

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 10 Letter to the Editor

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 10, letter to the editor, students will learn how to express their opinions on real-world issues in a respectful and persuasive way. They practice stating a clear opinion, supporting it with reasons and evidence, and addressing an audience with purpose. This type of writing helps students understand the importance of civic engagement and how their voices can make a difference. It also teaches them how to organize their ideas clearly and use a formal tone when communicating with others in the community. Writing a letter to the editor helps build confidence, critical thinking, and a sense of responsibility as young citizens.

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

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

L.KL.6.2.B

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

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5

NJ Standards

Critical Knowledge & Skills

Possible Resources & Activities

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<p>-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic</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 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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Discuss the purpose of letters to the editor ● Generate a list of organizations or programs that help animals ● Read a letter to the editor as a class ● Discuss the meaning of the letter ● Discuss an author's audience and purpose ● Read fiction with purpose and understanding ● Analyze a fiction text for author's craft ● Use context to understand domain-specific vocabulary ● Use word choice to determine the author's message ● Review the writing prompt ● Plan a first draft ● Generate relevant information for a letter to the editor ● 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 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The One and Only Ivan</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic Organizer ○ Writer's Notebook ○ Classroom materials ○ 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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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

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and

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	<p>provide a list of sources.</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>Lessons 6-10</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 academic and domain-specific words and phrases.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Evaluate a model letter to the editor ● Synthesize and organize information for a letter ● Being a first draft ● Learn about two organizational patterns ● Determine an organizational structure for the letter ● Write an introduction and conclusion ● Confer with teacher and peers about drafts ● Explore ways to include details to make paragraphs more effective ● Revise paragraphs ● Discuss drafts with peers <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>The One and Only Ivan</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 ○ Small Group Conferencing ○ Meet with teacher for one on one conference as students go through the writing process

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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

W.SE.5.6

Gather relevant information from multiple valid and

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	<p>reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</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><u>Lessons 11-15</u></p> <p>-Revising II: Conferencing</p> <p>-Revising III: Sentence Sense and Direct Address</p> <p>-Editing I: Peer Proofreading</p> <p>-Publishing</p> <p>-Sharing</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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Incorporate feedback from peer reviews ● Revise drafts ● Incorporate transitions into writing ● Proofread peers' letters ● Write a title that reflects the main idea of the letter ● Use technology to assist with writing ● Publish writing ● Share letters to the editor 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The One and Only Ivan</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (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

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	<p>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 two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A</p> <p>Orient the reader by</p>	<ul style="list-style-type: none"> • Hold a collaborative discussion <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"> ○ 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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establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.SE.5.6

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L.KL.6.2.B

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

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

[ELA Enduring Understanding Statements](#)