

Grade 5 Writing

Content Area: **Language Arts**
Course(s): **Writing Mini Lessons**
Time Period: **Full Year**
Length: **Academic Year**
Status: **Published**

Course Overview

This course is designed for fifth grade students to continue to strengthen their writing utilizing the Fountas & Pinnell Writing Mini Lessons and Interactive Writing frameworks. This curriculum guide is designed to support students in developing a strong foundation for writing multiple types of genres aligned to the grade relevant New Jersey Student Learning Standards. Over the course of the academic year, fifth grade students will write in different ways for many purposes and audiences.

The writing minilessons will help students see the stories in their lives and students will have opportunities to share their stories both orally and in written form. Daily opportunities to write and draw will allow them to see themselves as both writers and readers. Students will engage in the writing process as they plan and rehearse, draft and revise, edit and proofread, and publish writing pieces. Students will be exposed to different genres, forms, and modes of writing, which broadens their vision for what writing can be. Students will begin to live their lives with a writer's eye as they see ideas for writing in everyday occurrences.

By the end of 5th grade, students will grow their voice, vocabulary, and writing skills as authors while they write to entertain, persuade, and inform the world. District Student progress will be assessed through a district wide assessment administered at the beginning and at the end of the school year.

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Unit 1: Building a Community of Writers

Content Area: **Language Arts**
Course(s): **Writing Mini Lessons**
Time Period: **1st Semester**
Length: **3-4 Weeks**
Status: **Published**

Summary of the Unit

Students will develop an understanding of the classroom systems, routines and procedures for writing based on Writers Workshop structure and other best practices protocols. They will come together as a community of writers as they come together as a community of readers. Writers will use different strategies for gathering ideas and topics about which to write. Writers will keep a writer's notebook to spark ideas and try different techniques. Writers will work to better the quality of their writing by determining who their audience is and what they want to say to them.

Enduring Understandings

- It is important to be a respectful member of a classroom community of writers.
- Writer's notebooks help students collect and organize writing ideas.
- Writers get inspiration from other authors, as well as their own interests.
- Writers will build up stamina and write for longer periods of time.

Essential Questions

- What can writers do to make their writing the best it can be?
- How can writers be independent problem solvers during an independent writing workshop?
- How do writers generate story topics?
- What is the relationship between purpose, audience, genre/format, and topic?
- How can writers use letters to share their thoughts and feelings?
- Why are journals important to writers?

Summative Assessment and/or Summative Criteria

- Response to writing tasks
- Daily writing or journaling
- Trimester Benchmarks

Resources

The Writing Minilessons Book (Fountas and Pinnell) Grade 5

The Reading Minilesson Book (Fountas and Pinnell) Grade 5

Fountas & Pinnell online resources for Writing

Interactive Read Alouds (Grade 5)

Fountas and Pinnell Guided Reading books

Supplemental Resources:

F&P Writing online resources such as paper layouts, rubrics, samples, etc.

The Writing Strategies Book (Serravallo)

Launching the Writer's Workshop Grades 3-5 (Calkins)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Being a Respectful Member of the Classroom 4 Days	<p>Learn what a classroom community is and how the members behave toward one another.</p> <p>Create norms and agreements for a classroom community to follow.</p> <p>Solve problems independently.</p> <p>Value the unique identities of others and take actions that make them feel included.</p>	<p>Mini Lesson: MGT.U1.WML1 (pgs. 102-103)</p> <ul style="list-style-type: none"> Define: Community, haiku, behavior Mini Lesson: Interview a classmate: What questions would you ask? Work in pairs to interview each other. Create a Haiku about each partner in Writer's Notebook to revisit and revise later. <p>Mini Lesson: MGT.U1.WML2 (pgs. 104-105)</p> <ul style="list-style-type: none"> Define: expectations Mini Lesson: Create a chart of behavior expectations for the classroom community to keep "publicly posted" in the room and as reminders in their notebooks or agenda Pads. Proofread/Revise Haiku <p>Mini Lesson: MGT.U1.WML3 (pgs. 106-107)</p> <ul style="list-style-type: none"> Mini Lesson: Discuss the importance of being able to solve some problems independently. Given a list of problems that could occur, work in pairs to come up with a reasonable solution and create a chart. Discuss how the classroom would look if we solved some problems independently? How would it look if the teacher had to solve every problem? <p>Mini Lesson: MGT.U1.WML4 (pgs. 108-109)</p> <ul style="list-style-type: none"> Mini Lesson: Use Mrs. Katz & Tush (pgs 1-2 & 7-8) and Shooting at the Stars (pgs 21 & 25-27). How did the characters get to know each other and accept the differences they had? What questions could you ask to get to know a classmate? Work in small groups to create a skit where someone feels left out. How would they illustrate the inclusivity? Perform skits for class. 	<p>Observations</p> <p>Notebook checks</p> <p>Discussion groups</p> <p>Anchor charts</p>

		<ul style="list-style-type: none"> Finalize Haiku writing for display. 	
<p>Writing Workshop Set up</p> <p>5 days</p>	<ul style="list-style-type: none"> Agree on a set of rules for independent writing time Review expectations for independent writing. <p>Discuss tools needed for writing time as well as writing center.</p>	<p>Mini Lesson : MGT..U2.WML.1 (pgs. 114-115)</p> <ul style="list-style-type: none"> Break out into groups to discuss what they would expect from independent writing time. Regroup and create a large chart to keep in view all year. <p>Mini Lesson: MGT.U2.WML2 (pgs. 116-117)</p> <ul style="list-style-type: none"> Discuss tools that make for a successful writing time (notebook, folder, hanging file, pens & pencils [see Serravallo's Writing Strategies Book, page 68], paper) and where to find them. 	<ul style="list-style-type: none"> Writing Surveys Classroom observation Organizers Exit Tickets
<p>Introducing & Building a Writer's Notebook</p> <p>7 days</p>	<p>Understand that a Writer's notebook is a special place to collect writing ideas and drafts</p> <p>Learn to keep the writer's notebook organized</p> <p>Discover ways to gather ideas for the Writer's Notebook.</p>	<p>Mini Lesson: WPS..U1.WML1 (pgs. 544-545)</p> <ul style="list-style-type: none"> Mini Lesson: Distribute notebooks and discuss the purpose of them. Discuss the letter that is glued in, and why it's important to write for at least ten minutes everyday. After a brief discussion, students can decorate them to reflect their personalities and passions <p>Mini Lesson: WPS.U1.WML2 (pgs. 546-547)</p> <ul style="list-style-type: none"> Mini Lesson: Create tabs for the different sections of a writer's notebook (Writing from Life, Writer's Craft, Research and Note-Taking, Multiple Perspectives, More Writing & sketching). In pairs, discuss why it's important to keep the notebook organized and what that would look like. Create a chart about the organization. <p>Mini Lesson: WPS.U1.WML3 (pgs. 548-549)</p> <ul style="list-style-type: none"> Mini Lesson: Discuss as a group how to build the notebook. Create a chart of ways you can gather ideas. (Serravallo: Goal Three: Generating 	<p>Observations</p> <p>Notebook checks</p> <p>Discussion groups</p> <p>Anchor charts</p> <p>Discussions</p> <p>Observations</p> <p>Notebook checks</p> <p>Anchor charts</p> <p>Discussions</p> <p>Observations</p> <p>Notebook checks</p> <p>Anchor charts</p>

		<p>and Collecting Ideas pages 92-131). Talk to a partner or small group about what to write or continue to work on. Create a group chart for reference.</p>	
	Gather ideas from your identity	<p>Mini Lesson: WPS.U2.WML1 (pgs. 552-553)</p> <ul style="list-style-type: none"> • Mini Lesson: Discuss what makes each person an individual. Create a chart to list ideas. Use a few minutes to create an identity web and share out. Discuss how this web can aid in idea generation. 	<p>Discussions Observations Notebook checks Creation of webs</p>
	Gather ideas from feelings and emotions	<p>Mini Lesson: WPS.U2.WML2 (pgs. 554-555)</p> <ul style="list-style-type: none"> • Mini Lesson: Discuss how events create emotions and memories. Create a list of emotions and possible events about which to write. Produce a mini one to glue into notebooks for students to fill in. Add to the anchor chart as more ideas pop up. 	<p>Discussions Observations Notebook checks Anchor charts</p>
	Gather ideas from memories.	<p>Mini Lesson: WPS.U2.WML3 (pgs. 556-557)</p> <ul style="list-style-type: none"> • Mini Lesson: Create a memory web to illustrate a memory and discuss how the web would be helpful to generate ideas for writing. 	<p>Discussions Observations Notebook checks Creation of memory webs</p>
	Gather ideas from lists.	<p>Mini Lesson: WPS.U2.WML 4 (pgs. 558-561)</p> <ul style="list-style-type: none"> • Mini Lesson: Create lists to help with writing. As a class, brainstorm lists to write about (vacations, friends, family, books etc). and create a chart for reference. Students can create individual lists in their notebooks. Identify one to expand on and write about. 	<p>Discussions Observations Notebook checks Lists</p>
	Gather ideas from objects and keepsakes.	<p>Mini Lesson: WPS.U2.WML5 (pgs. 560-561) Objects needed ahead of time</p> <ul style="list-style-type: none"> • Mini Lesson: Discuss how objects can assist in writing (like a set of ears from Disney World or a picture of the Grand Canyon). Create a chart of possibilities. Students can create their own lists of artifacts and bring in or draw and label pictures of them for a memory jog to write. 	<p>Discussions Observations Notebook checks Anchor charts</p>
	Get ideas from other authors.	<p>Mini Lesson: WPS.US.WML7 (pgs 564-565) Serravallo Writing Strategies (pg 114-115)</p> <ul style="list-style-type: none"> • Mini Lesson: Discuss how some 	

		<p>authors get ideas from other authors (fan fiction). Discuss how the words of another author may give you an idea. In pairs, discuss what stories have memorable lines for you. Write that line at the top of a page and do a quick write about it.</p>	<p>Discussions Observations Notebook checks Write abouts</p>
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Standards

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.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.
ELA.SL.PE.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.
ELA.SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELA.SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English when journaling. Allow to brainstorm in native language and translate to English.

