

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 4 Informational Text-Letter

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In module 4, informational text/letter, students will focus on sharing facts and explaining a topic clearly and accurately. They choose subjects they know about or research new ones, organizing their ideas into well-structured paragraphs with clear main ideas and supporting details. When writing an informational letter, they learn how to address the reader properly, introduce their topic, and provide helpful or interesting information in a friendly, organized way. This type of writing helps them practice using precise language, connecting ideas with transitions, and improving their overall communication skills.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.WP.5.4.B

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4.A

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Consider audience, purpose, and intent before writing.

L.KL.5.1.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

SL.PE.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

W.NW.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

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

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic	L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. W.WP.5.4.B Plan appropriately to use specialized, topic-specific	Obj. We are learning to: <ul style="list-style-type: none"> Connect to the focal text by generating questions about the topic. Understand purpose, audience, and task for writing a letter requesting information. Understand and organize the parts of a formal letter. Suggested Formative Assessment(s): <ul style="list-style-type: none"> Section of graphic organizer 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>Along the Santa Fe Trail</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Graphic Organizer Writer's Notebook Classroom materials (books about inventors and their inventions) Anchor Chart (Before you write T.A.P) (Parts of

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	<p>language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A Orient the reader by</p>	<ul style="list-style-type: none"> ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<p>a Formal Letter)</p> <ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts ○ Targeted Grammar Support
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	establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally		
<p><u>Lessons 6-10</u></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Plan and organize a letter requesting information about a topic. Write first draft of a formal letter. Draft a strong conclusion to a formal letter. Complete draft of formal letter. Develop drafts by adding details. Revise drafts for clarity by deleting ideas to improve word choice. Language Discuss drafts by using Participate in peer review of formal letters by offering suggestions for improvement. Incorporate feedback into formal letters. Revise to add transitions to formal letters. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Section of graphic organizer Turn, talk, and share Thumbs up/down Catch and Release Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>Along the Santa Fe Trail</i> Materials <ul style="list-style-type: none"> Student HMH textbook Teacher handbook HMH textbook EPIC!.com Graphic organizer Writer's Notebook Anchor Charts Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate rubric Model how to understand the writing process Model how to write the main idea and supporting evidence using HMH narrative texts Display and engage worksheets Small Group Conferencing Meet with teacher for one on one conference as students go through the writing process

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	<p>assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Incorporate suggestions into writing. ● Revise sentences for clarity and word choice. ● Edit writing for proper use of complete sentences, subject-verb agreement, capitalization, and punctuation. ● Finalize and send letters requesting information to appropriate museums or historical societies. ● Share letters by reading aloud to 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Along the Santa Fe Trail</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Proofreading Marks) (Editing Checklist) (Tips on How to Present) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and

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	<p>matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or</p>	<p>the class.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Peer Review • Teacher observation/conferencing/feedback 	<p>supporting evidence using HMH narrative texts</p> <ul style="list-style-type: none"> ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Clocking Activity/ Check list
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	characters; organize an event sequence that unfolds naturally		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)