

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> <i>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.</i> <i>B. Provide logically ordered reasons that are supported by facts and details.</i> <i>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i> <i>D. Provide a concluding statement or section related to the opinion presented.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences

Assessments	Teacher Resources <u>www.readwritethink.org</u> <u>www.scholastic.com</u> <u>Newsela</u> <u>Socratic Smackdown</u> Scholastic Junior print magazine
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">• <i>Write research-based argumentative essays, independently or with a peer, gathering supporting evidence from multiple print and digital sources.</i>• <i>Write argumentative essays on a timed assessment using provided resources (e.g. news article, video, audio recording)</i>	
Equipment Needed	
laptops, smartboard, advertisements, news articles, Google education apps	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
<p>Standards: <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p> <p><i>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></p> <p><i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</i></p> <p><i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>Provide a concluding statement or section related to the information or explanation presented.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences

<p><i>Why is it important to have relevant information when creating informational/explanatory texts?</i></p> <p><i>Why is precise language necessary in helping to establish and maintain a formal style?</i></p>	<p><i>Differentiating between relevant and irrelevant information enables writers to fully develop/examine a topic.</i></p> <p><i>Examining formal and informal styles allows a writer to target a specific audience effectively.</i></p> <p><i>Words have connotative and denotative meanings.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Create a variety of graphic organizers/ outlines to explain a topic.</i> ● <i>Examine several informative resources of different mediums (video, text, audio, etc.) that explore the same topic and compare and contrast the way each document approaches the topic.</i> ● <i>Create a “how-to” project using transitional words in sequential progression and providing appropriate images, diagrams, and/or drawings.</i> ● <i>Write a research paper that informs about a topic using precise language, backs up ideas with relevant sources, and cites those sources appropriately using in-text citation and a bibliography/works cited page.</i> ● <i>Use online presentation resources such as Google Slides or Prezi to report and inform about a topic.</i> ● <i>Create a book trailer for a novel using a website such as Animoto, explaining the conflict/plot of a given novel and providing relevant information.</i>
<p>Content Statements</p>	<p><i>Good writers organize informative writing so that it is easily understood by readers.</i></p>	
<p><i>Making distinctions between relevant and irrelevant information, formal and informal styles, connotative and denotative language allows the writer to examine a topic and convey ideas and information clearly.</i></p>		

Assessments	Teacher Resources <u>Read Write Think!</u> <u>Prezi</u> <u>Newsela</u> <u>Animoto</u>
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">• <i>Write a research paper that informs about a topic using precise language, backs up ideas with relevant sources, and cites those sources appropriately using in-text citation and a bibliography/works cited page.</i>• <i>Create a Google slides, Prezi, or PowerPoint presentation using relevant evidence to explore a topic.</i>	
Equipment Needed	
Laptop, interactive whiteboard, presentation program(s)	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>		
<ol style="list-style-type: none"> <i>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</i> <i>c. Use a variety of transitional words, phrases, clauses, to manage the sequence of events.</i> <i>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> <i>e. Provide a conclusion that follows from the narrated experiences or events.</i> 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to use imagination when creating a narrative text?</i></p> <p><i>Why is precise and vivid language necessary to create narrative texts?</i></p>	<p><i>Writers "zoom in" on details to help readers create visual images from text.</i></p> <p><i>Precise and vivid language allows fictional and nonfictional narratives to "come to life".</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Create a narrative using digital or written graphic organizers to list sequence of events during brainstorming stage of the writing process.</i>

Assessments	Teacher Resources <u>21st Century Themes and Skills</u> <u>Read Write Think!</u> Draw.io Diagrams Chrome App <u>The Moth</u> <u>StoryCorps</u> <u>Radiolab</u>
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">• <i>Over several classes, write, revise, edit, and publish a narrative that uses figurative language, sensory details, and dialogue.</i>• <i>Write a narrative in response to a writing prompt.</i>	
Equipment Needed	
Laptop, Google apps, interactive whiteboard, internet	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>CCSS.ELA-LITERACY.W.5.4</i> <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do writers produce a composition appropriate to task, purpose, and audience?</i>	<i>Good writers produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Create a narrative, argumentative, and/or informative writing piece using digital or written graphic organizers to list sequence of events during brainstorming stage of the writing process.</i> ● <i>Practice writing pieces on the same topic for varying audiences (children in younger grades, a panel of scientists, friends, etc.)</i> ● <i>Rearrange cutouts of narratives, essays, or single paragraphs into a coherent order.</i>
Content Statements		
<i>Good writers produce clear and coherent writing in which the development and organization are</i>		