Student With Disabilities- Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklist in writing folder or notebook with step by step directions.

Gifted Students- Create a journal entries with the same characters/topic with differing POV, formats, audience, purpose, research projects on topics of IRA to journal about or create Google Slides presentations that vary formats.

Suggested Technological Innovations/Use

Work on Writing options: Google Classroom, Google Docs or Google Slides

Write letters to subjects from Achieve3000 articles

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular:

Social Studies- Use topics from lessons as the "topic or audience" in writing. Research different cultures/people/events around the world based off of IRAs and create presentations.

Science- Research animals and plants from IRAs to create presentations to share with peers.

Math- Create graphs and charts based on topics of interest and write explanations of the data and its impact

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

SCI.5-PS3-1

Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

MATH.5.DLA.1

Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and

analyze patterns.

MATH.5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g., chart, storyboard, video presentation).
MATH.5.DL.A.3	<p>Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).</p> <p>Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.</p>
MATH.5.DL.A.4	Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples.
SCI.5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit 2: Writing About Reading

Content Area: **Language Arts**
Course(s): **Writing Mini Lessons**
Time Period: **1st Trimester**
Length: **20 Days**
Status: **Published**

Summary of the Unit

The focus of this unit is to teach students to develop and defend ideas about literature. The students will write short and extended constructed responses as well as literary essays that develop strong interpretive theses about literature, that are well organized, cite textual evidence that support their claim, and focus on theme, setting, and characters and their traits. The students will move from simpler, straightforward constructed responses to more complex essays that compare and contrast texts across a subject.

Enduring Understandings

- Writers will become strong readers by writing well-constructed responses about what they read.
- Writers will be able to develop claims and theses about the texts they read.
- Writers will be able to support their claims using various types of evidence from the story, and punctuate the same correctly.
- Through the use of transition words and phrases, writers will aid in the logical flow of their literary analysis.
- Writers will be able to develop a clear understanding of a text, generate their own thoughts, and successfully convey those thoughts through their writing.

Essential Questions

- What strategies can be used to uncover what the book is really about?
- How do good writers use the text to generate ideas?
- How do good writers explain what a prompt is asking them to write?
- How do good writers start with a thesis statement?
- How do good writers synthesize information from the text to formulate a thesis statement and cite text evidence?
- How do good readers discover the theme of a complex text by analyzing the thoughts, actions and words of the characters?
- How do writers compare and contrast texts to formulate recurring themes across genres?
- How do writers synthesize information from multiple texts to formulate an extended constructed response essay?

Summative Assessment and/or Summative Criteria

- Constructed response paragraphs that analyze setting, character, and character traits and motivations.
- Constructed response paragraph that synthesizes information from more than one piece of text to support a theme.
- Extended constructed response that compares and contrasts two pieces of text on a similar subject matter.

Resources

- Daily 3/Writing Workshop
- Writer's Notebook
- Writing Mini Lessons (WML)

Independent Writing

- Journals
- R.A.C.E. Responses
- Narrative writing

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravallo's Writing Strategies Book

IRA Text Sets

Optional Related Read Alouds (can be used in between IRA texts)

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
TRIMESTER 1: Short Constructed Response <i>(7 days of direct instruction practiced regularly with IRAs)</i>	Read and understand the assigned prompt	Minilesson: GEN.U.2WML1 (pg 152-153) <ul style="list-style-type: none"> • Vocabulary: <i>prompt, short response, extended response, question words, passage, key words, restate, paragraph</i> • Display a few questions from a recent IRA instructional book card from "Writing About Reading" or from "Discussing the text" to discuss different terminology. and discuss what the prompts are asking. Revisit idea of RAFT (role, audience, format, topic) 	Chart paper IRA book IRA questions Discussion Turn and Talk

		<ul style="list-style-type: none"> • Create anchor charts illustrating RAFT and a sample response. 	
	<p>Restate and answer: Write a statement that answers the prompt</p>	<p>Minilessons GEN.U3.WML2 (pg 154-155)</p> <ul style="list-style-type: none"> • Using IRA "Writing about Reading" question for current or past IRA, write question on chart paper. Discuss what is being asked. Students will share how they would write a main idea statement • Discuss: What is a good way to start your response to a writing prompt? 	
	<p>Cite Evidence: Provide evidence and details that support your response</p>	<p>Minilessons GEN.U3.WML3 (pg 156-157)</p> <ul style="list-style-type: none"> • Vocabulary: prompt, evidence, detail, response • Display the prompt and Restate from the previous lesson. Discuss how writers need to cite evidence that supports their answer. Students will brainstorm evidence from the text that supports the main idea. create a chart 	<p>Discussion</p> <p>Turn and Talk</p> <p>Restate example in notebook</p>
	<p>Citing Evidence: Describe characters through their actions and dialogue</p>	<p>Minilessons CFT.U2.WML3 (pg 350-351)</p> <ul style="list-style-type: none"> • Vocabulary: character, describe, dialogue, actions, gestures • Minilesson: Using current or past IRA (such as <i>Desmond and the Very Mean Word</i>, page 7), discuss how author's use characters actions and dialogue reveal something about them and this requires going back into the text • Create anchor chart: Teacher will model using current book by finding actions and dialogue with student assistance 	<p>Shared Writing chart paper</p> <p>Restated responses with daily IRA writing or guided writing groups</p>

		<ul style="list-style-type: none"> ○ Teacher will emphasize how when we use direct quotes, we must use quotation marks <p>Minilessons GEN.U2.WML4 (pg 158-159)</p> <ul style="list-style-type: none"> ● Review vocabulary: Concluding sentence, summarize ● Minilesson: Using current or past IRA shared writing, discuss how writer's write concluding sentences that satisfy the reader. With students' assistance, craft a sentence that best sums up the answer. 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing groups on GR books</p>
<p>Trimester 2: Short Comparative Constructed Response</p> <p>(3-5 days of direct instruction)</p>	<p>Write a response that compares and contrasts two things</p>	<p>Minilesson: GEN.U.2WML1 (pg 152-153)</p> <ul style="list-style-type: none"> ● Vocabulary: prompt, short response, extended response, question words, passage, key words, restate, paragraph ● Minilesson: Display a few questions from a recent IRA instructional book card from "Writing About Reading" or from "Discussing the text" to discuss different terminology. Use RAFT to respond to the prompt with a partner ● Discuss what the prompt is asking. <p>Minilessons GEN.U3.WML2 (pg 154-155)</p> <ul style="list-style-type: none"> ● Minilesson: Using IRA "Writing about Reading" questions for current or past IRA, write questions on chart paper. Discuss what is being asked. Students will share how they would write a main idea statement. Discuss a good way to start a response to a prompt. 	<p>Discussion</p> <p>Turn and talk</p> <p>Notebook entries on other IRAs or guided writing prompts on GR books</p> <p>Formal writing assessment that compares/contrasts 2 texts</p> <p>Empathy Collection (Achieve)</p> <p>Comparative texts</p> <p>Social Studies: Comparing Colonial and British Soldiers</p>

		<p>Minilessons GEN.U3.WML3 (pg 156-157)</p> <ul style="list-style-type: none"> • Vocabulary: prompt, evidence, detail, response • Display the prompt and Restate from the previous lesson. Discuss how writers need to cite evidence that supports their answer .Students will brainstorm evidence from the text that supports the main idea. Create a chart. <p>Minilessons CFT.U2.WML3 (pg 350-351)</p> <ul style="list-style-type: none"> • Mini lesson: Vocabulary: character, describe, dialogue, actions, gestures • Mini lesson: Using current or past IRA (such as <i>Desmon and the Very Mean Word</i>, page 7), discuss how author's use characters actions and dialogue reveal something about them and this requires going back into the text • Create anchor chart: Teacher will model using current book by finding actions and dialogue with student assistance <ul style="list-style-type: none"> ○ Teacher will emphasize how when we use direct quotes, we must use quotation marks <p>Minilessons GEN.U3.WML4 (pg 158-159)</p> <ul style="list-style-type: none"> • Review vocabulary: Concluding sentence, summarize • Minilesson: Using current or past IRA shared writing, discuss how writer's write concluding sentences that satisfy the reader. With students' assistance, craft a sentence that best sums up the answer. 	<p>Discussions Observations Notebook checks Anchor charts</p> <p>Discussions Observations Notebook checks Sentences in notebooks</p>
Trimester 3: Extended Constructed	Write and introductory paragraph to respond to a prompt	This lesson is building upon the lessons from 1st and 2nd trimesters. Review	

		<p>Sample B. Have students work with partner on identify those components (highlight/underline, etc)</p> <ul style="list-style-type: none"> • Revisit the shared writing piece from yesterday. Work as a group to identify, within selected texts, reasons, examples and evidence. Create a chart/take notes/use whiteboard • Work together to craft body paragraphs. • Students should copy into notebook <p>Minilessons GEN.U4.WML3 (pg 178-179)</p> <ul style="list-style-type: none"> • Using exemplary text Sample A, review how conclusions restate the main idea of the writing piece • Add to anchor chart components of a concluding paragraph • Using exemplary text Sample B, students will turn and talk about how the author used the components • Revisit the shared writing piece from yesterday. Work as a group to compose a concluding paragraph • Students should copy into notebook 	<p>(Achieve)</p> <p>Climate Paired Achieve</p> <p>Discussions Observations Notebook checks Anchor charts</p>
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Standards

ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
ELA.RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.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.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

Consistent with individual plans when appropriate.

