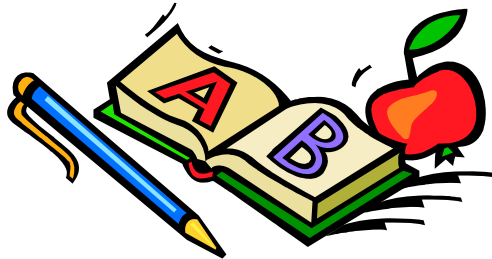


**ELA CURRICULUM GRADE 5
COMMON CORE ALIGNMENT**

WRITING WORKSHOP GUIDE



**MR. JOHN HOGAN
SUPERINTENDENT OF SCHOOLS**

**MRS. ANN PELUSO
ASSISTANT SUPERINTENDENT**

**MRS. KATHLEEN O'FARRELL
DIRECTOR OF ENGLISH**

**MR. ANTHONY S. CALI
PRINCIPAL, CORNWELL AVENUE SCHOOL**

**MRS. THERESA GANLEY
PRINCIPAL, GEORGE WASHINGTON SCHOOL**

**MRS. MICHELLE NOTTI
PRINCIPAL, CHESTNUT STREET SCHOOL**

CURRICULUM WRITERS

**GRADE 5
MS. JENNIFER CORRADO – CA
MRS. DESIREE KARROLL - CA**

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PROJECT DESCRIPTION

The K-5 ELA Curriculum/Common Core Alignment: Reading and Writing Guide is intended to help educators teach from the specific body of knowledge that students in grades K-5 must acquire in order to become highly effective users of oral and written language. The Common Core Learning Standards in English Language Arts form the basis for the development of the instructional units. Each unit is designed to target all components of the Common Core Standards presented through a reading and writing workshop instructional strategy.

Readers' workshop and Writers' workshop are phrases that describe a particular structure that maximizes students' learning. This structure does not require prepackaged curricula or specialized materials. Instead, the workshop model relies on teachers' deep understanding of the skills and strategies that reading, writing, listening and speaking demand. It acknowledges that skillful reading and writing are developed through experience, practice by explicit teaching of the habits and techniques of accomplished readers and writers, and by giving students sufficient time to practice with authentic texts at increasingly higher levels of text complexity.

Teachers have carefully developed instructional plans, in keeping with the identified units of study and instructional modules, which address the strengths and needs of their particular students, not based on the sequence of one-size-fits-all lessons in a textbook. In order to implement these plans effectively, teachers and students need access to lots of books in various genres matched to their interests, reading levels, and instructional goals. They also need time to confer and have opportunities for sustained reading/writing in many different genres. The content of specific reading and writing mini-lessons and titles may change each day, but teachers can always use the workshop structure to organize their planning, no matter what strategies or books they use.

Reading Workshop Format

Mini-Lesson (5-10 minutes) Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and often involve both teacher and student modeling. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. Atwell (1998) and Serafini (2005) offer a number of practical model mini-lessons that are easily adaptable.

Status of the Class (2-5 minutes at the beginning of silent reading) As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what they will be reading. He records the title and page number on a chart. This provides an excellent opportunity for a brief conference with every child about their reading and the books they have chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary.

Silent Reading (minimum of 30 minutes) Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. When children finish reading a book, they record it in their reading logs, return it to the classroom library, and select another book to read.

Conferences & Book Clubs (during silent reading) Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. During a **conference**, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a **book club**. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent.

Response (10-15 minutes) The children are invited to respond to their reading in both oral and written ways. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. They are also encouraged to discover interesting new words and record them in a special vocabulary notebook. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

Read Aloud (20 minutes) The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

What is a Balanced Literacy Program?

Teacher Directed Reading

Reading Aloud
Shared Reading
Guided Reading
Book Clubs
Literature Circles
Class Literature Study
Content Area Text Study
Vocabulary Development
Word Work

Independent Reading

Sustained Silent Reading
Oral & Written Response
Strategy Mini-Lessons
(such as procedures, literary craft, reading/comprehension strategies, response, and conventions)
Conferences
Goal Setting
Assessment

Balanced Literacy

Teacher Directed Writing

Modeled Writing
Prompted Writing
Lessons on Writing Formats
Informational Writing
Spelling
Handwriting
Word Processing
Conventions and Grammar

Independent Writing

Writing Workshop
Mini-Lessons on Strategies
Mentored Writing
Research
Revision
Editing
Conventions
Publication/Sharing

A Program Framework

45 Minutes every day

INDEPENDENT READING

SSR+R (Sustained Silent Reading & Response)

60 Minutes three times/week

DIRECTED READING INSTRUCTION

Includes structured lessons using formats such as:

Guided Reading/Book Clubs/Literature Circles

Shared Reading with common texts

Reading Aloud/Shared Reading Aloud

Whole Class Literature Study

Social Studies & Science Text Reading Instruction

Vocabulary Development

Word Work

60 Minutes three times/week

WRITING INSTRUCTION

Includes structured lessons, independent practice,

self-selected writing, & prompted writing practice

using formats such as:

Writing Workshop

Guided Writing/Modeled Writing

Mini-Lessons

Prompts & written response

Word Work

Grammar & Conventions

Handwriting & Word Processing

Another Program Framework

90 Minutes every day

READING WORKSHOP

Mini-Lesson

Status of the Class

Independent Reading

Book Clubs

Response

Reading Aloud

60 Minutes three times/week

WRITING WORKSHOP

Mini-Lesson

Status of the Class

Independent Writing

Conferencing

Author's Circle

30 Minutes three times/week

WORD STUDY

Word Work

Vocabulary enhancing strategies

Spelling

Conventions

Handwriting & Word Processing

Developing A Schedule

EVERY DAY, NO MATTER WHAT

- Teacher reads aloud to the class
- Teacher observes and notes student achievement
- Children read books of their choice independently
- Children respond to books orally
- Children write for authentic purposes
- Children practice problem solving & comprehension strategies

THREE TIMES A WEEK

- Children write on topics of their choice & develop pieces of writing
- Some children participate in small groups for reading & writing instruction
- Children participate in shared reading & writing experiences
- Children work with words & conventions of the English language
- Teachers provide direct instruction in strategies for reading, writing & thinking
- Children participated in content area theme lessons, experiences & thinking.

ONCE A WEEK

- Teachers confer with individual children about reading & writing
- Children create a written response to reading
- Children share piece of writing with others
- Children participate in formative spelling assessment
- Children explain thinking in math journals

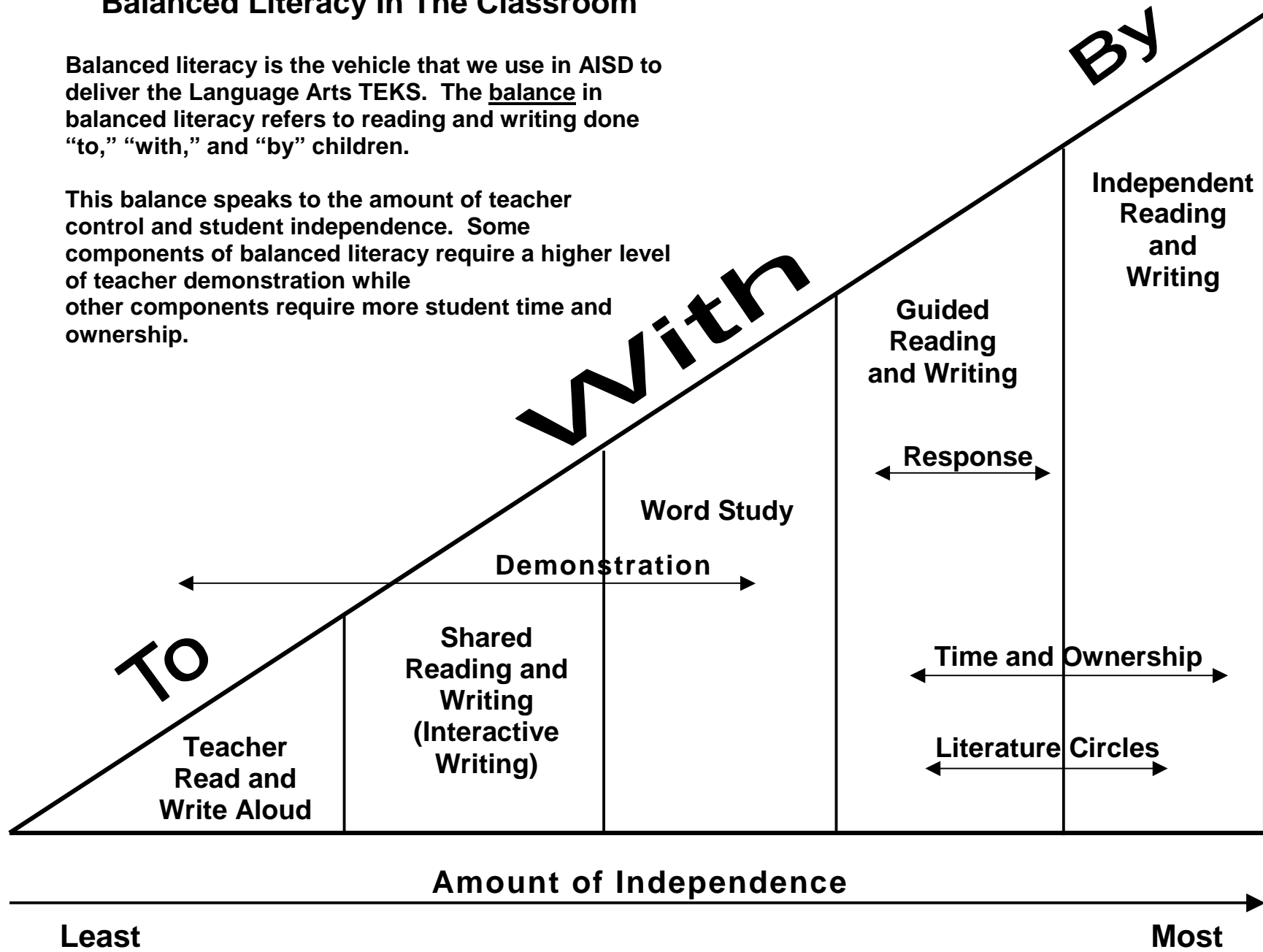
A DAILY SCHEDULE

8:30 – 9:00	Gathering Time/Morning Work
9:00 – 9:20	Morning Meeting
9:20 – 10:20	Writing Workshop (3 times/week) Unified Arts
10:20 – 10:30	Snack Break
10:30 – 11:30	Content Area Studies/Class Literature Study (3 times/week) Unified Arts
11:30 – 12:30	Recess and Lunch Hour
12:30 – 2:00	Reading Workshop
2:00 – 3:05	Math Workshop
3:05 – 3:15	Afternoon Meeting/Dismissal

