum lucidum
 thresher sharks
 tiger shark
 tons
 torpedo
 trailer truck
 umbilical cord
 uterus
 viviparous
 whale shark
 yolk
 sanctuaries
 seahorses
 siphon
 submarine
 tawny
 tentacles
 urchins
 violetsnail
 xiphosuran
 yellowfin tuna
 zebrafish

Mentor Text	A Walk in the Rain Forest	“Ban Smoking in Cars”	“Check the Label”	“Going Green in School”	“Homework”	“Uniforms or No Uniforms?”	“Who Wants to Be a Millionaire?”
Tier 2	airy arches attract available beneath blooming blossoms broad bulging chorus clamp climate cling/clinging community creatures creep crowded deepens dense/ densely dim disappear disguises distances either enormous enough eventually	ban bodies breathe conscious damaging difficulties effects environments equivalent especially exhibited exposed extremely generally health illegal increased law nation negative passenger petition poisons prolonged protect/protective/ protection	accurate aspects beliefs bothers categor y complic ated compli ment counsel or cram culture describe entering guardia n immedi ately instance jersey labeler labels/ labeling mainstr	administration amazingly behavior budget/budgeted building campus community conscious conservation construction convinced decisions electricity empowerment energy ensuring environment environmentally fears hardships individual initial initiating knowledge life-long operations	abilities academic advocates/ad vocated ahead bane benefits burdensome/ burdens communities correlation decades demanding develop/ development/ developing discovering education excessive existence expectations gaps imaginations increase outweigh potential	adopted appear assert attendanc e benefits bond cite climate comfort concentra te contribut e decreasin g detractor s discipline distinguis h eliminat e enforcem ent ensure essence	account adults country/cou ntry’s debt designer drowning expensive future increase limited lottery manage manageme nt organizatio ns personal providing responsible savings wasting

except	recently	eam	overhauls	pressure	humiliati
explode	recommended	negative	potential	regard	on
extraordinary	remark	obsesse	reduce	research	immediat
filters	right	d	regional	responsibiliti	ely
flash	risk	offensiv	reluctant	es	improve
forests	similar	e	replace	rigors	ment
glint	society	organiz	self-sustaining	robs	inappropri
grip	unfortunately	e	stretched	schedule	iate
hovers	vulnerable	personal	transportation	stressful	individua
hurling		ities		support	lity
incredibly		positive		unloaded	leaders
narrow		powerfu			maintaini
nearby		l			ng
nonstop		pressure			mandator
overflow		respond			y
overhead		satisfied			measurab
papery		society			le
perch		spare			media
platforms		wonder			myriad
pluck					organizat
predators					ions
prowl					particular
rarely					ly
ripest					private
rotting					productiv
rustle					e
scrambles					relief
screeching					require
scurry					restrictio
shadowy					n
shelter					result
shimmer					self-
slender					expressio
slithers					n
snip					severe
snorts					society
sorts					sturdy
speck					successfu
squawking					l
squint					supporter
steady					s
steamy					traditiona
sticky					l
strands					uncomfor
strange					table
stretches					uniform
sunbeams					visually
survive/					
survival					
swallow					
swoops					

thorns
thrive
towering
transparent
twisting
unnoticed

Africa
army ants
Asia
Azteca ants
biome
black howlers
blue morpho
boa constrictor
bridal veil
stinkhorn
bromeliads
butterfly
buttresses
cacao seeds
canopy
capuchins
Caribbean
islands
Cecropia tree
centipedes
coils
crocodile
curassow
deserts
epiphytes/epiph
yte seeds
equator
forest floor
fungus
grasslands
hermit
howler monkey
hummingbird
jaguars
katydids
leaf-cutter ants
lianas
manakin
Mexico
nectar
North America
orchids
peccary

Arkansas
asthma
Bangor
bronchitis
cities
Connecticut
countries
East Hartford
legislation
Louisiana
Maine
pneumonia
press conference
Puerto Rico
secondhand smoke

classical
cliques
country
editorial
board
element
ary
school
rock
tomboy

chlorofluorocarbon
emissions
district
economic
energy efficient
flora
fluorescent bulbs
hay bales
insulation
magnetic ballasts
nation
natural gas
safeguard
solar panels
thermostats
ventilation systems

sociology
standardized
tests

administrators
democratic
levelers
President Clinton
State of the Union speech
United States
Americans
budget
catering
federal government
financial
million
trillion