* Multilingual Learners- Provide sentence stems, graphic organizers with parts of a story. Brainstorm in native language and translate into English.

* Student With Disabilities- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions. Provide sentences starters and fill in the blank templates. Provide audio versions of texts as needed.

* Gifted Students- Provide textual evidence with a deeper explanation of its significance. Offer choice of writing subject to compare (character growth, alternate ending, etc.). Cross-text analysis or comparison of a similar character or theme in a different genre or text. Use a different format of writing (letter to a character, blog post)

Suggested Technological Innovations/Use

* Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

* Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

* Social Studies- Write a letter to the main character of a story. Research and write about the time period in which a story takes place.

* Science- Research an animal and explain its adaptations using domain specific vocabulary

* Math- Interpret graphs and charts and write to explain the data presented.

* Technology- Multimedia: Create a commercial script to advertise the book.

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community-building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

MATH.5.DL.A.1	Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.
MATH.5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g., chart, storyboard, video presentation).
MATH.5.DL.A.3	Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).
MATH.5.DL.A.4	Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples.
SCI.5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.

SCI.5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
ELA.SL.PI.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.
ELA.SL.UM.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.

Unit 3: Tell Me A Story

Content Area: **Language Arts**
 Course(s): **Writing Mini Lessons**
 Time Period: **2nd Trimester**
 Length: **4 weeks**
 Status: **Published**

Summary of the Unit

In this unit, students will explore the art of storytelling by learning how to craft compelling personal and fictional narratives. Through reading and analyzing mentor texts, they will identify key elements of a strong story, including character development, setting, plot structure, and dialogue. Students will discuss and identify the author's message and notice author's word choices to use within their own writing. Students will engage in brainstorming, drafting, revising, editing, and publishing their narratives, focusing on language choice and organization.

Enduring Understandings

- Writers need stamina to write for long periods of time.
- Personal narratives and imagined stories have similar structures.
- Keeping the audience in mind while writing is important.
- Drafting and revising are important steps in the writing process.
- Writers need powerful leads and satisfying endings for their narratives.

Essential Questions

- What can writers do to improve their writing?
- What is the difference between a personal narrative and an imagined story?
- What are the steps in the writing process?
- How do writers generate topics?
- What problems could arise in the process, and how can they be solved?
- What language can be used to create images for the readers?
- How do writers organize their stories?

- How do writers revise and edit their writing?
- How do writers create grabbing leads and satisfying endings?

Summative Assessment and/or Summative Criteria

- Students will create a personal narrative or imagined story using the steps of the writing process.
- Students will create a personal narrative or imagined story in response to an on demand writing prompt.
- Students will create a personal narrative or imagined story based off of a read aloud that flips the point of view or continues the story beyond the author's ending.

Resources

- Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
- Fountas & Pinnell Guided Reading books
- Fountas & Pinnell Prompting Guides
- Achieve 3000
- Storyworks fiction, nonfiction, & paired texts
- Mentor Text Writing suggestions
[Mentor Texts](#)
- Fountas & Pinnell Rubrics
 - Realistic Fiction Stories (Student & Teacher)
 - Memoirs (Student & Teacher)

Optional Resources:

Jennifer Serravallo's Writing Strategies Book

Storyline Online

Any Patricia Polacco text

[Story idea generation](#)

[My Storyboard planner](#)

[Story summary planner](#)

[Narrative organizers](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Write a narrative	Name & Notice the qualities of memoirs to craft them.	Mini Lesson: GEN.U4.WML1 (pgs 172-173)	-Varying ways to represent compare character, setting, problem, POV, conflict,

<p>1-2 weeks</p> <p>*Lessons here are for the memoir/ personal narrative. Included are the mini lessons and pages for other narrative types**</p>	<p>Reread writer's notebook entries to identify frequent themes.</p> <p>Choose a specific memory to focus on, and identify the message.</p> <p>Create detailed, descriptive scenes that communicate the big idea or message.</p>	<p>Mini Lesson: Show a memoir, like Tongue-Tied and other memoirs to model and list noticings about memoir characteristics. Pairs or groups will work together to analyze other memoirs and work to create a chart of characteristics [Save for WPS.U10.WML2 (publishing)]</p> <p>Mini Lesson: GEN.U4.WML2 (pgs 174-175)</p> <p>Mini Lesson: Display a familiar memoir, such as Whoosh! and discuss the theme of facing fears. Use Tomato Summers from the online resources to identify the theme of family. Discuss other themes found in the teacher's and students' writer's notebooks. Create a chart of possible themes to quick write to.</p> <p>Mini Lesson: GEN.U4.WML3 (pgs 176-177)</p> <p>Mini Lesson: Display a memoir, such as Whoosh! and review memoir characteristics. In pairs, discuss possible themes to write to (use previous quick write paragraph). Choose a memory that fits the quick-write theme and expand on it.</p> <p>Mini Lesson: GEN.U4.WML4 (pgs 178-179)</p> <p>Mini Lesson: Use Whoosh! to discuss the scene the author creates and the lesson learned with the language used. In a memoir in notebooks, what details would create a scene to help readers understand your message? Create a chart about what is learned about how writers create memoirs.</p>	<p>solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p> <p>Notebook checks</p> <p>Discussions</p> <p>Written responses</p> <p>Notebook checks</p> <p>Discussions</p> <p>Written responses</p> <p>Anchor chart</p>
<p>Learning from Writers & Illustrators</p> <p>To coincide with narrative writing</p>	<p>Notice the decisions writers make</p> <p>Notice the decisions illustrators make</p>	<p>Minilesson: CFT.U1.WML1 (pgs 338-339)</p> <p>Mini Lesson: Use IRA such as My Man Blue, The Poet's Dog, Mrs. Katz & Tush to discuss the writers' craft (poetic, descriptive, figurative language). Create chart to illustrate authors' decisions about language usage.</p> <p>Minilesson: CFT.U1.WML2 (pgs 340-341)</p> <p>Minilesson: Use IRA such as Smoky Night, and Mrs. Katz and Tush to discuss illustrators' styles and choices. Create a chart to illustrate how to include illustrations in personal writings.</p>	<p>IRA discussion</p> <p>Anchor charts</p> <p>Notebook check</p> <p>IRA discussion</p> <p>Anchor charts</p> <p>Notebook check</p>

	Use poetic or descriptive language to describe a setting	357) Vocabulary: senses, figurative language, simile, metaphor Minilesson: Use Morning on the Lake to discuss the words used to make an image of the setting, paying close attention to the details involving your senses, or figurative language go through pages 1-10, pausing to take notes.	Discussions Anchor charts Notebook check New writing
	Adding real-life details to the setting	Minilesson: CFT.U3.WML3 (pgs 358-359) Vocabulary: realistic, information Minilesson: Use The Treasure Box pages 9-10 do discuss the words and illustrations and what they show about the setting (“trudged through the mud and rain...”) Create a chart to show general terms and real life details to describe the setting. Repeat with pages 17 & 18. in notebooks: use a well-known setting that could be used in your writing.	Discussions Anchor charts Notebook check New writing
	Reveal the setting through the characters’ words	Minilesson: CFT.U3.WML4 (pgs 360-361) Vocabulary: reveal, dialogue Minilesson: Use Mrs. Katz and Tush and Nim and the War Effort, and discuss how dialogue reveals clues about the setting of a story and apply to personal writing.	Discussions Anchor charts Notebook check New writing
	Create mood in a story through setting details.	Minilesson: CFT.U3.WML5 (pgs 362-363) Minilesson: Use page 3, 12, & 25 of Under the Quilt of Night and pages 24,44, & 45 of Coraline. Discuss the mood based on setting details. List possible moods or feelings created. Discuss how the setting affected the mood.	Discussions Anchor charts Notebook check New writing
	Use dialogue in writing	Minilesson: CFT.U4.WML1 (pgs 366-367) Minilesson: Use Coraline pages 84 & 85, pages 21-22 of Ada’s Violin, and last page of Sami and the Time of the Troubles. Create a 2 column chart to show how writers make dialogue interesting and meaningful.	Discussions Anchor charts Notebook check New writing
		Minilesson: CFT.U4.WML2 (pages 368-	