Balanced Literacy In The Classroom

Balanced literacy is the vehicle that we use in AISD to deliver the Language Arts TEKS. The balance in balanced literacy refers to reading and writing done “to,” “with,” and “by” children.

This balance speaks to the amount of teacher control and student independence. Some components of balanced literacy require a higher level of teacher demonstration while other components require more student time and ownership.



Read Aloud

- an able reader (usually the teacher or parent) reads out loud
- students do not see the printed text but may see the illustrations
- choose text 2-3 grade levels above the reading level of the listeners
- model fluent reading, advanced sentence structure, and vocabulary
- introduce new forms such as poetry and the classics
- develop “story sense”
- limit time; make read-aloud a teaching event

Read Aloud

Before

Introduction
Why choose this book?
Tie book to experience
Clarify potentially difficult concepts

During

Use expressive voice
Show illustrations
Share personal experiences
Predict, question
Accept and value comments from children
Answer all questions
Talk about author's ideas and viewpoint

After

Continue discussing predictions
Share life experiences
Make connections
Make books available to children
Allow children to respond through activities that grow
out of their interests

Write Aloud

- an able writer (usually the teacher or parent) writing on an overhead, blackboard, or chart paper talking out loud about the process of writing
- model decision making on choice of topic to write about
- model writing process and decision making, capital letters, punctuation, and spacing
- introduce new conventions of print and new forms of writing
- model editing techniques and art of conveying a message
- limit time; this is a direct teach event

Shared Writing

- teachers holds the pen and writes on a surface large enough for all children to see
- teacher models writing process and decision making about conventions used
- children contribute to and experience the composition process
- writing is a negotiated process with topics, meanings, and choices of words jointly decided by students and teacher
- develops understandings of concepts about print
- allows children to examine print details closely
- shared writing material becomes reading materials that are relevant and interesting to children (poems, charts, wall stories, daily news)

Interactive Writing

- students and teacher compose, write and revise text together by sharing the pen
- assists students in learning how to record oral language
- demonstrates concepts about print, letter-sound relationships, and syllabication
- demonstrates use of high-frequency words, word families, endings, and slow articulation of words
- demonstrates rereading of text to help maintain meaning
- students reread finished text in centers or independent reading

Shared Reading

- teacher reads text, inviting students to join in the reading
- teacher models strategies in context
- text must be visible to students: big books, charts, poster, overheads, basal
- develops concepts about print and language
- text presents supports and challenges
- models repeated readings

Word Study

- daily, direct and explicit letter and word work
- presented in context or isolation
- fun, manipulative
- supports good spelling and proofreading
- provides opportunity to practice high frequency words
- uses word families, onsets and rimes, patterns
- word walls and word wall activities

Guided Reading

- students read a text at their instructional level (supports and challenges) in a small group
- teacher provides an introduction and support as needed
- teacher does not read the text
- each student has a copy of the text
- strategies are practiced in context
- discussion supports comprehension
- provides opportunity for the teacher to assess and diagnose
- beginning readers use quiet voices to read aloud at their own rate
- this is not choral reading or round-robin reading

Guided Writing

- teacher provides topic or purpose for writing
- student(s) compose written text
- teacher provides guidance and support as needed
- writing strategies practiced in the process of writing for a purpose
- provides opportunity to assess and diagnose individually or in groups
- editing conferences and response groups provide support for expanding ideas, and conveying meaning to an audience

Critical Attributes of Literature Circles

- group of children discussing a book set
- read the book independently or with their peers
- heterogeneously grouped
- focuses on student interest
- comprehension strategies addressed
- reaction, reflection, response

Critical Attributes of Independent Reading and Writing

- students **choose** and read books at their independent reading level for a **sustained** period of time each day
- students select purposes and topics for writing
- students practice strategies demonstrated in shared and guided reading and writing
- students build self-esteem and competency as readers and writers
- students share their work by reading to others, conferences, retellings, or publishing

Critical Attributes of Learning Centers

- to build upon what children already know and are able to do
- to provide enjoyable, successful experiences in learning to read and write
- to interact in meaningful, purposeful ways with literacy
- to encourage interactions with language and print at each child's individual level
- to connect with literacy in a non-fragmented way
- to create and display literacy for a print-rich environment
- to extend the student's natural language
- to foster thoughtful processes about learning to read and write
- to meet the needs of students with different learning styles

- to encourage students' organizational skills and responsibility for learning materials
- to teach students how to work cooperatively or collaboratively with others
- to assist students in learning through the context of social relationships
- to facilitate flexible small group and guided reading instruction

Critical Attributes of Management of Learning Centers

- Center materials should be well organized and clearly labeled
- Special consideration should be given to the flow of traffic from one center to another
- Materials in each center should be available and easy to access
- Display space in centers should be available for placing students' completed work especially for large art-type projects
- Storage space should be provided for ongoing and completed student work
- Learning centers should have ongoing routines that are taught to the children
- Centers should be introduced one at a time to the students with time to practice using the center

- Learning center materials may be changed according to student interest or a specific learning goal
- Each center should have an adequate but not overabundant supply of materials
- Quiet and noisier activities should be separated from noisier activities

West Hempstead Union Free School District

Grade Level Scope and Sequence

LITERARY FORMS/GENRE

LITERARY FORMS/GENRE	Focus Grade Level— Unit of Study	K	1	2	3	4	5	6
Nursery Rhymes	Kindergarten	D	M					
Poetry	ALL	D	D	D	D	D	D	D
Fairy Tales	Kindergarten & First	D	D	M				
Picture Books	ALL	D	D	D	D	D	D	D
Plays/Reader's Theater	Third Grade	E	D	D	D	D	M	M
Fables	Fourth Grade	E	D	D	M	M	M	M
Biography/Autobiography	Third Grade	E	E	E	D	M	M	M
Folktales	Third Grade	E	E	E	D		M	M
Mystery	Third Grade			E	D	M	M	M
Realistic Fiction	Fourth & Fifth Grades				E	D	D	M
Historical Fiction	Fourth & Fifth Grades				E	D	D	M
Legends/Tall Tales		E	E	E	E	D	M	M
Fantasy			E	E	E	E	E	E
Mythology	Sixth Grade					E	E	D
Non-narrative/non-fiction	ALL	D	D	D	D	D	D	D
How To Books	Kindergarten & First	D	D	M	M	M	M	D
All About Books	Second & Third	D	D	D	M	M	M	
Interviews	Second & Fifth	E	E	D	M	M	D	M
Literary Essay	Fourth, Sixth			E	D	D	D	D
Persuasive Essay	Third through Sixth			E	D	D	D	D
Memoir/Personal Narrative/Small Moments	ALL	D	D	D	D	D	D	D
Informational Articles	Fourth & Fifth	E	E	E	E	D	D	M
Diaries/Journals	Fifth	E	E	E	E	E	D	M
Photo Essay		E	E	E	E	E	E	E
Friendly/Business Letters	Fifth & Sixth		E	D	D	D	D	D

E Exposure (without formal instruction)
D Direct Instruction (with formal lessons)
M Maintenance (application/reteach when necessary)

GRADE 4 ACADEMIC VOCABULARY

<u>Grade 4</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>English Language Arts</u>	<u>Science</u>
1	Equation	Latitude/Longitude	Simile	Hypothesis
2	Associative Property	Natural/Renewable Resources	Metaphor	Variable
3	Expression	Population	Describe	Reproduce
4	Y/X Axis	Region	Supporting Details	Pollination
5	Estimation	Artifact	Summarize	Fertilization
6	Number Sentence	Archaeologist	Generalizations	Classify
7	Similar	Prehistory	Persuade	Photosynthesis
8	Congruent	Hunter/Gatherer	Theme	Produce
9	Equivalent	Heritage	Analyze	Consumer
10	Perimeter/Area	Landform	Genre	Ecosystem
11	Multiple/Factor/Product	Culture	Narrative	Adaptation
12	Customary Units	Tax	Conclusion	Endangered
13	Array	Government	Organize	Extinct
14	Polygons	Colony	Author's Purpose	Migration
15	Obtuse/Acute/Right Angles	Revolution	Fable/Myth	Hibernation
16	Solid Figures	Representative	Predict	Matter
17	Elapsed Time	Settlement	Main idea	Mass
18	Line Segments	Immigrant	Expressive Language	Volume
19	Parallel	Famine	Context Clues	Graduated Cylinder
20	Operation	Freedom	Compare/Contrast	Balance
21	Digits	Diversity	Disadvantages/Advantages	Unit
22	Value	Exploration	Sequential	Energy
23	Scale	Ancestry	Opinion/Fact	Force
24	Numerator	Governor	Fiction/Non-Fiction	Friction
25	Denominator	Merchant	Synonym/Antonym	Work
26	Metric Units	Patriotism	Difference/Similar	Conductor
27	Perpendicular	Council	Grammar/Punctuation	Insulator
28	Communicative Property	Canal	Infer/Inference	Circuit
29	Figure	Confederacy	Character Traits	Property
30	Decimal	Glacier	Story Elements <ul style="list-style-type: none"> ▪ Setting ▪ Plot ▪ Character ▪ Event 	Magnetism