Tier
3

Panama
poison dart frog
prehensile tail
quetzal
researchers
riverbank
rotting log
scarlet macaw
scoots
scorpions
seedpods
sloth
snout
South America
spider monkeys
squirrel monkey
strangler fig
tamandua
tangled
tarantulas
tendrils
treehoppers
tropical rain
forest

tundra
understory
vines
walking stick
white-lipped

Learning Goal 1

Students will know the elements of an essay and the authors purpose for writing one

Immersion IRA Day 1 Target: Defining the Genre: Introduction and Thesis Statement

- Students will begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.

LA.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

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.5.4 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.5.7 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.W.5.9.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]”).
- LA.W.5.9.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]”).
- LA.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.
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LA.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation,

	and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

Accomodations and Modifications

English language learners and English Language Disabled students should be provided with the following sentence stems after the read-aloud to support them in discussing the text as well as to complete the Appendix "Analysis and Reflection on Essay Features and Functions" during independent writing time. The 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.

Question #1:

- I feel that sharks . . .
- I think that sharks . . .

Question #2:

- The author is trying to convince me that . . .
- The author's thesis is . . .
- The author wants me to believe that . . .

Question #3:

- I used to think . . . , but now I think . . .
- The author convinced me that . . .

Small, leveled writing groups to reinforce key skills

Formative Assessment Opportunities

Annalysis and Reflection on Essay Features and Functions PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1184.pdf

https://drive.google.com/drive/folders/1ulJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Where are My Students in the Writing Process PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/109_1.pdf

Student Performance Checklist PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/assessments/374_1.pdf

<https://drive.google.com/drive/folders/1-5zUuRv2pIFSXxVvCCu11z-oQUQxqUO8>

Learning Goal 2

Students will independently write an essay. They will explore topics, plan, then write a final essay piece

Mini-Lesson 1 Target: Generating Ideas I: Writer's Stance

Essays are often written to explore, explain, or argue ideas on a single topic.

- Students will consider these purposes as they generate ideas for topics about which they are passionate and on which they want to argue a particular stance or opinion.

Questions to Consider PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1203.pdf

https://drive.google.com/drive/folders/1ulJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

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.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
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.5.7	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.W.5.9.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Accomodations and Modifications

1. English language learners and Elnghish Language Disabled should be provided with the following list of sentence stems to support them during the "Engage" portion of the mini-lesson. The following sentence stems will help the students articulate their answers, using correct sentence structure, grammar, and vocabulary:

- I know a lot about . . .
- I want to inform or teach others about . . .
- It may surprise others that . . .
- In my spare time, I enjoy . . .
- I think people should know that . . .
- I love to read about . . .
- I love to learn about . . .

2. English language learners may benefit from the use of a graphic organizer during independent writing time when they begin to take notes. The Appendix "Web Organizer" is a web that students may use to get started and get organized.

3. Small, leveled writing groups to reinforce key skills

Mini-Lesson 2 Target: Generating Ideas II: Journey of Thought

Essays can be written to impart life lessons and share personal opinions.

- Students will consider these purposes as they look to their personal stories to uncover meaningful moments in order to generate a clear focus for their essays.

Life Lessons PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1206.pdf

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.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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.5.7	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.W.5.9.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]").
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.5.4	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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

Accomodations and Modifications

- During the "Engage" portion of the lesson, work with English language learners and below leveled readers to support them in generating ideas. You may need to prompt and/or articulate for students specific life lessons they can connect with and speak about. This can also be done with a small group prior to or immediately following this lesson.
- English language learners should be pulled together in a small group to practice articulating the purposes and features of essays. This oral rehearsal will serve as a good review of what they have learned, and it will ensure that the students are able to complete question 1 on the Appendix "Homework." Assisting students in orally rehearsing familiar content in a non-threatening environment is important for their language development.
- Small, leveled writing groups to reinforce key skills

Mini-Lesson 3 Target: Generating Ideas III: The Art of Persuasion

Essays are often written to convince the public to support social issues.