	<p>Make it clear who is speaking in dialogue</p> <p>Using action with dial</p> <p>Craft leads and endings in writing</p>	<p>369) Clarify speaker in dialogue</p> <p>Minilesson: CFT.U4.WML3 (pages 370-371) Break up dialogue with narration and action</p> <p>Minilesson: CFT.U5.WML1 (Pages 374-375)</p> <p>Define: Lead</p> <p>Minilesson: Use various texts (page 373) to illustrate how the authors use dialogue as a lead. Create anchor chart about how to begin a narrative.</p>	<p>Discussions</p> <p>Anchor charts</p> <p>Notebook check</p> <p>New writing</p>
Write from a new perspective or in a new form.	<p>Life experiences give you a unique perspective.</p> <p>Learn and write about other people's lives</p> <p>Write about familiar topics in new genres</p>	<p>Minilesson: WPS.U5.WML 1 (pages 598-599)</p> <p>Define: experiences; identity; perspective</p> <p>Minilesson: Use identity webs and discussion about things students have been thinking about to write their perspective on a particular topic. Create a chart with the key words: I am... and Some current events or news stories I've been thinking about are...</p> <p>Minilesson: WPS.U5.WML2 (pages 600-601)</p> <p>Define: interview</p> <p>Minilesson: Discuss people that could be interviewed and possible questions and create a chart for reference.</p> <p>Minilesson: WPS.U5.WML5 (pages 606-607)</p> <p>Define: territories; genre; form; topic</p> <p>Minilesson: Discuss favorite topics to write about (notice commonalities in notebooks) and brainstorm different ways to write about them (in a new genre) or use the Mentor Texts to write a known IRA in a new genre.</p>	<p>Mentor Text grid</p>
Revising, Proofreading, & Editing your writing	<p>Delete information that doesn't make sense or is off topic or message.</p>	<p>Minilesson: WPS.U8.WML1 (pages 630-631)</p> <p>Minilesson: Use Malala (pages 6 & 7) & Iqbal (Pages 10&11) as well as previously prepared anchor chart. Discuss what can be eliminated. In pairs, discuss why revision is important. Begin to revise personal writing.</p> <p>Minilesson: WPS.U8.WML2 (pages</p>	<p>CUPS & ARMS chart for editing & revising</p>

	Use transition words	632-633)	
	Replace vague words and combine sentences	<p>Define: Transition</p> <p>Minilesson: Use The Lamp, the Ice, and the Boat Called Fish and The Village That Vanished and discuss the transition words. Add transitions to show passing of time</p> <p>Minilesson: WPS.U8.WML3 (pages 634-635)</p> <p>Minilesson: Use texts King of the Sky, and The Village That Vanished or Home to Medicine Mountain, paying attention to the precise wording used. Apply to writing</p>	
	Make sure the order of the story makes sense.	<p>Minilesson: WPS.U8.WML4 (pages 636-637)</p> <p>Prepare chart from page 637 ahead of time.</p> <p>Minilesson: Use texts such as Let the Celebrations Begin! & Ada's Violin and discuss how the order of the stories helps the story make. Discuss the revision of the order of the writing on the prepared chart. Work in groups to discuss revision of order so writing makes sense.</p>	
	Communicate ideas clearly	<p>Minilesson: WPS.U9.WML1 (pages 640-641)</p> <p>Prepare writing sample on page 641 ahead of time.</p> <p>Minilesson: Use Birds page 14 and prepared writing sample. Discuss the issue with the sample. Partners talk about checking to make sure writing makes sense. Discuss how to make corrections.</p>	
	Check correct spelling	<p>Minilesson: WPS.U9.WML2 (pages 642-643)</p> <p>Prepare chart on page 643 prior to lesson.</p> <p>Minilesson: Use Cycle of Rice, Cycle of Life and prepared writing sample with misspelled words. Circle misspellings and spell them correctly. As a group, create a proofreading checklist.</p> <p>Minilesson: WPS.U9.WML3 (pages</p>	

Publishing Writing	Utilize proper paragraphing	<p>644-645)</p> <p>Create chart on page 645 and student copies ahead of time.</p> <p>Minilesson: Use Gorilla Walk pages 18-19 to discuss the way the Lewins used paragraphing in their writing. Use prepared sample (use copies for students) for paragraphing practice. Add paragraphing symbol to proofreading checklist.</p>	
	Utilize proper punctuation and capitalization	<p>Minilesson: WPS.U9.WML4 (pages 646-647)</p> <p>Prepare writing sample on page 647 ahead of time.</p> <p>Minilesson: Use The Story of Salt and prepared writing sample to discuss punctuation and capitalization. Work in pairs to correct punctuation & capitalization in the writing sample.</p>	
	Utilize quotation marks correctly	<p>Minilesson: WPS.U9.WML5 (pages 648-649)</p> <p>Minilesson: Use Team Moon and discuss the use of quotation marks on pages 9 & 10. Check writing sample. Apply principle to a piece of their writing that has quotation marks. Add quotation marks to proof reading checklist.</p>	
	Choose and prepare a piece of writing to publish	<p>Minilesson: WPS.U10.WML1 (pages 652-653)</p> <p>Minilesson: What does it mean to publish a piece of writing? What do authors have to do to publish a piece of writing? Create a chart of the steps needed to publish a piece of writing. In pairs, discuss which pieces will be brought to publication, and begin proofreading, revision and editing processes.</p>	
		<p>Minilesson: WPS.U10.WML2 (pages 654-655)</p> <p>Minilesson: Use a previously created writing rubric and discuss its purpose. (Refer to GEN.U4.EML1 and prepared chart). Discuss: Why is it good to use a rubric to self-assess your writing?</p> <p>Minilesson: WPS.U9.WML3 (pages 656-657)</p> <p>Minilesson: Choose a piece of writing, create a mini-portfolio, and reflect on it</p>	

		by writing a longer reflection. Partners discuss a piece of writing that shows their growth as a writer. Create a mini-portfolio showing the process of bringing the piece to publication. Write 1 or 2 paragraphs explaining the growth.	
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Standards

ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA.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.
ELA.W.NW.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
ELA.W.NW.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
ELA.W.NW.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA.W.NW.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.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.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

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- Consistent with individual plans when appropriate.
- English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn-and-talk portion of IRA lesson, and provide frequent checks for understanding.
- Student With Disabilities- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions; provide story starters for each portion of the narrative; provide the option to create a graphic novel; work with a partner to create a narrative
- For narrative writing, graphic text lessons can be found in GEN.U6.WML 1-4 (pages 316-324)
- Gifted Students- Create narratives with subplots or multifaceted characters;
- For narrative writing, lessons on writing fairy tales can be found in GEN.U6.WML1-7 (pages 198-212) or lessons for writing tall tales can be found in GEN U7.WML 1-4 (pages 214-221) or graphic text lessons can be found in GEN.U6.WML 1-4 (pages 316-324)

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more as represented in IRA.

Math- Create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA.

Technology- Research additional information on topics discussed in IRA through Achieve 3000 or Epic.

21st Century Connections

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community-building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

MATH.5.DL.A.1	Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.
MATH.5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g., chart, storyboard, video presentation).
MATH.5.DL.A.3	Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).
MATH.5.DL.A.4	Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples.
ELA.SL.PI.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.
SCI.5.LS2.B	<p>Cycles of Matter and Energy Transfer in Ecosystems</p> <p>Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.</p>

Unit 4: In My Opinion...

Content Area: **Language Arts**
Course(s): **Writing Mini Lessons**
Time Period: **2nd Trimester**
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

This unit will teach students how to write a persuasive essay in which they provide reasons and evidence to support a thesis. As students develop as writers, they will begin to write more compelling and convincing arguments. Students will compose a focused essay that includes an introduction, three detailed paragraphs, and a closing. Students will identify a purpose and think about the message they want to communicate to their audience. In the end, students will understand that through their writing, they have the power to influence others.

Enduring Understandings

- Persuasive writing requires a clear stance and evidence to support the claim.
- Persuasive writing requires a strong thesis statement supported by facts and the emotions of the author.
- Powerful leads grab the reader's attention and introduce the reader to a piece of writing that is filled with cumulative information.
- An opinion is never incorrect when it can be supported by solid facts and strong evidence.

Essential Questions

- What are the differences between an opinion and a persuasive essay?
- What does it mean to voice an opinion?
- How can written facts convince a reader to see our opinion?
- What are the components of an opinion essay?
- What is an effective opinion essay?
- What is a thesis statement?
- How does evidence impact the quality of an argument?

Summative Assessment and/or Summative Criteria

- Students will create a personal narrative or imagined story using the steps of the writing process.
- Students will create a personal narrative or imagined story in response to an on demand writing prompt.
- Students will create a personal narrative or imagined story based off of a read aloud that flips the point of view or continues the story beyond the author's ending.