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

MECHANICS	K	1	2	3	4	5	6
<i>Abbreviations</i>							
acronyms				E	E	E	E
address abbreviations			D	D	M	M	M
common abbreviations			D	D	M	M	M
Initialisms (CD, DVD, TV)				E	E	E	E
<i>Capitalization</i>							
abbreviations	E	E	D	D	M	M	M
days, months, holidays	E	D	D	D	M	M	M
first words (of sentences)	D	D	D	D	M	M	M
geographic names	E	D	D	D	M	M	M
historical events				E	D	D	D
names of people	D	D	D	M	M	M	M
official names (business, official products)		E		D	D	M	M
organizations		E			D	M	M
particular sections of the country		E		D	D	M	M
proper nouns		D	D	D	M	M	M
proper adjectives						D	D
races, languages, nationalities, religions				D	D	D	D
school subjects				E	E	D	D
titles	E	E	D	D	M	M	M
titles used as names	E	D	D	D	M	M	M
words used as names			E	D	M	M	M
<i>Plurals</i>							
Adding an s	E	E	D	M	M	M	M
compound nouns		E			E	D	M
irregular spelling		E	D	D	D	D	D
nouns ending in ch, sh, s, x, and z		E	D	D	M	M	M
nouns ending in f or fe		E	D	D	M	M	M
nouns ending in -ful		E		E	D	M	M
nouns ending in o		E		D	D	M	M
nouns ending in y		E	D	D	M	M	M
plurals that do not change (deer, moose, buffalo)		E	E	E	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 1

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Apostrophes</i>							
in contractions		D	D	D	M	M	M
in place of omitted letters or numbers					D	M	M
to express time or amount					D	M	M
to form plural possessives		E	E	D	D	D	D
to form possessives with indefinite pronouns					E	D	D
to form singular possessives		E	D	D	M	M	M
to form some plurals					D	M	M
to show shared possession					D	M	M
<i>Colons</i>							
after salutations (business letter)					E	D	D
as a formal introduction (of a quote)					E	D	M
between numbers in time	E	E	D	D	M	M	M
to introduce lists			E	D	M	M	M
<i>Commas</i>							
between items in a series		E	D	D	D	M	M
in compound sentences			E	D	D	M	M
in dates and addresses	E	E	D	D	D	M	M
in direct address			D	D	D	M	M
in letter writing	E	E	D	D	M	M	M
to keep numbers clear	E	E	E	D	M	M	M
to separate equal adjectives			E	D	D	D	M
to separate introductory clauses and phrases			E	E	D	D	M
to set off appositives (his teacher, Ms. Chin,...)						D	M
to set off dialogue		E	D	D	D	M	M
to set off explanatory phrases				E	D	D	M
to set off interjections				E	D	D	M
to set off interruptions				E	D	D	M
to set off nonrestrictive phrases and clauses							D
to set off titles or initials							D
<i>Dashes</i>							
for emphasis					E	D	M
to indicate interrupted speech					E	D	M
to indicate a sudden break					E	D	M
<i>Ellipses</i>							
to show omitted words					E	E	E
to show pauses	E	E	E	D	D	M	M

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E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

PUNCTUATION	K	1	2	3	4	5	6
<i>Exclamation Points</i>							
to express strong feelings	E	D	D	D	M	M	M
<i>Hyphens</i>							
in compound words					D	M	M
to create new words					D	M	M
to divide words				D	D	M	M
to form adjectives					E	D	D
to join letters to words (e-mail, u-turn)					D	M	M
<i>Italics and Underlining</i>							
in titles	E	E	D	D	D	M	M
<i>Parenthesis</i>							
to add information	E	E	E	D	D	M	M
<i>Periods</i>							
in abbreviations	E	E	D	D	M	M	M
after initials	E	E	D	D	M	M	M
as decimal points				D	D	D	D
at end of sentences	D	D	D	D	M	M	M
<i>Question Marks</i>							
at end of direct questions	E	D	D	M	M	M	M
at end of indirect questions							D
tag questions (...., isn't it?, aren't you?)					D	D	M
to show doubt					D	M	M
<i>Quotation Marks</i>							
for quotations within quotations						E	E
for special words				E	D	D	M
placement of punctuation				E	D	D	M
to punctuate titles				D	D	M	M
to set off long quoted material					E	E	D
to set off quoted material						E	E
to set off a speaker's exact words	E	E	D	D	D	M	M
<i>Semicolons</i>							
to join two independent clauses					E	E	E
to separate groups that contain commas					E	M	M
with conjunctive adverbs							E

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 3

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

West Hempstead Union Free School District

Mechanics, Punctuation, and Grammar

Scope and Sequence

GRAMMAR	K	1	2	3	4	5	6
<i>Parts of Speech</i>							
noun		E	D	D	D	D	D
verb		E	D	D	D	D	D
pronoun		E	E	D	D	D	D
pronoun with clear antecedent						D	D
adjective		E	D	D	D	D	D
preposition						D	D
<i>Understanding Sentences</i>							
introductory phrases						D	D
prepositional phrases						D	D
Transition words		D			D	D	D
Compound sentences		D			D	D	D
Tense agreement		E			D	D	D
Subject/verb agreement				D	D	D	D
Interjections						D	D
<i>Homonyms</i>		E		D	D	D	D
<i>Synonyms</i>		E		D	D	D	D
<i>Antonyms</i>		E		D	D	D	D

*Exposure may precede direct instruction at any grade level at the discretion of the teacher. 4

E = Exposure D = Direct Instruction M = Maintenance (continue to reinforce as needed)

WEST HEMPSTEAD UFSD

Curriculum Map (2012-2013)

Content Area: Grade 5 ELA WRITING

Grade	September	October	November	December	January	February	March	April	May	June	
K											
1											
2											
3											
4											
5	Launching Writer's Workshop	The Interpretive Essay	Informational Writing	Research-Based Argument Essays	Historical Fiction		Poetry	Literary Essay and	Test Preparation	Informational Writing	Memoir

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 1 – Module 1 of 1

Content Area: E.L.A. Writing Workshop

Unit of Study: Launching Writing Workshop/Personal Narrative Writing

Number of Lessons in Module: 20: September/Early October

Grade Level: 5

Module: Launching students writing by recruiting their ideas and collecting what they know about narrative writing. Generate student's personal narrative writing via the writing process.

Content Understandings:

Students will use detail and description to travel more slowly over their topics in order to develop specificity. They need to re-read to check for elaboration, returning to important sections of text to stretch those details out. The writing process is reintroduced. Mechanics will be implemented through editing mini-lessons. Teachers need to immerse students in exemplar texts of narrative writing.

Essential Question(s):

- * How do good writers write?
- * How do you create a list of writing ideas, then select a seed idea?
- * How do you 'zoom in' and write on one focused topic?
- * How do you elaborate on general details while staying on topic?
- * How do I write a strong introduction and conclusion?
- * How do I use a variety of complex sentence structures?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters;	<ul style="list-style-type: none"> • Writer's Workshop • Narratives • Writing Process (Topic, Draft, Revise, Edit, Publish) • 'Seed' selection • Introduction • Conclusion • Paragraphs 	<ul style="list-style-type: none"> • Start year by having students write stories about their lives • Show students <i>what works</i> in their writing • Teach to write in a <i>bit by bit</i> way • Establish writing workshop routines 	<p><u>'On-demand' Assessment of Narrative Writing:</u></p> <p><u>Beginning of the year:</u> Benchmark within the first few days. Have students write a narrative based on a real event in their life.</p> <p>Teacher/Student Conferences</p>

<p>organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>LS.5.1 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking.</p> <p>LS.5.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> • Organization • Transition words • Entries 	<ul style="list-style-type: none"> • Teach and model entry writing • Model how to generate ideas in a variety of ways • Teach how to organize writing into paragraphs • Focus on introduction and conclusion • Teach how to focus on one event rather than several ('zoom in') • Show how to rely on five senses to make writing interesting • Teach that narratives have beginning, middle and end after creating an outline • Teach editing strategies through conferencing <p>*Use your anecdotal records to direct your mini-lessons on writing mechanics lesson.</p>	<p>End of unit assessment of their real life narrative scored on a rubric; including organized sequence of events, transition words, providing introduction and conclusion.</p>
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Suggested Module Resources:

If I Were a Writer by Ralph Fletcher

Every Living Thing by Cynthia Rylant

Nothing Ever Happens on 90th Street by Roni Schotter

Professional Resources:

Writer's Notebook by Ralph Fletcher

Raising Quality of Narrative Writing by Lucy Calkins

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 2 – Module 1 of 3

Content Area: Writer's Workshop
Unit of Study: Unit 2: The Interpretive Essay
October
Number of Lessons in Module: 3

Grade Level: 5

Module One: Starting Work Toward an Interpretive Essay—Generating Ideas about Ourselves or Someone Close to Us

Content Understandings:

- Students will grow ideas about themselves or someone close to them; in symmetry with the way they are growing ideas about characters in books during reading workshop.
- Students will ask questions about themselves, their interests, and behavior to generate a thesis statement.
- Students will generate several entries and reflect on those entries in order to solidify a thesis statement about themselves or someone close to them, which will be the “seed” idea for their next pieces of writing.