- Students will consider this purpose as they identify and examine social issues that they are passionate about and have knowledge of in order to generate strong arguments for their essays.

Ban Smoking PDF

<https://fundamentals.schoolwide.com/books/1032/reader>

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.5.4	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.5.8	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.W.5.9.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]").
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Accomodations and Modifcations

1. Before sending English language learners and below leveled learners off to work today, check in with them in a small group to ensure that they each have a social issue they would like to write about. Review some of the examples listed on the Appendix and provide the following sentence stems to assist students in sharing the idea they have chosen and why they feel passionate about the topic:

- I want to write a persuasive essay about . . .
- I am passionate about this idea because . . .
- I have some background knowledge about this idea because . . .

2. Giving 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.

3. Small, leveled writing groups to reinforce key skills

Mini-Lesson 4 Target: Finding a Focus

Before selecting a topic for their essays, writers must first consider their purpose and the audience for whom they are writing.

- Students will review their Writers' Notebooks to determine which idea best reflects their intention and chosen audience

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.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.5.7	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.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Accomodations and Modifications

- English language learners and below leveled learners should be provided with the Appendix "Finding a Focus (ELL Support)" which is a modified version of the Appendix "Finding a Focus." This streamlined Appendix will help students get organized and select their idea while providing them with the necessary language to be successful.
- Small, leveled writing groups to reinforce key skills

Mini-Lesson 5 Target: Collecting I: Brainstorming

Writers utilize a variety of strategies to collect information about their topics.

- Students will freewrite about their selected topics as a way to recall and gather relevant information.

Examples of Free Writing PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1215.pdf

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

LA.W.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 aiding comprehension.
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.5.7	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.W.5.9.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

Accomodations and Modifications

English language learners and English Language Disbaled should be provided with the following prompts during independent writing time to push their thinking and expand their freewriting:

- 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 . . .

Small, leveled writing groups to reinforce key skills

Mini-Lesson 6 Target: Collecting II: The Thesis

All essays include thesis statements. Developing a thesis is an important part of the collecting process.

- Students will finalize their thesis statements in order to move forward with their writing.

Thesis About Sharks PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1218.pdf

Thesis About Zoos PDF

- 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.5.4 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.5.7 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.W.5.9.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]").
- LA.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.
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LA.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- LA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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).

Accomodations and Modifications

1. Prior to this lesson, English language learners and below leveled readers should be pulled together in a small group to review question sentence starters such as who, what, where, when, which, why, and how. Then model how to ask interesting questions about a topic by reading a student entry or two or reading your own writing.
2. Intermediate and advanced English language learners can be taught how the meanings of questions change when using present or past tense. Students should distinguish the differences among "what is/are" and "what did/do/does." Explain which one will be a more effective choice for their topic and why.
3. English language learners and ELD Learners should be provided with the following prompts to use when sharing with a partner during the "Engage" portion of the lesson:
 - The question I find most interesting is . . .
 - Your point of view is very clear because . . .
 - I think you should choose . . . because . . .
4. As you confer with students during independent writing time, review what an opinion means and that the essay's thesis statement expresses the author's opinion about the topic. See the conference questions.
5. Small, leveled writing groups to reinforce key skills

Mini-Lesson 9 Target: Collecting V: Outlining

Essays are organized around a thesis. Outlining is one way to organize information that will support a thesis.

Check the Label PDF

<https://fundamentals.schoolwide.com/books/1029/reader>

Completed Outline Sample PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1232.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

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.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
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.W.5.9.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]").
LA.W.5.9.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]").
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

Accomodations and Modifications

- Give students additional time to research and collect information based on their outlines. If possible, schedule library or computer time to support this work.
- Small, leveled writing groups to reinforce key skills

Mini-Lesson 11 Target: Drafting II: The Body of an Essay: Creating Topic Sentences

Essays are organized around a specific structure. Breaking down each element of that structure will support students in understanding and developing an effective essay.

- Students will write a strong topic sentence for each paragraph.