Resources

Fountas and Pinnell Writing Minilessons Book

The Writing Strategies Book by Jennifer Serravallo

Fountas & Pinnell Sample opinion essays

Fountas & Pinnell sample persuasive essays

I Wanna Iguana or I Wanna New Room by Karen Kaufman Orloff

Dear Mrs. LaRue by Mark Teague

A Chair for My Mother by Vera B. Williams

What If Everybody Did That? by Ellen Javernick

Debates from Storyworks

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Write an Opinion Essay		Prior to beginning the study of opinion writing, create mini-writes stating an opinion about something and give reasons why (coolest animal; best fast food, favorite song)	Mini-writes
	Determine the purpose for writing Determine message to communicate to the reader	Minilesson: WPS.U6.WML1 (pages 612-613) Define: reason, topic, purpose, genre <ul style="list-style-type: none">• Use IRA such as The Treasure Box and Seeker of Knowledge to discuss common themes and purposes for writing.• Create an anchor chart illustrating different purposes, genres and types of writing (see page 613) Minilesson: WPS.U6.WML2 (pages 614-615) Define: audience, message <ul style="list-style-type: none">• Use IRA such as Pablo Neruda to illustrate the author's message and discuss what questions could be asked to determine the message writers want to communicate.• Create a chart to keep thinking about the message and the audience in one place• See also Serravallo page 144 (Imaging Your Audience and Consider your Purpose)	Anchor chart with definitions and types of writing Noticings of themes Discussion
Studying Literary Essays (1 Day)	Notice the qualities of literary essays	Minilesson: GEN.U11.WML1 (pages 258-259) Define: literary essay; introduction; conclusion; argument; thesis; evidence <ul style="list-style-type: none">• Distribute to small groups a sample literary essay. Have students identify the authors' thesis of opinion and highlight the evidence to support it.• Create an anchor chart illustrating the	Anchor chart with definitions Noticings of commonalities Discussion Group talk

		commonalities in the essays (see page 259)	
Writing an interesting hook.	Write an introduction to hook readers and present an argument.	Minilesson: GEN.U11.WML3 (pages 262-263) Define: hook; argument; thesis <ul style="list-style-type: none"> • Display various introductions to literary essays • Use introduction to a literary essay and chart noticings. Generalize similarities. • Discuss the information to include in the introduction(partners or small groups). Add to chart (see page 261) • See also: Serravallo page 153 	Definitions added to chart. Chart noticings (see page 263) Group Talk Turn and talk
Writing and supporting a thesis statement	Provide support for your thesis statement	Minilesson: Gen.U11.WML4 (pages 264-265) Define: literary essay, reason; evidence; thesis <ul style="list-style-type: none"> • Use the Literary Essay to discuss the author's message. Discuss what the author does to prove his thesis statement? What evidence is provided? (create a chart) • Use the text White Water and a prepared chart (page 265) to chart evidence. • Apply to personal writing. 	Definitions added to notebooks and chart Chart noticings (see page 265) Group talk Partner talks Thesis statement support
Write a conclusion paragraph.	Construct a strong concluding paragraph	Minilesson: GEN.U11.WML5 (pages 266-267) Define: conclusion; summarize <ul style="list-style-type: none"> • Discuss the ending of the Literary Essay and chart noticings. (see page 267). • Discuss conclusion of literary essay on White Water and add noticings to anchor chart. • Craft concluding paragraph for literary essay. 	Definitions added to notebooks and chart Chart noticings (see page 267) Group talk Partner talks Conclusion paragraph and statement
Write a persuasive speech	Select a topic to write a persuasive speech	Minilesson: GEN.U12.WML1 (pages 270-271) Define: speech; topic; persuade; convince <ul style="list-style-type: none"> • Minilesson: Use persuasive essay to discuss the qualities of a persuasive speech. Chart on paper and in notebooks. • Discuss possible topics for a speech (Seravallo page 156) 	Definitions added to notebooks Chart responses Group discussions Partner discussions
	Write a speech with personal opinion	Minilesson: GEN.U12.WML2 (pages 272-273) Define: persuasive speech; opinion; convince; claim;	Definitions added to notebooks

	Deliver a speech using effective communication skills	<p>evidence;</p> <ul style="list-style-type: none"> Use this speech or another prepared speech to discuss the characteristics of a good speech. Chart on paper and in notebooks. Continue to work on personal speeches <p>Minilesson: GEN.U.12.WML3 (pages 274-275)</p> <p>Define: audience; fact; example; emotion</p> <ul style="list-style-type: none"> Minilesson: Discuss how to get people to agree with your opinion; Chart responses (see page 275) Partner discussion about convincing an audience to agree with opinion (add to chart) <p>Minilesson: GEN.U12.WML4 (pages 276-277)</p> <p>Define: practice; present; enthusiastic; confidence; volume</p> <ul style="list-style-type: none"> Minilesson: Listen to various speeches and record noticings on a chart (similar to page 277) Practice speeches with a partner before presenting to the class 	<p>Responses Charted</p> <p>Partner discussions</p> <p>Definitions added to notebooks</p> <p>Responses charted partner discussions</p> <p>Definitions added to notebooks</p> <p>Responses charted</p> <p>Speeches</p>
Correct Point of View	Write from the correct point of view	<p>Minilesson: CFT.U10.WML1-3 (pages 434-435)</p> <p>Define: perspective; first person; second person; third person; point of view</p> <ul style="list-style-type: none"> Minilesson: Use IRAs Silent Music, If You're Not From the Prairie; and Mrs. Katz & Tush and discuss the points of view for each. Create a chart illustrating each POV, a definition, why to use each one and How to use them (see page 439). Discuss with a partner which point of view would be most effective in writing an opinion essay 	<p>Definitions added to notebooks</p> <p>Chart with point of view</p> <p>Group discussion</p> <p>Partner discussion</p>
Topic Selection	Choose a Topic for an opinion essay	<p>The Writing Strategy Book</p> <p>3.7 "Writing to Change the World" (page 100)</p> <p>3.11 " Mine Mentor Texts for Topics" (page 104)</p> <p>F&P GEN U12.WML1 (pages 270-271)</p> <p>*Read Dear Mrs. LaRue or a different book expressing opinions to engage in discussion about opinions.</p>	<p>Discussions</p> <p>Copies of Storyworks debates in writing folders or notebook with completed debate exercises</p> <p>Topic ideas lists in notebooks</p>

		opportunities for practicing and supporting opinion essays.	
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Standards

ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA.W.AW.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.
ELA.W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
ELA.W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA.W.AW.5.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.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.
ELA.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.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, & Gifted Students

- Consistent with individual plans when appropriate.

* Multilingual Learners- Provide paragraph frames to assist in the writing process. Provide sentence starters to assist with the structure of sentences. Provide a word bank of persuasive words as well as real-world examples for new terms.

* Student With Disabilities- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the text as

needed. Provide paragraph frames to assist in the writing process. Provide sentence starters to assist with the structure of sentences. Provide a word bank of persuasive words along with simplified definitions.

* Gifted Students- Provide more complex issues that lend themselves to debate. Provide an argument and counterargument of a topic to construct both sides of the debate. Use nontraditional forms of opinion and persuasion: A scripted debate, a TED-style talk.

Suggested Technological Innovations/Use

* Digital Reading options with debatable topics: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Mackinvia; Tumble Books, NewsELA, CommonLit, Epic, Scholastic Storyworks, Readworks

* Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

* Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

* Science- Research an environmental issue, and create a call to action for a solution

* Technology- Research additional information on topics discussed in IRA through Achieve 3000 or Epic.

21st Century Connections:

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community-building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

SOC.6.1.5.GeoHE.1

Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

SCI.5-ESS3-1

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

SCI.5.ESS3.C

Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

SOC.6.3.5.CivicsPD.1

Develop an action plan that addresses issues related to climate change and share with school and/or community members.

SOC.6.3.5.CivicsPD.2

Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit 5: Information, Please!

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Trimester**
Length: **2-3 weeks**
Status: **Published**

Summary of the Unit

In this unit, students are guided through the process of researching, organizing, and presenting information on a topic of interest or curriculum related. The unit focuses on developing students' ability to write clearly and logically, using facts, definitions, details, and examples to support a central idea. Common challenges such as narrowing down broad topics, distinguishing between main ideas and supporting details, and using appropriate academic language will be addressed throughout the unit. Other struggles include organizing information in a coherent sequence and maintaining a formal tone throughout writing. To address these challenges, the unit incorporates mini-lessons on text structure (such as cause and effect, compare and contrast, and problem and solution), note-taking strategies, and the use of graphic organizers. Students will conduct basic research using nonfiction texts and digital sources, paraphrasing information, and citing sources appropriately. Students will revise and edit their work based on peer and teacher feedback, focusing on clarity, coherence, and accuracy.

Enduring Understandings

- *Effective research begins with a focused and manageable topic.
- *Writers use facts, definitions, details, and examples to develop and support a central idea.
- *Clear organization and logical structure are essential for effective communication.
- *Writing is a process that includes planning, drafting, revising, editing, and reflecting.
- *Graphic organizers and note-taking strategies support comprehension and information management.

Essential Questions

- How does a writer decide what to write about when writing informational text?
- Does the writer know enough about the topic to compose a thorough essay?
- What structure will the writer choose to organize the essay?
- Why is a thesis statement important?
- Where does the writer locate his/her facts? Are the facts presented in a logical order?
- Has the writer included important nonfiction text features in the piece?
- Is the information organized in a way that best teaches the subject to the reader?
- How does a writer paraphrase facts in his/her own words to avoid plagiarism?
- Is there a strong introduction and a strong conclusion?