Essential Question(s):

How do writers generate ideas about themselves or people they know in order to generate a thesis statement?

How can my prior entries assist me with choosing a seed idea?

How will I know which entries can grow into a thesis statement about myself or someone else?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details.	* Students will ask questions about themselves, their interests, and behavior to generate a thesis statement.	*During each Writer's Workshop, begin with a mini-lesson for students to try out in order to elicit many opportunities for writing entries in your students' Writer's Notebooks. For example:	<u>Assessment-</u> *Circulate while children are engaged in writing after your mini lessons. Keep a conference journal to jot about how each student is applying the strategies you are teaching during Writer's Workshop.

<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>*Students will reread old entries to see what may grow into a thesis statement for their essays. Students then write new entries based on old ones to deepen their understanding about themselves or another person they are close to.</p> <p>*Students select an idea to grow into a thesis statement.</p> <hr/> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • entries • generate • thesis statement • “seed” idea • analyze 	<p>“We can think back to a moment in our life, quickly write it down, and then ask: ‘What does this show about me? What kind of person would act in this way?’ Then we can jot down an idea to try out and write about.”</p> <p>* “Writers often reread old writing, find an entry they care about, and write <i>another</i> entry in which they reflect on and think about the first one. This is a way for writing to grow like the rings of a tree, with layers of insight and thoughtfulness.”</p> <p>*After careful analysis of old entries and the above teaching strategies, students select their ideas to grow into a thesis statement about themselves or someone who is close to them.</p>	<p>*Hold mini-conferences with students. Use these questions to formulate an assessment rubric during Module One of this unit.</p> <ul style="list-style-type: none"> • <i>Are your students able to reflect upon old entries?</i> • <i>Are they asking questions about the moments in their lives they have written about?</i> • <i>Are the students analyzing which moments could grow into thesis statements?</i>
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Suggested Module Resources:

Your own writing!

Charts that list strategies for generating thesis statements.

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 2 – Module 2 of 2

Content Area: Writer's Workshop
Unit of Study: Unit 2: The Interpretive Essay
October
Number of Lessons in Module: 5

Grade Level: 5

Module Two: Writing to Develop More Thinking around a Chosen Terrain, Develop a Thesis and Structure, and Gather Evidence

Content Understandings:

- Students will write “long” to uncover new thinking and increase writing stamina.
- Students will use sentence starters to prompt new thoughts about a topic.
- Students will write a thesis statement and develop it using a variety of structures to support that thesis with evidence.

Essential Question(s):

How do writers uncover new thinking about a topic?

How is a thesis statement developed, organized, and supported in an Interpretive Essay?

What kinds of evidence can be used when defending a thesis statement about myself or someone I know?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using	* Essayists write long to uncover new thinking.	*During each Writer's Workshop, begin with a mini-lesson for students to try out in order to elicit many opportunities for writing entries in your students' Writer's Notebooks. Use writing prompts for your students to “write long” about their seed ideas. For example:	<u>Assessment-</u> *Circulate while children are engaged in writing after your mini lessons. Keep a conference journal to jot about how each student is applying the strategies you are teaching during Writer's Workshop. Hold conferences with students,

<p>words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>* Essayists write a sentence or two that state the “big idea” that we want to develop: this becomes a thesis statement.</p> <hr/> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • “write long” • entries • realize • “big idea” • thesis statement • prompt • develop • analyze • evidence 	<p>In other words . . .</p> <p>What I’m thinking about this is</p> <p>This makes me realize. . . .</p> <p>‘I used to think . . . , but now I realize . . .’</p> <p>‘My thoughts about _____ are complicated.’</p> <p>* After analyzing the above writing that is generated from the suggested writing prompts, students formulate their thesis statements. The following structures can be used to organize the “big idea” that students wish to develop, and use evidence to support it.</p> <p><u>Example #1</u> <i>I’m the kind of person who _____</i></p> <ul style="list-style-type: none"> • Reason • Reason • Reason <p><u>Example #2</u> <i>I used to think . . . , but now I realize. . . .</i></p> <ul style="list-style-type: none"> • I used to think. . . . • But now I realize. . . . 	<p>asking yourself the following questions:</p> <ul style="list-style-type: none"> • <i>Are your students able to flesh out a sufficient volume of writing to add to the suggested writing prompts?</i> • <i>Are the structures being used to organize the “big idea” that students wish to develop?</i> • <i>Are they using evidence to support their thesis statements?</i> <p>*Create an optional rubric around these questions to assess your students’ success with this module.</p>
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		<p><u>Example #3</u> <i>My thoughts about _____ are complicated.</i></p> <ul style="list-style-type: none"> • On the one hand, I think. . . . • On the other hand, I think. . . . <p>* Continue to delve deeper into the thesis statement's development by using prompts such as:</p> <p><i>'I'm reminded of . . .'</i> -or- <i>'I recognized this characteristic in _____.'</i></p>	
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Suggested Module Resources:

Your own writing!

Charts that list strategies for generating thesis statements.

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 2 – Module 3 of 3

Content Area: Writer’s Workshop
Unit of Study: Unit 2: The Interpretive Essay
October
Number of Lessons in Module: 5

Grade Level: 5

Module Three: Drafting and Revising Interpretive Essays about Our Own Lives, and Preparing for Publication

Content Understandings:

- Students will draft interpretive essays about their thesis statements, drawing upon their collected writings from the prior two modules.
- Students will sequentially arrange information as they write, and use key words from their thesis statements to bind their ideas together.
- Students will use a variety of revision strategies to improve the quality of their drafts via peer and teacher conferences.
- Students will edit their work using a teacher-created rubric to correct grammar, spelling, and writing mechanics.
- Students will publish their final copies of their interpretive essays, or, submit the final draft with the option of quick drafting an interpretive essay about a character they are reading about in Reader’s Workshop.

Essential Question(s):

How will I arrange my writing so that it flows logically and makes sense?

What will hold my ideas together from one paragraph to the next?

How will I introduce my thesis statement?

How will I wrap up my thinking and get the “big idea” across to my readers by the end of my essay?

How is the readability of my draft? Do my errors interfere or support readability?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas	<hr/> * Writers write a rough draft of an essay that evolves from writings done in prior modules.	* Writers put materials together in a draft by using a couple of techniques. First, have students arrange the writing pieces in an order that makes sense. Second,	<u>Assessment-</u> *Circulate while children are engaged in writing. Keep a conference journal to jot about how each student is applying the

<p>are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information</p>	<p>* Students conference with others to revise and edit drafts, which are then ready for publication.</p> <hr/> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • rough draft • stamina • sequence • readability • grammar • mechanics • quick draft • publish 	<p>model for students how to use key words from a thesis in topic sentences like cement between bricks, holding one bit of material onto the next.</p> <p>*On day two of your drafting session, continue to have students cement selected material into structured paragraphs. Teach about how essayists write introductions and closings for our essays. Then let students continue to draft long and hard until they are finished in order to promote writing stamina over a period of an hour (minimum).</p> <p>*Hold peer and conferences to remedy any of the concerns listed in the bullet points under Assessment.</p> <p>*Students will use a teacher-created rubric to edit and revise their work.</p> <p>*Corrections in grammar, spelling, and writing mechanics will follow before students prepare for publication.</p>	<p>strategies you are teaching during Writer's Workshop. Hold conferences with students, asking yourself the following questions:</p> <ul style="list-style-type: none"> • <i>Are your students able to draft long and hard, or do they get stuck?</i> • <i>Where those are stuck places and how can you alleviate them in on-the-spot conferences as you circulate?</i> • <i>Are they using evidence to support their thesis statements in their introductions and conclusions?</i> • <i>How well do your students apply the conventions of written English?</i> <p>*Create an optional rubric around these questions to assess your students' success with this module.</p> <p>*Students share and celebrate their published pieces in whatever way they choose, as deemed appropriate by the teacher.</p>
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known about the topic to explore ideas under discussion.			
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Suggested Module Resources:

Your own writing!

Charts that list strategies for generating thesis statements.

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 3 – Module 1 of 1

Content Area: Writer's Workshop

Unit 3: Informational Writing: *Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books*

Month: November

Number of Lessons in Module: 5

Grade Level: 5

Module One: Launching the Unit—Informational Writers Try On Topics and Revise Topics with an Eye toward Greater Focus, Then Draft Texts for Publication

Content Understandings:

Students will collect ideas for non-fiction writing in Writer's Notebooks.

Students will select a topic and focus that topic for the purpose of investigation and research.

Students will adopt a chosen perspective or an angle in which to write about their selected topics.

Students will narrow selected topics and refine research to its smaller subtopics.

Students will divide their selected topic into component parts to create applicable categories for in depth investigation of the topic.

Essential Question(s):

How do writers of informational texts *inspire and entice readers* into learning about their topics?

What *features* do non-fiction writers use to capture a reader's attention?

How does an informational writer *collect ideas* for non-fiction writing?