Check the Label PDF

<https://fundamentals.schoolwide.com/books/1029/reader>

Writing an Effective Label PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1236.pdf

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.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
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.5.7	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.W.5.9.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Formative Assessment Opportunities

Accommodations and Modifications

1. Prior to the lesson, pull English language learners and ELD learners together to review two or three of the techniques that can be used to illustrate their points. Select the techniques that you think your students will find most accessible and helpful during this lesson and the "Drafting: Developing Paragraphs" lesson. For beginning English language learners, examples and definitions may be the most accessible techniques. For intermediate or advanced students, you may teach how to include a process explanation, comparisons, or cause and effect.
2. In addition to the essay "Check the Label," during the "Present" portion you might use one of your English language learners' topics to model how to write an effective paragraph. You can use the Appendix "Essay Body" for this purpose. After you have modeled one of the techniques for the demonstration, direct your students to model an additional one orally. They should provide:
 - Examples;
 - Anecdotes;
 - An explanation of a process;
 - Comparisons;
 - Causes and effects; and/or
 - Definitions.

Ask students to think about which craft technique(s) they think will best support their points.

3. Small, leveled writing groups to reinforce key skills

Mini-Lesson 12 Target: Drafting III: Developing Paragraphs

Writers must provide logically ordered reasons that are supported by facts and details to make their arguments or opinions stronger and more convincing.

- Students will continue to connect the main point of each paragraph with facts and details that support it

Check the Label PDF

<https://fundamentals.schoolwide.com/books/1029/reader>

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.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.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 aiding comprehension.
- 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.C Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.5.7 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.W.5.9.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]”).
- LA.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.
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LA.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.

LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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).

Formative Assessment Opportunities

Essay Body PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1237.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Accomodations and Modifications

- Toward the end of independent writing time today, English language learners should meet with a partner to check in. Writing partners should listen to see if they can determine what their partner's main point and supporting details are. Students can provide feedback to their partners using the following prompts:
 - It's clear that you think . . .
 - You proved that . . .
 - A detail that helps me understand your main point is . . .
 - Your main point is clear when you say . . .
 - Small, leveled writing groups to reinforce key skills

Mini-Lesson 13 Target: Drafting IV: The Conclusion

A conclusion is an essential component of all effective essays. Writers must provide a concluding statement or

section that directly relates to the opinion stated throughout the piece.

- Students will create conclusions that support their initial arguments.

Conclusion Connection PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1238.pdf

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	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
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.5.7	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.W.5.9.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]").
LA.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.

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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
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).

Formative Assessment Opportunities

Conclusion Planning Sheet PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1239.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Accomodations and Modifications

Small Group Instruction to reinforce writing skills

Mini-Lesson 14 Target: Revising I: Paragraph Transitions

Transitions link opinions and supporting details using key words and phrases. Focusing on transitions is an effective revision practice.

- Students will learn an array of transition words and phrases and apply them effectively throughout their essays.

Check the Label PDF

<https://fundamentals.schoolwide.com/books/1029/reader>

Transisitons Between Paragraphs PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1241.pdf

Transistions to Linking Words and Phrases PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1242.pdf

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.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.
- 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.C Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- LA.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LA.W.5.2.E Provide a conclusion related to the information of explanation presented.
- 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.5.7 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.W.5.9.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]”).
- LA.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.
- 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.B Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LA.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.
- LA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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.5.6	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).

Formative Assessment Opportunities

Teacher Observation, Small Group Writing, Discussion

Accommodations and Modifications

- English language learners and English Disabled Learners should have additional opportunities to identify transition words and phrases for reinforcement. This will help students become more comfortable with their structure and purpose. Prior to the lesson, display and review the Appendix "Transition and Linking Words and Phrases" and select a familiar essay to reread and highlight the transition words and phrases with your students. Then have students work with a partner and continue

to highlight or underline all of the transition words and phrases they find. Students should be given copies of the Appendix to use as a resource. Having additional time interacting with transition words will help English language learners develop a more proficient understanding of these kinds of words and phrases.

- Small, leveled writing groups to reinforce key skills

Mini-Lesson 15 Target: Revising II: Powerful Words and Transitions

Word choice is an important part of writing and the revision process. One way writers revise is by focusing on the power and preciseness of their words by including powerful words that capture and hold their readers' attention.

Powerful Language PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1244.pdf

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	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.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 aiding comprehension.
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.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
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.5.7	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.W.5.9.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]”).
LA.W.5.9.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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).