Summative Assessment and/or Summative Criteria

- Students will publish an informational essay about a topic they are knowledgeable about.
- Students will publish a research based cross-curricula informational essay

Resources

Fountas and Pinnell **Writing Mini Lessons Book**

The Writing Strategies Book by Jennifer Serravallo

[Transition Word list](#)

[Revising Checklist](#)

[Editing Checklist](#)

IRA Units including but not limited to *Expository Nonfiction*; *Caring for Our World*; *Understanding How Things Work*; *Problem Solving & Resourcefulness*

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<i>Review: Studying informational texts/essays</i>	<i>Notice the qualities of good informational text</i>	<p><i>* Before the unit, have students engage in short readings of different forms of expository non-fiction if necessary (IRA. Review overall structure to differentiate those texts from prose, dramas, poetry, etc using IRAs, guided reading books, etc</i></p> <p><i>*Review author's purpose (PIE) and explain how informational writing has a different feel and purpose</i></p>	<p><i>Discussion</i></p> <p><i>Turn & Talk</i></p>
Writing Feature articles (2 days)	Notice the qualities of a good feature article	<p>Minilesson: GEN.U9.WML1 (pgs 236-237) <i>*Define feature article; topic, voice</i></p> <p><i>*Discuss vocabulary through Google slides, Canva, graffiti wall or vocabulary chart. Provide examples to bring words to life</i></p> <p><i>* Create anchor chart (pg 237) with qualities of a Feature Article</i></p> <p><i>*Divide students into small groups and hand out feature articles from F&P resources or from other sources such as Achieve 3000, etc</i></p> <p><i>*Groups will read articles and identify characteristics by answering basic questions about the text (see page 236).</i></p>	Vocabulary anchor chart & small copies for student notebook
<p>Topic Selection is based on instructional choice of staff.</p> <p>Options include (but are not limited to) Animals; National Parks/Monuments; weather phenomena; historic figures</p>			
Project Overview (1 day)	Make lists of topics you know, are interested in, and care about	<p>Minilessons WPS.U3.WML1 (pg 568-569)</p> <p><i>*Define expert</i></p> <p><i>* Discuss as a class the parameters of the Informational/Research project. Review rubrics for Feature Articles from F&P</i></p> <p><i>*Explain that when an author feels strongly about a topic, the writing is more genuine</i></p> <p><i>*Using chart paper hung around the room with possible broad topics on each page, students will circulate and add subtopics to each list that interests them</i></p>	<p>Chart of project parameters</p> <p>Chart paper with possible topics</p> <p>Discussion</p> <p>Turn & Talk</p>
Topic Selection (1 day)	Choose a topic and think about your point of view	<p>Minilesson: GEN.U9.WML2 (pgs 238-239)</p> <p>Define: <i>point of view; aspect</i></p> <p>Use feature article text <i>Emma Gatewood Goes for a Walk</i> or similar article and</p>	Anchor chart on POV with small fillable copies for students

		<p>discuss. Discuss that POV isn't necessarily WHO is giving the information, but how the author feels about a topic. Create a chart about Point of View and discuss how to choose a topic for a feature article.</p> <p>Students should have an idea about what they want to research for their project</p>	
Narrowing topic (1 day)	Use webs or other graphic organizers to explore and focus a topic	<p>Minilessons WPS.U4.WML2-3 (pgs 576-579)</p> <p>*Explain that topics can be large so writers need to focus on their main idea of their writing piece</p> <p><i>If the class has free choice on the research paper, then use webs to help students to focus their topics for researching</i></p> <p><i>*Introduce different techniques to help students focus their topic such as webs and sketch-notes (pgs 574-577). Students will create one web with all possible subtopics and narrow down to a specific topic (see Writing Strategy Book 5.33)</i></p> <p><i>*Students will use narrower topic to again create a web to focus on details or generate questions to help with overall focus of the topic</i></p>	<p>Chart paper to model how to create webs to narrow focus of a topic</p> <p>Webs for writing notebooks or folders</p>
Researching in digital environments (2 days)	<p>Use a variety of sources from which to collect information about a topic</p> <p>Search efficiently and effectively for information on the internet and in books</p> <p>Evaluate whether you found the appropriate information you need</p>	<p>Minilessons: GEN.U9.WML3 (pg 240-241); WPS.U4.WML1 (pgs 582-583)</p> <p>*Discuss/review vocabulary words: primary source vs secondary source. Show examples of both</p> <p>*Create anchor chart with help of students of different sources to find information. (Anchor charts pgs 241 & 583)</p> <p>Minilesson WPS.U4.WML3-4 (pg 584-586)</p> <p>*Display Google (or another search engine) on Smartboard. Explain that the information here can be overwhelming</p> <p>*Provide students with list of district approved online resources that will help narrow the choices and be more age appropriate (see list provided by Media Specialist)</p> <p>*Create chart with problems and solutions for searching for information</p> <p>* Model how to skim a website to evaluate for relevancy, analyze author, and sources</p> <p>* Record website address/name to keep for future reference if it is a "good choice" (chart pg 587)</p>	<p>Chart paper Discussion</p> <p>Chromebooks List of district approved websites</p>
	Select facts that	Minilesson CFT.U13.WML3 (pgs 468-	Mentor texts

	will interest the reader	469) WPS.U6.WML1-3 (pgs 612-617) *Using past IRAs such as One Well, Skateboards , etc. discuss how the author's choice facts to include that would speak to them as readers. *Group students based on topics to discuss their overall purpose of their piece as well as the audience (see chart pg 469) *Using RAFT , students will record, writing notebook, ROLE AUDIENCE FORMAT (feature article) TOPIC	Chart paper Discussion Writing notebooks
Planning: Taking Notes (3-4 days)	Take notes about your topic in your own words	Minilessons WPS.U4.WML4 (pg 588-589) The Writing Strategy Book 6.18 "Keeping a Research Notebook"; *Teacher will decide, based on students' abilities, what format students will use to take notes. <i>-Outline (see Writing Strategy Book 5.13)</i> <i>-One topic per page in notebook</i> <i>-One topic per page in notebook and sticky notes</i> <i>-Index cards</i> *Teacher will model, using thinking aloud, what is important and worth writing down *Teacher will stress the need to write notes in our own words *Students will take notes on subtopics within their main topic	Anchor chart with tips on how to take notes Discussion Writer's notebook, post-its, or Writer's folder with index cards
Planning: Vocabulary building within a topic (1 day)	Choose and sketch a few objects to represent the big ideas of your topic	Minilessons: WPS.U3.WML4 (pgs 574-575); WPS.U4.WML6 (pg 584-585); WPS.U4.WML7 (pgs 594-595) The Writing Strategy Book 6.19 "Read, Sketch, Stretch" *Remind students that good authors provide details and vocabulary that may be new to the reader *Model generating a list of key vocabulary words that are pertinent to their topic and sketch topic-related artifacts, etc. *Create page in notebook for these items *Students will look back over notes and resources to locate topic-related vocabulary to write and sketch (sketch-notes)	Chart paper Discussion Writing notebook
Planning: Make facts come to life (1 day)	Use imagery to make a fact come alive	Minilesson: CFT.U13.WML 1 (pgs 464-465) *Use IRA such as Top to Bottom Down Under; Ella Fitzgerald , etc. to show how imagery and word choice with figurative language works in nonfiction The Writing Strategy Book 6.35	Chart paper Discussion Writing notebooks

		<p>*To help students add details to their writing, explain that by sketching a scene, moment, event from their research, their writing will “come alive”</p> <p>*Model how to make a fact come alive through creating a scene with descriptive details and explain that this drawing will be used when drafting that section of the article with descriptive details</p>	
Drafting an introduction (1 day)	Hook your readers from the beginning	<p>Minilesson GEN.U9.WML4 (pg 242-243)</p> <p>*Revisit feature -articles F&P writing piece from beginning of unit and examine the introductions. Discuss the hook’s word choice and its effectiveness in drawing interest</p> <p>*Create anchor chart that outlines the format of an introductory paragraph. (see pg 243)</p> <p>*Teacher should model how to write an introduction for a “modeled feature article”</p> <p>*Students will write their own introductory paragraph (Google docs or notebook)</p>	<p>Chart with format of introduction paragraph</p> <p>Chart paper with teacher’s modeled draft</p> <p>Rough draft paper, writing notebook or Google Docs blank template</p>
Drafting body paragraphs with headings (4-5 days)	Use headings and subheadings to tell what a part is about	<p>Minilesson CFT.U12.WML2 (pg 454-455)</p> <p>*Use IRA such as Giant Squid or Mr. Ferris & His Wheel to illustrate the use of headings and subheadings; create a chart illustrating reasons (pg 453)</p> <p>The Writing Strategies Book 7.16 “Clever Titles, Headings, and Subheadings”</p> <p>*Review, using mentor texts, how headings and subheadings help the reader distinguish between the information being presented.</p> <p>*Model how to look at each section of facts and data collected through research to create an appropriate heading for each section so students can generate headings/ subheadings for each section of their feature article and record them in their note pages</p> <p>*Model how to write/type headings with a different font that is usually bolded and on a separate line within the body of text</p>	<p>Chart paper of teacher draft</p> <p>writing notebook</p>
	Write with a strong voice	<p>Minilesson GEN.U9.WML5 (pg 244-245)</p> <p>Minilesson CFT.U11.WML1-3 (pgs441-447)</p> <p>*Teacher will remind students that good writers write and use language with the reader in mind.</p> <p>*Use “Emma Gatewood Goes for a Walk” and IRA to discuss the voice and language used.</p> <p>*Model how to speak to reader, use punctuation in interesting ways, powerful word choices, and to say things in surprising ways to hold attention.</p>	Discussion