How does an informational writer *select a topic* from his or her collected ideas?

How does he/she *focus* that topic, narrowing it to the most interesting aspects?

What *prior knowledge* can you bring to the Writer's Workshop about your selected topic?

How does an informational writer *use their prior knowledge to jumpstart their research* on a topic?

How does an informational writer *choose a perspective or angle* on his or her topic to write with greater specificity and elaboration?

What are the different ways an informational writer *plans and organizes* his or her information about the topic?

How does an informational writer *categorize his/her topic into parts (subtopics)* to broaden or refine the topic for deeper investigation?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>*Use of mentor texts as models (for the teacher and student) for high quality informational texts</p> <p>*Topic selection and narrowing strategies</p> <p>*Effective use of a Writer’s Notebook</p> <p>*Talk in the classroom: peer/teacher conferences to narrow and refine topics</p>	<p>*Teacher begins each workshop with a read aloud of an informational text. Teach students to regard informational texts as inspiring and compelling by using mentor texts from vocabulary rich, non-fiction writers.</p> <p>* Engage students in whole-class conversations about the process of selecting a topic. Discussion questions include:</p> <ul style="list-style-type: none"> • <i>What am I an expert in?</i> • <i>If I had to teach a course to the other kids in the class, what might I teach?</i> • <i>What do I have some prior knowledge about that I would like to know more about?</i> <p>* Encourage writers to use their writer’s notebooks as a place to record/collect ideas for informational writing.</p> <p>*Teach writers that once a writer has selected a topic, he/she focuses that topic, narrowing it to the most interesting aspects.</p>	<p><u>Assessment for the Unit-</u></p> <ul style="list-style-type: none"> • At the end of this unit, on the day before the assessment, you say to your students, “Think of a topic that you’ve studied or know. Tomorrow, you will have an hour to write an informational text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow. Please keep in mind that you’ll have an hour to complete this.” • On the following day, provide them with sixty minutes, or one writing workshop, to show what they know about information writing.

<p>teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><u>Additional Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • text features • grabber-leads • sidebar • text box • table of contents • heading • subheading • topic • subtopic • refine • perspective • angle • categorize 	<p>*Facilitate conferences with students to shift from writing about their “big” topic to categorizing it into parts and choosing a perspective/angle on the topic, making elaboration with specificity possible. Conference topics for discussion:</p> <p><u>Categorization:</u></p> <ul style="list-style-type: none"> • What parts can you break your topic into? <i>For example: When writing about the United States, you can break your topic into smaller component parts by region for a deeper understanding of the topic, like Eastern, Southern, Western, and Central United States.</i> • Does your topic have different types? <i>Each type can be a subtopic for deeper investigation. For example: If your topic is apples, you can break your topic into component parts, such as types to explore the kinds of apples we eat, like Gala, McIntosh, and Golden Delicious.</i> 	
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		<ul style="list-style-type: none"> • Does your topic have different time periods in history that would affect the reader’s understanding of the topic? <i>For example: If your topic is on the state of Virginia, you can break your topic into time periods, such as Virginia before the Civil War, and Post-Civil War Virginia to foster deeper investigation of the topic.</i> <p><u>Choosing a Perspective/Angle:</u></p> <ul style="list-style-type: none"> • <i>What do you want to say to your readers?</i> • <i>What do you feel is important for someone to know and feel after reading your piece?</i> <p>*Students draft, revise, edit, and publish their pieces based on the above suggested teaching strategies.</p>	
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Suggested Module Resources:

Read Aloud Suggestions – See Unit 3 in the Reader’s Workshop. Texts may be used in conjunction with this writing unit of study.

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 4 – Module 1 of 4

Content Area: Writer's Workshop
Unit 4: Research-Based Argument Essays
Month: December
Number of Lessons in Module: 5

Grade Level: 5

Module One: Researchers Collect Information and Make Notes

Content Understandings:

Students will use mentor texts as models for collecting important information on a topic.
Students will utilize a variety of note taking strategies to collect information about what they have been reading during reader's workshop.
Students will "author" notes by summarizing several non-fiction texts they read during reader's workshop.

Essential Question(s):

How do researchers collect information about a topic?
What note taking strategies do researchers use to gather relevant information about a topic?
How does a writer put another author's research into his or her own words to summarize collected information?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the claim	*Use of mentor texts as models for taking notes/collecting information about a topic that will be used to formulate an argument	*To collect information that will go on to inform their argument essays, you'll want to teach children to take notes like a researcher would using a high quality, informational texts as read alouds.	<u>Assessment for the Unit-On-Demand Writing:</u> Give your students a performance assessment beforehand, so that you can hone your instruction to what they already know how to do and

<p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing,</p>	<p>later in the unit.</p> <p>* Use of a variety of note taking strategies to collect information about what researchers read about a topic.</p>	<p>“We don’t just scribble-scrabble an odd fact or two; we make sure our notes are careful and precise because they will be an important reference for later writing,” you’ll teach, in order to stress at the very beginning of the unit that these notes are not an end in themselves but critical information for future use.</p> <p>Teach your students that “Notes are short, quick, and efficient.”</p> <p>“Note-taking should free us to see more in texts and pick the most important or interesting parts, not bog us down with copying long parts of the text—who wants to read that when we can just read the text itself? Wherever you lift a thought from a text, write it out in your own words if you can-- and keep it short.”</p> <p>Collection/Note-Taking Strategies:</p> <ul style="list-style-type: none"> • <u>text boxes:</u> use to show main ideas with bullets (details) to support these ideas on note cards • <u>sketch-notes:</u> quick pictures and bullets to summarize main research points 	<p>to what they’ll need extra practice with.</p> <p><u>Day 1:</u> Provide students with a few texts on the same subject and ask them to gather and evaluate information.</p> <p><u>Day 2:</u> Draft a persuasive essay staking a claim and supporting it with evidence from the texts.</p> <p><u>Assessment Observations:</u> The first thing you’ll want to look for is your kids’ ability to write the bare-bones of essays. Create a rubric around the following assessment questions:</p> <ul style="list-style-type: none"> • Does the student know how to organize the information he or she collected around the claim he/she has made? • Is there enough evidence in logical supporting paragraphs to support the student’s claim? • Did the student have difficulty with the task at hand or was their difficulty in reading the level of the nonfiction texts? (reading skills or in their writing skills)
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<p>speaking, reading, or listening to text.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>*Summarization of multiple texts on the same topic to “author” notes.</p> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • text box • sketch notes • timeline • rank-ordered list • prioritize • summarize 	<ul style="list-style-type: none"> • <u>timelines:</u> for use with historical topics or in narrative non-fiction to record key events that occur over time • <u>rank ordered lists:</u> prioritized lists of subheadings centered around a topic in order of importance. <i>For example:</i> <p><u>Heading:</u> <u>Purposes of Government</u> <u>Subheadings: (in order of importance)</u></p> <p>a. To establish a set of laws and organize a body of citizens at the <i>federal</i> level</p> <p>b. To establish a set of laws and organize a body of citizens at the <i>state</i> level</p> <p>c. To establish a set of laws and organize a body of citizens at the <i>local</i> level</p> <ul style="list-style-type: none"> • <u>summarization:</u> students “author” notes based on the facts they collect using the above strategies 	<ul style="list-style-type: none"> • What evidence did the student cite? If you notice that he/she has only cited evidence from easier texts, you’ll know that they struggle to read grade-level nonfiction texts. If the student has shown evidence of prior instruction with essays but they struggle to accurately and persuasively reference textual research, that’s to be expected. You should see measurable improvement after this unit. • At the completion of the unit, give your students another performance assessment of the same type, to mark the growth of the student using the above criteria.
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	<ul style="list-style-type: none"> • criteria 		
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Suggested Module Resources:

Read Aloud Suggestions-

Guiberson, Brenda, *Into the Sea*

Zoobooks Series, *Turtles*

Lepthien, Emilie U., *Sea Turtles*

Mentor Text Models/Text Sets on a Topic

Books By Level (Fountas and Pinnell)

Star Pictures (Books for Young Learners) Darling, Juliann (Level K)

The Post Office Book Gibbons, Gail (Level L)

Dinosaurs! Gibbons, Gail (Level M)

From Seed to Plant Gibbons, Gail (Level M)

How a House Is Built Gibbons, Gail (Level M)

Animal Babies Squire, Ann O. (Level M)

Ice Hockey Ditchfield, Christin (Level M)

Sugar Landau, Elaine (Level M)

Penguins! Gibbons, Gail (Level N)

Will We Miss Them? Endangered Species Wright, Alexandra (Level N)

Amphibians Stewart, Melissa (Level N)

Independence Day Sanders, Nancy I. (Level N)

Special Olympics Kennedy, Mike (Level N)

The Atlantic Ocean Petersen, Christine (Level N)

Whales Simon, Seymour (Level O)

What Makes a Bird a Bird? Garelick, May (Level O)

Ant Cities Dorros, Arthur (Level O)

Giant Pandas Gibbons, Gail (Level O)

Planet Earth, Inside Out Gibbons, Gail (Level O)

Uranus Vogt, Gregory L. (Level O)

The Dolphin: Prince of the Waves (Animal Close-ups) Lebloas-Julienne, Renee (Level P)

The Moon Book Gibbons, Gail (Level P)

Bicycle Book Gibbons, Gail (Level P)

Gorillas Simon, Seymour (Level P)

If You Lived in Williamsburg in Colonial Days Brenner, Barbara (Level P)

If You Lived When There Was Slavery in America Kamma, Anne (Level P)

