

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 5 Argumentative Essay

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 5, argumentative essay, students will begin developing critical thinking and persuasive communication skills. They learn how to form a clear opinion on a topic and support it with logical reasons and evidence. This process helps students understand how to structure their writing with an introduction, body paragraphs that present arguments and counterarguments, and a conclusion. Through writing, they also practice organizing their ideas, using transition words, and considering different points of view. Overall, argumentative writing at this stage helps students express themselves more clearly while learning to back up their opinions with facts.

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.

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W.WP.5.4.A

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:	L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Obj. We are learning to: <ul style="list-style-type: none"> Establish a purpose for reading Generate questions about a text Evaluate details in a text Explain an author's purpose and message Analyze use of persuasive techniques Use print and digital resources to determine meanings of words Use context to determine word meanings Set writing goals 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>The Elephant Keeper</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)

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<p>Choosing a Topic</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 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</p>	<ul style="list-style-type: none"> ● Determine a topic for an argumentative text ● Develop a research plan ● Analyze an argumentative text ● Plan and begin a first draft ● Generate and clarify questions for inquiry ● Identify and gather relevant information <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"> ○ Anchor Chart (Parts of an Argument) ● 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 texts ○ Targeted Grammar Support
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	<p>(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</p> <p>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 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</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B</p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Compose an argumentative text ● Evaluate sources ● Write a strong opening paragraph for an editorial ● Revise drafts of an editorial ● Understand plagiarism and the need to paraphrase and cite ● Draft a strong conclusion to an editorial ● Revise sentence structure by deleting, combining, and rearranging ideas ● Share suggestions for peers' writing ● Revise writing <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 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Elephant Keeper</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Revising Checklist) ● 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 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>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</p>	<ul style="list-style-type: none"> Teacher observation/conferencing/feedback 	
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	<p>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> -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. 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 Consider audience, purpose, and intent before writing. L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Incorporate feedback to finalize drafts • Improve sentence structure and word choice • List sources • Edit for pronoun usage • Edit for subordinating conjunctions • Choose an option for publishing a written work • Share writing • Hold a collaborative discussion • Use appropriate delivery to present results <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 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Elephant Keeper</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 texts ○ 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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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

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)