	<p>Draft paragraphs within headings with main idea and supporting details in mind</p> <p>Understand that writers use connecting words, phrases, and sentences to add information</p>	<p>Minilessons CFT.U12.WML1 (pg 452-453) Minilessons CNV.U4.WML2 (pgs 538-539)</p> <p>*Teacher will model with one subtopic how to take all the collected information and formulate a solid paragraph (use IRA from expository NF text set—see pg 538 for specific pages) Create an anchor chart to illustrate paragraphing in informational text. *Remind students that a heading or subheading points to the main idea. Model how to use that heading to compose a topic sentence. *Model how to turn the collected facts into detail sentences that have a logical order and format</p> <p>Minilesson: CFT.U13.WML1-4 (pgs 464-471) *Teacher will model how to create voice using punctuation, capitalization, print style, word choice or using creative wording to show details *Students will draft body paragraphs with main idea/topic sentences and supporting details</p>	<p>Chart paper of teacher draft</p> <p>Rough draft paper, writing notebook or Google Docs</p> <p>Transition Word list (add to notebook)</p>
	<p>Add details to support facts</p> <p>Use descriptions to give readers a picture in their minds</p> <p>Tell about an experience from your life to teach more about a topic</p>	<p>The Writing Strategies Book 6.22 “Support Your Facts” (pg 233) *Teacher will have students look back at their domain specific vocabulary and sketch from note-taking lessons * Ask students to re-read their body paragraphs within each heading/ subheading. Ask students to look for the usage of key vocabulary words. Ask them to first bold that word within the text. Then evaluate if the word needs explaining. Students can... -add a definition -add an example -add a story to elaborate</p> <p>Minilesson CFT.U8.WML1-6 (pgs 411-423) Define: comparison, describe *Use IRA such as <i>Encounter</i> or <i>Letters from Rifka</i> to discuss the use of figurative language and vivid wording to liven up writing. *Model how to use sketch to add details to the section that pertains to those facts by adding adjectives, adverbs, onomatopoeia, etc.</p> <p>Minilesson CFT.U13.WML1&2(pgs464-466) *When appropriate, students can add a personal experience to their body paragraphs to teach more about a</p>	<p>Teacher Draft Anchor chart on supporting facts (WSB pg 233)</p> <p>Rough draft paper, writing notebook or Google Docs</p> <p>Discussion of observations Anchor charts (put in notebooks)</p>

	Organize writing in a way that is logical and understandable	<p>topic (use <i>Top to Bottom Down Under</i> or <i>Giant Squid</i> as an example) Create a chart to keep track of figurative language used.</p> <p>WPS.U8.WML4 (pgs 636-637) *Hand out a list of key transition words used in comparisons, explaining, etc. Transition word list *Discuss how transition words help the reader move from one key detail to the next with flow</p> <p>*Students will add transition words to each paragraph to improve writing *Discuss how moving information within writing can help maintain cohesion in the piece.</p>	
Drafting a Conclusion paragraph (1 day)	Write a paragraph that summarizes the feature article and satisfies the readers	<p>Minilesson GEN.3.WML3 (pgs 168-169) *Create anchor chart on how to conclude a feature article (see chart on p169) - Restate main idea - SUMMARIZE reasons and evidence - End writing in a way that satisfies the readers</p>	<p>Chart of conclusion paragraph format</p> <p>Chart paper of teacher draft</p> <p>Rough draft paper, writing notebook or Google Docs</p>
Revising and editing (1-2 days)	<p>Make you communicate your ideas clearly Replace vague words to make writing more precise and interesting</p> <p>Check your spelling using multiple resources Check you punctuation and capitalization</p>	<p>Minilesson WPS.U8.WML 1 (pg 630-631) Minilesson WPS.U8.WML 3 (pg 634-635) Minilesson WPS.U9.WML3 (pg 632-633) Minilesson WPS.U10.WML1 (pg 640-641) Minilesson W9S.U10.WML4,5 (pg 646-649)</p> <p>*Students will re-read their essay. They will look to make sure their words are clear and in an order that convey their message precisely. *Students will make sure each paragraph only focuses on 1 idea. *If needed students will replace and add more precise nouns, verbs, adjectives, etc. *Check punctuation, paragraphing, spelling, etc.</p> <p>Minilessons WPS.U10.WML2-3(PG 640-643) *Using checklist, students will look for errors in spelling, punctuation, and capitalization</p>	<p>Revising Checklist CUPS & ARMS</p> <p>Students' rough draft</p> <p>Editing Checklist Student's rough draft</p>
Publish and self-assess (1 day)	Use a self-assessment rubric to reflect on areas of strength and	<p>Minilesson WPS.U12.WML2 (pg. 658-659) *Hand out student friendly rubric for student analyze their writing *Explain how to use a rubric (see chart</p>	<p>FeatureArticles Teacher.pdf FeatureArticles Student.pdf</p>

	determine future goals	pg 659) * Students will self-reflect and make any changes that will improve their writing before publishing *Students will publish their feature article	
Follow up projects Slideshows, posters, or videos (see resources for rubric)			
Follow up project ideas (5 days)	Make Informational Multimedia Presentations	Minilessons GEN.U8.WML1-5 (pg 224-232) *Students will organize information within headings on separate sections or slides *Present or narrate your multimedia presentation (live or recorded)	
	Make a Photo Essay	Minilessons GEN.U16.WML1-4 (pg. 316-323) *Decide what photos should show and how to order and place them on the pages *Add information (captions) to explain photos	
	Explore Digital Writing	Minilessons GEN.U17.WML1-4 (pg 326-333) *Organize your information for your audience *Include links, images, or videos to enhance digital writing *Design your digital text and images to capture the audience's attention	
	Use Text Features in Nonfiction Writing	Minilessons CFT.U12.WML1-5 (pg 452-461) *Notice why authors use different text features *Use sidebars to give extra information *Write captions under pictures *Use timelines to give information in chronological order	
	Illustrate and Use Graphics in Nonfiction Writing	Minilessons CFT.U15.WML1-4 (pg 486-493) *Use a variety of illustrations and graphics to teach about your topic *Use photographs and detailed illustrations to present information *Draw diagrams to give information *Use a close-up to show something in greater detail *Use maps and legends to give information	

Standards

ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuation for meaning and

	effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA.L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELA.W.IW.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 aid in comprehension.
ELA.W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA.W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
ELA.W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.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.
ELA.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.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Suggested Modifications for Students with Disabilities, ML, Academically At Risk, &

Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners - Provide picture cards with relevant vocabulary, provide word lists of sight words, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students write in their native language and slowly adapt to English, allow students to create an informational report using pictures/illustrations with captions

Student With Disabilities - Allow students to begin writing with an illustration, hand out word lists of common misspelled words to lessen frustrations, Use of paper templates (i.e. friendly letter template), checklists in writing folder or notebook with step by step directions

Gifted Students - Research an influential person from history and create a nonfiction written from the first-person perspective using accurate historical facts

Suggested Technological Innovations/Use

Work on Writing options: Google Classroom, Google Docs or Google Slides. Video creation option (PSA Public Service Announcement)

Use AI type websites such as *Kiddle* to generate possible topics for research

Use Adobe Express elements to create organizers to simplify the planning process

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Social Studies - Write a biography or feature article about a history or cultural event. Describe the background or origin, the accomplishments and impact. Include text features such as timelines, quotes, and sidebars with fun facts.

Science - Following a science experiment, create an informational piece about it, including materials, the procedure step-by-step, and the results. Include charts and graphs with labels

Math - Conduct surveys of teammates about favorites and graph the results. Write an article that explains the data, trends observed and possible reasons behind the results.

Reading - After reading a historical fiction or realistic fiction piece, research a real event associated with it (e.g., The Great Depression, or WWII for Esperanza Rising)

Art - Create an art piece (painting, sculpture, collage) and explain the materials used, the reasoning behind choices made, and what the point of the piece is and how they want the viewer of the piece to feel

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
SCI.5-PS1-3	Make observations and measurements to identify materials based on their properties.
MATH.5.DL.A	Understand and analyze data visualizations
MATH.5.DL.A.1	Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.
MATH.5.DL.A.2	Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g., chart, storyboard, video presentation).
MATH.5.DL.A.3	Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).
MATH.5.DL.A.4	Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

Unit 6: Poetry: Voices in Verse

Content Area: **Language Arts**
Course(s): **Writing Mini Lessons**
Time Period: **2nd Trimester**
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will explore the power of language through reading, analyzing and crafting original poems. They will analyze various forms of poetry, including but not limited to free verse, haiku, and narrative poetry. Emphasis will be placed on the use of figurative language, imagery, rhythm, and voice. Using mentor texts, class discussions, and shared writing, students will express their emotions, observations, and personal experiences. They will add to their writing portfolios and notebooks to show their progression as writers and poets. They will gain an appreciation for diverse voices in poetry, and be encouraged to take creative risks in their writing. The unit will be celebrated with a "Poetry Café," where students will showcase their talents,

either by performing or displaying their writing.