Kenya Fontes, Justine and Ron (Level P)

Shark Attack! Dubowski, Cathy East (Level P)

The Moon Simon, Seymour (Level P)
All About Manatees Arnosky, Jim (Level Q)
All About Sharks Arnosky, Jim (Level Q)
All About Turtles Arnosky, Jim (Level Q)
If You Lived 100 Years Ago McGovern, Ann (Level Q)
If You Lived at the Time of Martin Luther King Levine, Ellen (Level Q)
How Do Frogs Swallow With Their Eyes? Questions and Answers About Amphibians Berger, Melvin and Gilda (Level R)
Don't Know Much About the Solar System Davis, Kenneth C. (Level R)
Rocks and Minerals Morris, Neil (Level R)
The Armadillo Potts, Steve (Level R)
You Wouldn't Want to Sail on the Titanic! Stewart, David (Level R)
**The Humpback Whale* Frahm, Randy (Level S)
Butterflies Simonson, Ned (Level S)
Do Tornadoes Really Twist? Questions and Answers About Tornadoes and Hurricanes Berger, Melvin (Level S)
Insects and Spiders Clarke, Penny (Level S)
China: The Culture Kalman, Bobbie (Level T)
Japan: The People Kalman, Bobbie (Level X)
Come Back, Salmon Cone, Molly (Level Y)

Recommended Books by Lexile Level (Lexile.com)

Monsters (Tales of Horror) Pipe, Jim 840
Slithery, Slimy, Scaly Treats Williams, Dinah 840
Werewolves (Tales of Horror) Pipe, Jim 840
Fierce Predators (Top 10s) Graham, Anna 850
Food Creations (Which Came First?) Ball, Jacqueline A. 850
What Is a Primate? Kalman, Bobbie 860
Heart-Stopping Roller Coasters Goldish, Meish 870
Huge Earthmovers Goldish, Meish 870
Volcanoes Morris, Neil 870
What Makes an Ocean Wave? Questions and Answers About Oceans and Ocean Life Berger, Melvin and Gilda 870
Garbage and Recycling (Earth in Danger) Orme, Helen 880
Slimy Salamanders (Amphibiana) Goldish, Meish 880
Zombies (Tales of Horror) Pipe, Jim 880
Leaping Ground Frogs (Amphibiana) Oldfield, Dawn Bluemel 890
Rivers and Lakes Morris, Neil 890
Freaky-Big Airplanes 900
The Life Cycle of a Tree Kalman, Bobbie 900
Amazing Water Frogs (Amphibiana) Goldish, Meish 910

Climate Change (Earth in Danger) Orme, Helen 910
Orme, Helen Goldish, Meish 910
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Eating Green Apte, Sunita 950
The Life Cycle of a Spider Kalman, Bobbie 950
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Sand and Soil Gurney, Beth 980
Life in a Plains Camp Kalman, Bobbie 990
Living Green (Earth in Danger) Orme, Helen 990
Building Greenscrapers Stern, Steven 1000

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

Calkins, Lucy. 2010. *The Art of Teaching Reading*. Boston: Allyn & Bacon.

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 4 – Module 2 of 4

Content Area: Writer’s Workshop
Unit 4: Research-Based Argument Essays
Month: December
Number of Lessons in Module: 5

Grade Level: 5

Module Two: While Making Notes, Researchers Examine the Many Sides of a Topic

Content Understandings:

Students will use mentor texts as models for examining the many sides of a topic.

Students will analyze and record two or more “faces” of a topic.

Students will compare and contrast the information in their notes to identify different perspectives of various authors about a topic.

Essential Question(s):

How do researchers identify the many “faces” or sides of a topic?

What collected information is similar across several texts in our notes? What information is different?

What do authors on informational texts try to make readers feel during reading?

How does the author manage to make readers feel this way?

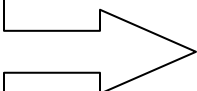
What stance/perspective will *you* take as you choose to go deeper into your topic? *How* and *why* did you make this decision?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly,	*Use of mentor texts as models for identifying the many sides or “faces” of a	*Use 2-3 high quality, informational texts as read alouds to discover the different sides or “faces” of the same topic. To	<ul style="list-style-type: none">• Spot check writer’s notebooks/folders for your students’ analyses of text

<p>analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>*Finally, students choose what perspective he or she wants to delve into based on their analysis of <i>at least three</i> texts they have taken notes on.</p> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • examine • “faces” of a topic • analyze • compare • contrast • perspective • stance 	<div data-bbox="1079 71 1549 406"> </div> <ul style="list-style-type: none"> • <u>Graphic Organizers:</u> Use graphic organizers to make jots about an author’s perspectives by analyzing how a text makes the reader feel. See an example below: <div data-bbox="1079 727 1549 1159"> <p>Title, Author, Publication Date</p> <ol style="list-style-type: none"> 1. 2. 3. <p>What is this book making me feel about the topic (or about some element of this topic)?</p> <p>How does the author manage to make me feel this way? (Through illustrations? Examples and anecdotes? Choice of words?)</p> </div>
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Suggested Module Resources:

Read Aloud Suggestions-
Guiberson, Brenda, *Into the Sea*
Zoobooks Series, *Turtles*



Mentor Text Models/Text Sets on a Topic

Books By Level (Fountas and Pinnell)

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Amphibians Stewart, Melissa (Level N)

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WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 4 – Module 3 of 4

Content Area: Writer’s Workshop
Unit 4: Research-Based Argument Essays
Month: December
Number of Lessons in Module: 5

Grade Level: 5

Module Three: Research Essayists Search Notes for an Arguable Claim, and We Build Up an Essay Around This

Content Understandings:

Students will determine the difference between an undisputable fact and an arguable claim.
Students will adopt a self-selected position/stance on his/her topic to draft their own argument essays using collected notes.
Students will develop a compelling argument based on their collected notes/research.
Students will use grade appropriate words/phrases to write claims and counterclaims.
Students will support claims and counterclaims with research-based evidence.

Essential Question(s):

What is the difference between an undisputable fact and an arguable claim?
How does a writer “unearth” an arguable claim?
How does a writer develop a compelling argument/claim to write about?
What is a counterclaim? Why is it important to understand the “other side” of an argument?
What words/phrases to writers use to develop claims and counterclaims?
How is research-based evidence used to defend these claims?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	*Students select an arguable claim from their	* Once students have selected their arguable claims, they are ready to draft an argument based essay. A solid claim is actually the	<ul style="list-style-type: none">Spot check writer’s notebooks/folders for your students’

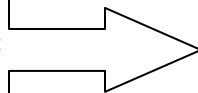
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the claim</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>research that they can write deeply about.</p>	<p>foundation for the essay. Once children finish rereading the contents of their writer’s notebooks folders to develop a claim, ask them to share their claims with a partner or group. You’ll want peers to listen carefully to each other’s claims, asking questions such as:</p> <ul style="list-style-type: none"> • “Can this claim be argued from two sides?” • “Is this a claim or an undisputed fact?” • “Will it be easy to find at least two or three strong reasons or examples to prove this claim?” 	<p>boxes/bullets. Are their claims arguable? Are the students supporting claims with enough evidence from their research? Did your students consider the counterclaims of their arguments?</p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>* Students stake out their claims and defend them using undisputable facts gathered in their research.</p>	<p>*Students use a boxes and bullets format to stake a claim and defend it. Inside the box is the student’s arguable claim. The bullets serve as facts to support the claim. For example:</p>	<p>Follow up your “spot checks” with writing conferences. Ask students to talk to you about their claims, and evidence to support those claims. Can your students articulate how they might respond to a person who makes a counter claim about their topic? What evidence does the student use to defend his/her argument?</p>
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		<p>Some people feel that sharks are bloodthirsty predators. In reality, however, sharks are not that dangerous to humans.</p>	
<p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary</p>		<ul style="list-style-type: none"> • They rarely attack humans (fewer than one hundred attacks worldwide per year). • Even if they do attack, after a bite or two they swim away. • Many shark attacks are not fatal (only about six 	

<p>or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>*Students use appropriate language to develop claims and counterclaims.</p> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none">• undisputable fact• arguable claim• counterclaim• evidence• discredit• research-based• “unearth”• “stake” (as in stake a claim)	<table><tr><td><p>per year).</p><ul style="list-style-type: none">• Most sharks cannot hurt humans; only three species are really dangerous.</td><td></td></tr><tr><td colspan="2"><p>The following prompts/phrases may be used to develop claims and counterclaims:</p><p>Although some people believe _____, it may actually be argued that _____.</p><p>Some people feel that _____. In reality, however, _____.</p><p>Despite _____, I want to argue that _____.</p><p>While it may be true that _____, the real point to consider is that _____.</p><p>Even though most people don’t see _____, I want to suggest _____.</p><p>*Another valuable teaching strategy is to have students analyze a <i>counterclaim</i> to his/her argument using the following graphic organizer, which can easily translate to a three column chart:</p></td></tr></table>	<p>per year).</p> <ul style="list-style-type: none">• Most sharks cannot hurt humans; only three species are really dangerous.		<p>The following prompts/phrases may be used to develop claims and counterclaims:</p> <p>Although some people believe _____, it may actually be argued that _____.</p> <p>Some people feel that _____. In reality, however, _____.</p> <p>Despite _____, I want to argue that _____.</p> <p>While it may be true that _____, the real point to consider is that _____.</p> <p>Even though most people don’t see _____, I want to suggest _____.</p> <p>*Another valuable teaching strategy is to have students analyze a <i>counterclaim</i> to his/her argument using the following graphic organizer, which can easily translate to a three column chart:</p>		
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		<p>Counterclaim: Some people feel that sharks are bloodthirsty predators.</p> <p>Evidence: About thirty species of sharks are known to attack humans.</p> <p>Discrediting this evidence by providing other evidence: However, there are a total of over 350 to 400 kinds of sharks! That means for the 30 species that may have attacked humans, there are at least 320 others that haven't! Yet we lump all sharks into this "bloodthirsty" image.</p> <p>**Students write a draft based on the above lessons within this module.</p>	
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Suggested Module Resources:

Read Aloud Suggestions-
 Guiberson, Brenda, *Into the Sea*
 Zoobooks Series, *Turtles*
 Lepthien, Emilie U., *Sea Turtles*



Mentor Text Models/Text Sets on a Topic

Books By Level (Fountas and Pinnell)

Star Pictures (Books for Young Learners) Darling, Juliann (Level K)

The Post Office Book Gibbons, Gail (Level L)

Dinosaurs! Gibbons, Gail (Level M)

From Seed to Plant Gibbons, Gail (Level M)

How a House Is Built Gibbons, Gail (Level M)

Animal Babies Squire, Ann O. (Level M)

Ice Hockey Ditchfield, Christin (Level M)

Sugar Landau, Elaine (Level M)
Penguins! Gibbons, Gail (Level N)
Will We Miss Them? Endangered Species Wright, Alexandra (Level N)
Amphibians Stewart, Melissa (Level N)
Independence Day Sanders, Nancy I. (Level N)
Special Olympics Kennedy, Mike (Level N)
The Atlantic Ocean Petersen, Christine (Level N)
Whales Simon, Seymour (Level O)
What Makes a Bird a Bird? Garelick, May (Level O)
Ant Cities Dorros, Arthur (Level O)
Giant Pandas Gibbons, Gail (Level O)
Planet Earth, Inside Out Gibbons, Gail (Level O)
Uranus Vogt, Gregory L. (Level O)
The Dolphin: Prince of the Waves (Animal Close-ups) Lebloas-Julienne, Renee (Level P)
The Moon Book Gibbons, Gail (Level P)
Bicycle Book Gibbons, Gail (Level P)
Gorillas Simon, Seymour (Level P)
If You Lived in Williamsburg in Colonial Days Brenner, Barbara (Level P)
If You Lived When There Was Slavery in America Kamma, Anne (Level P)
Kenya Fontes, Justine and Ron (Level P)
Shark Attack! Dubowski, Cathy East (Level P)
The Moon Simon, Seymour (Level P)
All About Manatees Arnosky, Jim (Level Q)
All About Sharks Arnosky, Jim (Level Q)
All About Turtles Arnosky, Jim (Level Q)
If You Lived 100 Years Ago McGovern, Ann (Level Q)
If You Lived at the Time of Martin Luther King Levine, Ellen (Level Q)
How Do Frogs Swallow With Their Eyes? Questions and Answers About Amphibians Berger, Melvin and Gilda (Level R)
Don't Know Much About the Solar System Davis, Kenneth C. (Level R)
Rocks and Minerals Morris, Neil (Level R)
The Armadillo Potts, Steve (Level R)
You Wouldn't Want to Sail on the Titanic! Stewart, David (Level R)
**The Humpback Whale* Frahm, Randy (Level S)
Butterflies Simonson, Ned (Level S)
Do Tornadoes Really Twist? Questions and Answers About Tornadoes and Hurricanes Berger, Melvin (Level S)
Insects and Spiders Clarke, Penny (Level S)
China: The Culture Kalman, Bobbie (Level T)
Japan: The People Kalman, Bobbie (Level X)

Come Back, Salmon Cone, Molly (Level Y)

Recommended Books by Lexile Level (Lexile.com)

***Monsters (Tales of Horror)* Pipe, Jim 840**
***Slithery, Slimy, Scaly Treats* Williams, Dinah 840**
***Werewolves (Tales of Horror)* Pipe, Jim 840**
***Fierce Predators (Top 10s)* Graham, Anna 850**
***Food Creations (Which Came First?)* Ball, Jacqueline A. 850**
***What Is a Primate?* Kalman, Bobbie 860**
***Heart-Stopping Roller Coasters* Goldish, Meish 870**
***Huge Earthmovers* Goldish, Meish 870**
***Volcanoes* Morris, Neil 870**
***What Makes an Ocean Wave? Questions and Answers About Oceans and Ocean Life* Berger, Melvin and Gilda 870**
***Garbage and Recycling (Earth in Danger)* Orme, Helen 880**
***Slimy Salamanders (Amphibiana)* Goldish, Meish 880**
***Zombies (Tales of Horror)* Pipe, Jim 880**
***Leaping Ground Frogs (Amphibiana)* Oldfield, Dawn Bluemel 890**
***Rivers and Lakes* Morris, Neil 890**
***Freaky-Big Airplanes* 900**
***The Life Cycle of a Tree* Kalman, Bobbie 900**
***Amazing Water Frogs (Amphibiana)* Goldish, Meish 910**
***Climate Change (Earth in Danger)* Orme, Helen 910**
***Orme, Helen* Goldish, Meish 910**
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***Sharks* Walker, Niki 930**
***Kalman, Bobbie The Life Cycle of a Sea Turtle* Kalman, Bobbie 930**
***Eating Green* Apte, Sunita 950**
***The Life Cycle of a Spider* Kalman, Bobbie 950**
***Tricky Tree Frogs (Amphibiana)* Lunis, Natalie 960**
***Sand and Soil* Gurney, Beth 980**

Life in a Plains Camp Kalman, Bobbie 990

Living Green (Earth in Danger) Orme, Helen 990

Building Greenscrapers Stern, Steven 1000

Professional Resources:

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

Calkins, Lucy. 2010. *The Art of Teaching Reading*. Boston: Allyn & Bacon.

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module Unit 4 – Module 4 of 4

Content Area: Writer’s Workshop
Unit 4: Research-Based Argument Essays
Month: December
Number of Lessons in Module: 4

Grade Level: 5

Module Four: Essayists Develop and Revise Paragraphs Until it Becomes a Strong Essay

Content Understandings:

Students will revise and edit drafts after writing conferences with peers and teachers.
Students will determine an appropriate sequence of events to sequentially present evidence to defend their arguments.
Students will cite portions from texts to share the sources of their evidence to support claims/arguments.
Students will use using domain-specific vocabulary to demonstrate research-based knowledge and depth of study on their topics.
Students will revise introductions and conclusions in order to draw readers in and sum up important information about their claims.
Students will publish essays once they have been adequately been revised and edited for appropriate use of the conventions of written English.

Essential Question(s):

How will I organize my essay to sequentially present evidence to defend my argument?
How do writers cite texts in an essay?
What vocabulary is the most effective to use when defending a claim?
How can I draw my reader into my essay in order to make a compelling argument?
How do I sum up important points in my conclusion so that my reader is left with a “big idea” about my research and stance on this topic?
How will I choose to publish my essay once it has been edited and revised?

NYS Common Core Standards to be Met	Concept Understandings and Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	*Revise/edit drafts, tuning into writing strong introductions, sequencing,	* Writers revise the order in which they present the reader with information. We wonder what to	<ul style="list-style-type: none">• <u>Writing Conferences:</u> Offer the instructional suggestions at the left to each student where

<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the claim</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8. 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.</p> <p>W.5.9. Draw evidence from literary</p>	<p>citing resources, using appropriate vocabulary words, and strong conclusions.</p> <p><u>Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • revise • conference • introduction • conclusion • domain-specific • vocabulary • cite • sequence 	<p>put first, what to present next, and what to reveal at the end.”</p> <p>*Sometimes writers cite portions from texts. When we do this, we use our own words to summarize a point in the book. At other times, we quote directly from the text, in which case we use quotation marks. In both cases, writers make sure to cite the book and author they are referring to.</p> <p>*Writers use domain-specific vocabulary. They are always on the lookout for places where we might need to define vocabulary words that are connected to the topic that might be hard for readers to understand.</p> <p>*Writers grab a reader’s attention at the beginning of essays, and sum up “big ideas” at the end of them. Think of ways you can demonstrate that you are an expert on a topic right from the start, and what you want to leave your reader thinking about at the conclusion of an essay.</p>	<p>appropriate during one-to-one conferences. Your conference should steer the student in the right direction by offering a revision strategy that is tailored to that student’s writing, and his/her strengths and weaknesses.</p> <ul style="list-style-type: none"> • Publish the argument-based essay upon completion of these revisions.
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<p>or informational texts to support analysis, reflection, and research.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening to text.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>			
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Suggested Module Resources:

Read Aloud Suggestions-

Guiberson, Brenda, *Into the Sea*
Zoobooks Series, *Turtles*

Lepthien, Emilie U., *Sea Turtles*

Mentor Text Models/Text Sets on a Topic

Books By Level (Fountas and Pinnell)

Star Pictures (Books for Young Learners) Darling, Juliann (Level K)
The Post Office Book Gibbons, Gail (Level L)
Dinosaurs! Gibbons, Gail (Level M)
From Seed to Plant Gibbons, Gail (Level M)
How a House Is Built Gibbons, Gail (Level M)
Animal Babies Squire, Ann O. (Level M)
Ice Hockey Ditchfield, Christin (Level M)
Sugar Landau, Elaine (Level M)
Penguins! Gibbons, Gail (Level N)
Will We Miss Them? Endangered Species Wright, Alexandra (Level N)
Amphibians Stewart, Melissa (Level N)
Independence Day Sanders, Nancy I. (Level N)
Special Olympics Kennedy, Mike (Level N)
The Atlantic Ocean Petersen, Christine (Level N)
Whales Simon, Seymour (Level O)
What Makes a Bird a Bird? Garelick, May (Level O)
Ant Cities Dorros, Arthur (Level O)
Giant Pandas Gibbons, Gail (Level O)
Planet Earth, Inside Out Gibbons, Gail (Level O)
Uranus Vogt, Gregory L. (Level O)
The Dolphin: Prince of the Waves (Animal Close-ups) Lebloas-Julienne, Renee (Level P)
The Moon Book Gibbons, Gail (Level P)
Bicycle Book Gibbons, Gail (Level P)
Gorillas Simon, Seymour (Level P)
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Professional Resources:

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Calkins, Lucy. 2010. *The Art of Teaching Reading*. Boston: Allyn & Bacon.