<i>appropriate to task, purpose, and audience.</i>		<ul style="list-style-type: none"> ● <i>Examine written and multimedia texts; infer the audience at whom the text is directed.</i> ● <i>Examine model text to improve writing.</i>
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><u>Read Write Think!</u></p> <p style="text-align: center;">Draw.io Diagrams Chrome App</p> <p style="text-align: center;"><u>The Moth</u></p> <p style="text-align: center;"><u>StoryCorps</u></p> <p style="text-align: center;"><u>Radiolab</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Over multiple class periods as well as timed writing assessments, write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable.</i> 		
Equipment Needed		
Laptop, Google apps, interactive whiteboard, internet		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do writers utilize teacher-led, self-led, and peer-led revision activities to create the best final writing piece?</i>	<i>Writing is a process which includes planning, drafting, revising, and editing, and publishing.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Utilize writer's checklists and self-assessment rubrics to edit and revise writing.</i> ● <i>Switch writing pieces with a peer and complete a peer revision activity, using guiding questions to develop peer responses.</i> ● <i>Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work.</i> ● <i>Have a one-on-one writing conference with a teacher</i>
Content Statements		
<i>Writing is a process which includes planning, drafting, revising, and editing, and publishing.</i>		

		<ul style="list-style-type: none"> • <i>Search for mistakes, run-on sentences, etc. using a phonics phone (“whisper phone”)</i>
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><u>Read Write Think!</u></p> <p style="text-align: center;"><u>Graphic Organizer</u></p> <p style="text-align: center;">Self-assessment rubrics Writing checklists and revision guides</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable.</i> 		
Equipment Needed		
Laptop, interactive whiteboard, internet, whisper phones		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>CCSS.ELA-LITERACY.W.5.6</i> <i>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does technology assist in the writing process?</i></p> <p><i>How can students navigate the Internet in a safe, effective, and productive manner?</i></p>	<p><i>Using technology assists the writer in exploring digital tools to produce a writing piece.</i></p> <p><i>Technology helps writers create a neat, well-organized, professional final product in an efficient manner.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Generate a graphic organizer for a writing piece using online graphic organizer tools, such as the draw.io diagramming app for Chrome</i> ● <i>Create story element graphics using Microsoft Word or Google docs</i> ● <i>Type final copies of writing assignments; write long-term assignments using publishing programs such as Google docs, where writing is planned, drafted, revised, and finalized using technology.</i>
Content Statements		

<p><i>Demonstrate sufficient command of keyboarding skills and be able to use the Internet.</i></p>		<ul style="list-style-type: none"> ● <i>Engage in an Internet scavenger hunt to become acclimated with surfing the web for supporting information</i> ● <i>Locate information on the Internet by using appropriate and effective search terms.</i> ● <i>Create blogs, wikis, google docs, google slides etc. for individual and peer work.</i> ● <i>Create a writing portfolio using a website creation tool such as wix.com, weebly.com, or google sites.</i> ● <i>Create a “book trailer” for a novel using a video-producing website such as Animoto</i>
<p>Assessments</p>		<p>Teacher Resources <u>Read Write Think!</u> <u>Google drive</u> <u>Wix</u> <u>Weebly</u> <u>animoto</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Type narrative, persuasive, and informative/explanatory pieces using technology effectively</i> ● <i>Create electronic portfolios</i> 		
<p>Equipment Needed</p>		

Laptop, interactive white board, Internet, computers	
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Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: <i>CCSS.ELA-LITERACY.W.5.7</i> <i>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to draw information from several sources when conducting a research project?</i> <i>How does research help in the development of a focused topic?</i>	<i>It is important to draw information from several sources to add validity to your final product.</i> <i>Research helps writers provide an accurate report and an evidence-based interpretation of a topic.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> ● <i>Create a list of focused questions to be answered throughout the research paper/project.</i> ● <i>Determine the credibility of a number of provided sources.</i> ● <i>Locate information on the Internet by using appropriate and effective search terms.</i> ● <i>Read several articles to develop a topic and a focus.</i> ● <i>Complete guided webquests as simulated research tasks.</i>
Content Statements		

