

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 7 Research Report

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 7, research report, students will learn how to gather information from reliable sources, take notes, and organize facts around a central topic. This process teaches them how to ask questions, identify main ideas, and summarize what they've learned in their own words. They also begin to understand the importance of citing sources and avoiding plagiarism. Writing a research report helps students build critical thinking and time management skills as they plan, draft, and revise their work. Overall, it prepares them to explore topics in depth and communicate what they've discovered in a clear, informative way.

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	Obj. We are learning to: <ul style="list-style-type: none"> Recall background knowledge about researching topics Learn a new approach to researching a topic Tell students about the focal text Discuss the motivation of the Switzer brothers in inventing Day-Glo paints Analyze how the Switzer brothers' discoveries were made Make a list of the subjects or 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Focal Text- <i>The Day-Glo Brothers</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 (Elements of Research) (Asking

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	<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>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or</p>	<p>inventions that interest students that they may want to research</p> <ul style="list-style-type: none"> ● Read and understand new vocabulary words ● Use Word Bank to list words students might want to use in their research ● Use prior knowledge ● Discuss a writing prompt ● Ask and clarify questions about a topic ● Set goals for 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 ● Teacher observation/conferencing/feedback 	<p>Questions)</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 texts ○ Targeted Grammar Support
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	<p>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>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p> <p>Acquire and use accurately grade-appropriate general</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Organize data and connect it to experiences related to the topic • Organize writing and continue to research • Identify credible primary and secondary sources • Continue to ask questions and look for answers • Keep track of used sources • Identify credible sources • Conference with peers • Work on a first draft • Identify and gather research • Review credibility of primary and secondary sources • Interpret research to create a focused, organized, and coherent piece of writing • Review drafts to make sure they are complete • Reread drafts to make sure all the words are original • Use quotation marks when using another writer's words • Give and receive peer feedback 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Day-Glo Brothers</i> • Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Elements of Research) • 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>academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>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> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>	<ul style="list-style-type: none"> ● Revise drafts based on feedback ● Revise drafts to improve word choice <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 	
<p><u>Lessons 11-15</u></p> <p>-Revising II:</p>	L.KL.6.2.B	Obj. We are learning to:	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Day-Glo Brothers</i> ● Materials

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<p>Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>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 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</p>	<ul style="list-style-type: none"> ● Edit writing for proper use of adverbs ● Edit writing for proper use of pronouns ● Edit writing for proper use of prepositions ● Review peers' papers for grammar, usage, and mechanics ● Include sources for research reports ● Properly record a bibliography ● Write a title for a research paper ● Publish the final copy using computer software or write neatly by hand ● Decide on publishing options ● Share writing ● Participate in a collaborative discussion about writing experiences <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"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Proofreading Marks) (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 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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	<p>experiences or events.</p> <p>W.RW.5.7</p> <p>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> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)