Formative Assessment Opportunities

Vivid Verb Scavenger Hunt PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1245.pdf

https://drive.google.com/drive/folders/1ulJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Revisions Checklist PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1246.pdf

https://drive.google.com/drive/folders/1ulJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Accomodations and Modifications

- This lesson offers a wonderful opportunity for Below Leved learners to further explore "vivid verbs" and "vibrant adjectives." Prior to this lesson, pull English language learners together to provide small-group instruction on precise verbs and adjectives. Review the definitions of a verb (a word that expresses a physical or mental action or a state of being) and an adjective (a word that describes a person, place, or thing). Ask students to describe themselves to the group using 3–5 vibrant adjectives. Next, ask students to list five vivid verbs that best describe what they did over the weekend. Provide examples first if necessary. Chart examples of vivid verbs and vibrant adjectives for students to use.
- For homework, students can complete the Appendix "Vivid Verbs and Vibrant Adjectives Scavenger Hunt" to reinforce their understanding of these parts of speech.
- Small, leveled writing groups to reinforce key skills

Mini-Lesson 16 Target: Editing I: Citations

To avoid plagiarism and instill proper use of references and resources, it is important for students to understand and use citations.

Citing Our Sources PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1247.pdf

How to Cite Your Data

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1249.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.5.7	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.W.5.9.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Formative Assessment Opportunities

Teacher Observation, Small Group Writing, Discussion

Accomodations and Modifications

Meet with small leveled writing groups to reinforce lesson on Citations

Mini-Lesson 17 Target: Editing II: Proofreading

It is important for students to proofread their final pieces for mechanical and grammatical errors prior to publishing. Students will use an editing checklist to ensure correct grammar and conventions in their final drafts.

LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.5.7	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.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Formative Assessment Opportunities

Editing Checklist PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1250.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Accomodations and Modifications

- Careful consideration should be given to student partnerships for this lesson. Heterogeneous partnerships will be beneficial for beginning and intermediate English language learners and below leveled readers, as they will learn a lot from working with a strong writing partner.
- Following the "Reiterate" portion of the mini-lesson, you might encourage students to share how punctuation and capitalization rules are different in their native languages. Giving English language learners the opportunity to share language differences and similarities from their native language validates their culture and helps to build a strong classroom community.
- Small, leveled writing groups to reinforce key skills

Mini-Lesson 18 Target: Publishing: Presentation

It is important for students to have a variety of strategies for publishing and evaluating their work.

Who Wants to Be a Millionaire PDF

<https://fundamentals.schoolwide.com/books/4784/>

Essay Finishing Touches PDF

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1253.pdf

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.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]”).
LA.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.
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.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).

Formative Assessment Opportunities

Reflecting on an Essay Study

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1255.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Self Assessment

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1256.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Accomodations and Modifications

- Allow ELL and ELD learners to publish their essay through audio, writing, or digital forms
- Small, leveled writing groups to reinforce key skills

Student Self-Reflection

It is important for students to evaluate their own work and to reflect on their growth and learning as writers.

Reflecting on an Essay Study

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1255.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Self Assessment

https://fundamentals.schoolwide.com/schoolwidefun/api/v1/files/files/teaching_resources/1256.pdf

https://drive.google.com/drive/folders/1uJGnXuQ1fcEzHNf_QhyuoxZkRW6ApFQ

Student Opinion Rubric

<https://drive.google.com/drive/folders/1-5zUuRv2pIFSXxVvCCu11z-oQUQxqUO8>

Accomodations and Modifications

- Prior to the lesson, English language learners and below level readers and writers should have the opportunity to preview the Appendix "Reflecting on the Essay Study." In a small group, students should orally rehearse their possible answers. Having the opportunity to orally rehearse will help students organize and articulate their answers. They will also be able to hear correct sentence structure, verb agreement, and precise word choice, which will make them feel more prepared to complete the reflection.
- Small, leveled writing groups to reinforce key skills

Summative Assessment

Opinion Essay Rubric PDF

<https://drive.google.com/drive/folders/1-5zUuRv2pIFSXxVvCCPDFu11z-oQUQxqUO8>

21st Century Life and Careers

CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Formative Assessment and Performance Opportunities

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

Interdisciplinary Connections