<p><i>Drawing information from several sources adds validity to a final product.</i></p>		<ul style="list-style-type: none"> • <i>Investigate written and digital articles, annotating and using highlighting tools to identify relevant evidence and information.</i>
<p>Assessments</p>		<p>Teacher Resources</p> <p><u>Read Write Think!</u></p> <p><u>Citation</u></p> <p><u>Teacher generated research rubric</u></p> <p><u>Newsela</u></p> <p><u>Draw.io for Chrome</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write a short research project using several sources (i.e. library, internet)</i> • <i>Include proper citation format for credible sources used.</i> • <i>Include research to support personal responses.</i> • <i>Write a research-based slam poem about a relevant world or personal issue.</i> 		
<p>Equipment Needed</p> <p>Laptop, interactive whiteboard, Internet</p>		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: <i>CCSS.ELA-LITERACY.W.5.8</i> <i>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why are paraphrasing and using direct quotations essential components to successful writing?</i></p> <p><i>Why is it important to gather information from several reputable sources?</i></p>	<p><i>Paraphrasing enables the writer to synthesize and avoid plagiarism.</i></p> <p><i>Quoting and paraphrasing evidence from research enables students to support their ideas.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Create a list of focused questions centered on a claim/position/thesis to be answered throughout the research paper.</i> ● <i>Engage in identifying and citing credible sources</i> ● <i>Engage in teacher-led conferences to ensure focus is on task.</i> ● <i>Create a bibliography.</i> ● <i>Paraphrase an article to identify a main idea.</i>
Content Statements		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards:		
<i>CCSS.ELA-LITERACY.W.5.9</i>		
<i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>		
<i>CCSS.ELA-LITERACY.W.5.9.A</i>		
<i>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</i>		
<i>CCSS.ELA-LITERACY.W.5.9.B</i>		
<i>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences

<p><i>How do analysis, reflection and research incorporate a response to the text?</i></p> <p><i>Why is evidence important in generating responses to different reading genres?</i></p>	<p><i>It is important to draw information from several sources to add validity to your final product.</i></p> <p><i>Text-to-text, text-to-real world, text-to-history, and text-to-self connections demonstrate a readers' ability to draw conclusions beyond what is read.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Create a list of focused questions to be answered throughout the research paper/project.</i> ● <i>Determine the credibility of a number of provided sources.</i> ● <i>Locate information on the Internet by using appropriate and effective search terms.</i> ● <i>Read several articles to develop a topic and a focus.</i> ● <i>Perform peer conferences to ensure focus is on task.</i> ● <i>Complete guided webquests as simulated research tasks.</i> ● <i>Investigate written and digital articles, annotating and using highlighting tools to identify relevant evidence and information.</i> ● <i>Create a Venn diagram comparing two characters using evidence from the text.</i> ● <i>Read a model text and explain the techniques used by the writer.</i> ● <i>Using a drawing of a character, describe the character by labeling body parts and clothing to represent information about the character (e.g. Label the head with "what ____ thinks", Label the heart with "who ____ loves", Label the feet with "where ____ goes", etc.)</i>
<p>Content Statements</p>		
<p><i>Evidence from literary or informational texts helps support analysis, reflection, and research.</i></p>		

Assessments	Teacher Resources <u>Read Write Think!</u> <u>Citation</u> <u>Newsela</u> <u>Draw.io for Chrome</u>
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none">● <i>Write a short research project using several sources (i.e. library, internet)</i>● <i>Include proper citation format for credible sources used.</i>● <i>Include research to support personal responses.</i>	
Equipment Needed	
Laptop, interactive whiteboard, internet	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Range of Writing</i>		
Standards: <i>Range of Writing:</i> CCSS.ELA-LITERACY.W.5.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does an author improve his/her craft?</i>	<i>An author improves his or her craft by writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> ● <i>Create a list of focused questions centered around a thesis statement to be answered throughout the research paper.</i> ● <i>Engage in identifying and citing credible sources</i> ● <i>Engage in teacher-led conferences to ensure focus is on task.</i> ● <i>Complete revision activities alone or with a peer.</i> ● <i>Conduct research projects about varying topics.</i> ● <i>Write narrative, informative, and argumentative texts about varying topics.</i>
Content Statements		
<i>Strong writers write regularly for different tasks, purposes, and audiences.</i>		
<i>Strong writers revise their work and reflect on the final product.</i>		

		<ul style="list-style-type: none"> • <i>Complete journal entries to reflect on writing experiences.</i>
<p>Assessments</p>		<p>Teacher Resources <u>Read Write Think!</u> <u>Citation</u> Revision materials</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write a research project using several sources (i.e. library, internet)</i> • <i>Cite sources correctly.</i> • <i>Include research to support personal responses.</i> • <i>Complete revision activities alone or with a peer.</i> 		
<p>Equipment Needed</p>		
<p>Laptop, interactive whiteboard, internet</p>		