Enduring Understandings

- Poetry is a form of expression that helps us communicate emotions, ideas and experiences.
- Structure, sound and word choice create meaning in poetry.
- The writing process is essential in creating powerful poetry.
- Reading and writing poetry helps strengthen listening, observation and imagination.

Essential Questions

- How can poetry help us express ourselves?
- How do figurative language, word choice and tone create meaning in poetry?
- How do poetic devices like imagery and rhythm affect the reader's experience?
- What makes a poem powerful or memorable?

Summative Assessment and/or Summative Criteria

- Original poems added to notebooks and writing portfolios (with at least one connecting to another subject)
- Writing reflection explaining choices and how the process of creating poetry helped students express themselves
- Participation in Poetry Café

Resources

Fountas and Pinnell Writing Mini Lessons

Fountas and Pinnell Reading Mini Lessons

Jennifer Serravallo Writing Strategies

Fountas and Pinnell IRA:

The Way A Door Closes & Keeping the Night Watch from Family Text Set

A Poem for Peter from Author Study: Andrea Davis Pinkney Text Set

My Man Blue from Empathy Text Set

Author Study Text Set: Joyce Sidman

Exploring Literary Language Text Set

Readworks poetry Sets

Storyworks poems

Chart Paper

Poetry Examples

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessment
Create a Poetry anthology 1 week	<p>Understand the purpose of a poetry anthology</p> <p>Respond to poems with writing and art</p>	<p>Begin the unit by creating Poetry anthologies with 4 sections: "Poems That Tell About Me," "Responses to Poems," "Poem Connections," and "Poems from My Life".</p> <p>Minilesson: GEN.U13.WML1 (pgs 280-281) Define: anthology; poetry, poet, table of contents</p> <ul style="list-style-type: none">• Use IRA such as <i>Winter Bees</i> and <i>The Way A Door Closes</i> to discuss common themes and purposes for writing.• Begin to create student anthologies by creating poems that tell about them. Have a variety of poems available for them to read and add to their collection. <p>Minilesson: GEN.U13.WML2 (pgs 282-283)</p> <ul style="list-style-type: none">• Use "Geography Lessons" from <i>The Way A Door Closes</i> (pg 21) and "Oak After Dark" from <i>Dark Emperor</i> (pg 14) to discuss techniques, world placement and figurative language• Discuss that responses to poem are individual like responses to stories• Add "Responses to Poetry" section to notebook; discuss how to respond to poetry with art or writing OR art; create anchor chart as a visual for responding to poems. (see pg 283)	<p>Student copies of poems; anchor charts of definitions</p> <p>Discussions and responses to poems placed in notebooks</p>

	<p>Use similes and metaphors for description</p> <p>Use personification in poetry</p> <p>Use alliteration in poetry</p>	<p>Minilesson: GEN.U14.WML3 (pgs 294-295) Define: metaphor; simile; senses; compare; describe</p> <ul style="list-style-type: none"> • Use <i>Hoops</i> (pgs 2 & 13) <i>Sequoia</i> (pgs 25-26) & <i>This Is Just to Say</i> (pg 32) to illustrate simile and metaphor usage. Chart noticings. • Remind students to use similes and metaphors in their poem writing to describe subjects <p>Minilesson: GEN.U14.WML4 (pgs 296-297) Define: personification</p> <ul style="list-style-type: none"> • Use “Gramma’s China Bowl” in <i>The Way a Door Closes</i> (pg 32) and “The Watcher” in <i>My Man Blue</i> (pg 11) to discuss and chart personification. • List possible examples of personification to aid in writing <p>Minilesson: GEN.U14.WML5 (pgs 298-299) Define: alliteration; mood; pace; rhythm</p> <ul style="list-style-type: none"> • Use <i>Hoops</i> (pgs 4, 9, 12, 20) to discuss alliteration and how it creates rhythm in poetry • Revise an already written poem to include some alliteration <p>Minilesson: GEN.U14.WML6 (pgs 300-301) Define: repetition; impact; idea</p> <ul style="list-style-type: none"> • Use “When a Daddy Goes” from <i>The Way a Door Closes</i> (pgs 38-39), “Listen for Me” from <i>Song of the Waterboat Man</i> (pg 3) and “Spelling Bomb” from <i>This Is Just to Say</i> (pg 22) to discuss the authors’ use of repetition and how it affects the tone of the poems. • Use a common topic and create a shared poem that uses repetition (see pg 301) 	
<p>Writing Different Kinds of Poetry 1-2 weeks</p>	<p>Write a free-verse Poem</p> <p>Write a lyrical Poem</p>	<p>Minilesson: GEN.U15.WML1 (pgs 304-305) Define: mental image; pattern; free verse; rhythm</p> <ul style="list-style-type: none"> • Read “Snail at Moonrise,” “Love Poem of the Primrose Moth,” “Night Spider’s Advice,” and “Cricket Speaks” from <i>Dark Emperor and Other Poems of the Night</i> (pgs 8, 10, 16, & 20) Discuss and chart observations • Create a visual to aid in the creation of free-verse poems (see pg 305) <p>Minilesson: GEN.U15.WML2 (pgs 306-307) Define: lyrical poem; rhyme; description</p> <ul style="list-style-type: none"> • Read “Damon & Blue” and “My Man 	<p>Creation of shared poems in notebooks</p> <p>Student copies of poems; anchor charts of definitions</p>

		<p>Blue” from <i>My Man Blue</i> (pgs 13 & 1). Use the rhythm of the poem to show the lyricism of it. Discuss and chart noticings.</p> <ul style="list-style-type: none"> • Create a visual to illustrate characteristics of Lyrical poems (see pg 307) • Have several lyrical poems ready, such at “I Am a Rasta Man,” “Reggae,; and “Fate Opens Up Its Hand” from <i>I and I</i> (pgs 22,25, & 29) to further develop the concept • Choose a familiar topic and use to write a shared or paired lyrical poem 	Creation of shared poems in notebooks
Making the right language choices	Make up a word to fit your writing	<p>Serravallo 7.13: Make your Own Word (pg274)</p> <ul style="list-style-type: none"> • Provide lyrics to the song “Supercalifragilisticexpialidocious” and discuss how the word is made up because they couldn’t find a word to describe their thoughts and feelings. • Using pages from stories such as <i>Maniac Magee</i> “un-sat-on” front steps (pg 17) or the poem “Jabberwocky” by Lewis Carroll to illustrate made up words to fit the writing. • Create a visual to aid in making up the word (see pg 274) 	
		<p>Use poetry to reinforce other concepts:</p> <ul style="list-style-type: none"> • Fluency • Word hunts for specific skills (e.g., contractions, parts of speech, figurative language, • A jump start to “write long” for a narrative piece • Comprehension and story elements 	
		<p>Create poetry folders or notebooks:</p> <ul style="list-style-type: none"> • Folders: label one side poems to read; the other side: poems by me; give students an opportunity to write their own in the form they’ve read • Notebooks: Glue poems on left side page and use right side page to illustrate, react to, or write to the poem 	

Standards

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SCI.5.PS1.A	Structure and Properties of Matter
SCI.5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down. Energy can be transferred in various ways and between objects.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
SCI.5.LS1.C	Organization for Matter and Energy Flow in Organisms
SCI.5-LS2	Ecosystems: Interactions, Energy, and Dynamics
ELA.SL.PE.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.
SCI.5.LS2.A	Interdependent Relationships in Ecosystems
ELA.SL.UM.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.
ELA.SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Interactions of people and events throughout history have shaped the world we experience today.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Suggested Modifications for Student With Disabilities, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

- Multilingual Learners- Provide picture cards with relevant vocabulary, provide word lists of sight words, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions. Provide sentence starters (I see... I feel... I am...); poems as narratives
- Student With Disabilities- Allow students to begin writing with an illustration, hand out word lists of common rhyming words to lessen frustrations; use of paper templates and graphic organizers (i.e. haiku template), checklist in writing folder or notebook with step by step directions;
- Gifted Students- Provide opportunities to experiment with more complex forms (i.e.: sonnets, concrete

poetry); Write from another perspective; choice in publishing platforms for the showcase

- Use GEN.U15.WML3 (pgs. 308 & 309) to challenge students to write limericks (provide the rules and examples).
- Use GEN.U15.WML4 (pgs. 310-311) to write a poem for 2 voices.
- Use GEN.U15.WML5 (pgs. 312-313) and Serravallo 7.14: Leave Only the Essential Words (pg275) to write a “found” or “Black out Poem

Suggested Technological Innovations/Use

- Use of Google Docs for collaborative poems, peer/teacher review
- Multimedia portfolio
- Adobe Express or Google Slides for presentation, illustrations, animated poems, etc.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- Science: Weather poems using onomatopoeia and personification; plant life haiku; Earth Day poems
- Social Studies: Write a poem from the perspective of a person from history; poems to celebrate ancestral heritage;
- Math: Concrete poetry for geometric figures; poems to describe math processes (e.g., how to multiply fractions)
- Art: Poetry collages; black-out poetry; illustrate a piece of instrumental music or write lyrics to an instrumental piece

VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
MATH.5.G.B	Classify two-dimensional figures into categories based on their properties
SCI.5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
SCI.5.LS2.A	Interdependent Relationships in Ecosystems
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