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Content Area: Writer's Workshop

Unit of Study: Unit 5: Writing Historical Fiction

Time Frame: January/Mid-February

Number of Lessons in Module: approximately 10-15

Grade Level: 5

Module: Collecting Ideas, Planning, and Writing for Historical Fiction—Finding Stories

Content Understandings:

- Students will be able to find stories hidden within research done about a historical time period.
- Students will be able to collect possible historical fiction story ideas by thinking about the themes and issues that have run through our narratives and non-narratives and looking to see how those themes might play out differently in a different era.
- Students will be able to develop characters for historical fiction stories, and consider how the time period and plot intersect with the characters' internal and external traits.
- Students will be able to craft characters by considering what issues existed during the time period and weaving those issues into the thoughts and action of the characters.

Essential Question(s):

- * How can I write about historical settings?
- * Is it a setting that is on a brink of change?
- * How does the setting impact the events of the plot line?
- * What are different possible plotlines when writing historical fiction?
- * How do writers convey mood?
- * How do writers build a theme that connects the setting, plot, and characters?
- * How do writers write details that convince readers that the events of the plot occurred during a historical time period?

NYS Common Core Standards	Concept Understandings/ Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p><u>CCSS.ELA-Literacy.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.W.5.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • <u>CCSS.ELA-Literacy.W.5.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • <u>CCSS.ELA-Literacy.W.5.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • <u>CCSS.ELA-Literacy.W.5.3d</u> Use concrete words and phrases and sensory 	<ul style="list-style-type: none"> * setting * plot * rising action * climax * falling action * mood * resolution * timeline (plotlines) * theme 	<ul style="list-style-type: none"> • Historical fiction writers become researchers and learn as much as they can about a time period of interest before writing. Use read alouds like <u>Encounter</u>, By Jane Yolen as touchtone texts and models of how this is done by professional writers. • Select a time period that you are studying in Social Studies for this unit to be successful. Ask students to search for stories are hidden within the information about the time period. Students collect writing in notebooks about people of the time period you are researching: daily life, clothing, work, timelines of events during that period, and personal issues. • Have students collect photographs and images from that period in history. Students collect ideas by jotting about possible characters or plots that could exist in the time period they are researching. • Develop themes based on issues that have run through our narratives and look to see how those themes might play out differently in a different era. 	<ul style="list-style-type: none"> • Use entrance and exit slips to assess skills being taught during mini lessons. • Keep conference notes during writing conferences for every child. Use a date stamp to show progress over time. • Score the final piece on a writing rubric that is aligned to the CCSS. • Publish and celebrate in ways that help our students best get lost in the worlds they created during the time period in question. • Students can include illustrations or photographs within their published writing pieces, or even may enact parts of their stories, trying to speak just as people from that time period would have spoken.

<p>details to convey experiences and events precisely.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.W.5.3e</u> Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> • Historical fiction writers develop characters for stories, and draft how the time period and plot intersect with the characters' internal and external traits. Teach students to write about characters by considering what issues exist during the time period and then asking, 'What kind of traits could add tension during this time period?' As students jot, they mark things they might need to later go back and fact-check. For example: 'During the Great Depression many people felt nervous and uncertain about the future. Maybe a character who is almost always positive and hopeful would run into challenges.' • Draft a piece that moves through the elements of narrative structure with Rising Action, a Climax and Falling Action. Focus on character development for a character living within the challenges of the time period you are researching. Use the sample prompt below to get students thinking about how characters during that time in history might act, what they might say, or feel about the challenges they are facing: "Maybe on the inside that character ... and on the outside he or she....." 	
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		<ul style="list-style-type: none"> • One-to-one conferences provide opportunities for students to reflect on and revise their writing. They view it as a process, not a correction session. Editing for conventions and mechanics comes later, before publishing and presenting the final piece. • Celebrate and share students' finished pieces in a way that is conducive to your classroom community. 	
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Suggested Module Resources:

Number the Stars by Lois Lowry

Encounter, by Jane Yolen

Esperanza Rising, by Pam Munoz Ryan

Rose Blanche by Roberto Innocenti

Bud, Not Buddy

Freedom Summer

Professional Resources:

Calkins, Lucy. Units of Study for Teaching Writing, Grades 3-5. *Volume 1*

Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Content Area: Writer's Workshop

Unit of Study: Unit 6: Test Preparation in Writing

Time Frame: Mid-February-April

Number of Lessons in Module: approximately 20

Grade Level: 5

Module: Writing About Reading—Writing Preparation for the NYS ELA Assessment

Content Understandings:

- Writing about literary and informational texts and stating claims about grade appropriate texts
- Citing evidence from texts to support such claims
- Utilizing more than one resource to develop ideas about texts with a common theme
- Planning, organizing, and drafting structured paragraphs in a well written essay about topics relating to texts in the Lexile band ranging from 740-1010
- Comparing and contrasting two characters or other appropriate topics to develop ideas about similarities and differences in literature and life

Essential Question(s):

- How do I address what an essay question is asking and attack the questions being asked?
- How do I plan and organize what I will write in an essay about texts I have read?
- How do I state a claim in an essay about something I have read?
- How do I cite evidence from the text(s)?
- How can I use transitional words and phrases to make my writing make sense and flow from one idea to the next?
- How do I manage my time?
- What proofreading strategies can I use to check for correct conventions and writing mechanics?

NYS Common Core Standards	Concept Understandings/ Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • CCSS.ELA-Literacy.W.5.9a Apply <i>grade 5 Reading standards</i> 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]”). • CCSS.ELA-Literacy.W.5.9b Apply <i>grade 5 Reading standards</i> 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]”). 	<ul style="list-style-type: none"> • claim • transitional • essay • proofread • conventions • mechanics • structure • evidence • text support • cite • craft • insight 	<p>Model for students this type of high stakes, timed writing by using preparation materials aligned to the CCSS. Show students how to use RAP (Restate Answer Prove) to write strong paragraphs that fit together into an essay:</p> <p>R-Restate the question. Use POQ (Part of the Question) to state the claim you are making.</p> <p>A-Answer the question. Write the answer to the question and develop ideas that support your claim.</p> <p>P-Prove your thinking with evidence/text support. Do this by locating places in the text that support the claim.</p> <p>Teach students how to use transitional words and phrases to introduce text support and best utilize text based evidence. Some research based strategies are below:</p> <p>*Take the first part of the text. Say, in a new paragraph, “Early in the text, there are examples of . . . (and repeat your claim). One example is the time when. . . .”</p>	<ul style="list-style-type: none"> • Use entrance and exit slips to assess skills being taught during mini lessons. • Keep conference notes during writing conferences for every child. Use a date stamp to show progress over time. • Score the final piece on a writing rubric that is aligned to the CCSS. • The New York State ELA Rubric Emphasizes Four Elements: • <u>Structure</u>, which is most clearly evident by a thesis and supporting evidence in clearly indented paragraphs and a conclusion that states what has been argued and perhaps offers an additional insight. • <u>Text support</u>, which is clearly shown by

		<p>*Model for students how to cite detailed actions and words from characters to support claims in fiction.</p> <p>*Show students how to further support their writing by constantly referring back to claims made. Simply put:</p> <p>“This shows . . .” and refer back to the claim. Then cite a second example, again using the transitional phrases as in the first paragraph, and again, always referring back to the claim.</p> <p>*Model the use of a four square graphic organizer to plan and organize essay ideas before drafting.</p> <p>*Model the use of a proof reading checklist of your choice for students to self-edit drafts of essays.</p> <p>*Provide opportunities for students to practice time management when reading texts, planning, and organizing essays in a test-like environment and simulation.</p> <p>*Share anchor papers and the Assessment Rubric with students and provide feedback about why each paper is given a specific score which aligns to the rubric.</p>	<p>quoting, paraphrasing or referencing the text or texts that are given.</p> <ul style="list-style-type: none"> • <u>Craft</u>, which is clearly shown by the use of detail, transitions, long and short sentence structure, control of conventions, and literary vocabulary. • <u>Insight</u>, which is shown most easily by ideas about the text and by connections outside of or beyond the text that are clearly related to the text.
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Professional Resources: Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011

WEST HEMPSTEAD SCHOOL DISTRICT

Instructional Module

Content Area: Writer's Workshop

Unit of Study: Unit 7: Poetry

Time Frame: May-June

Number of Lessons in Module: approximately 20

Grade Level: 5

Module: Reading and Writing Poetry

Content Understandings:

- Students will analyze poetry, teaching them to study texts deeply and to grow big ideas as they read.
- Students will then write about common themes found in literature and in life.
- Poems contain more than one idea, and ideas live in more than one poem or story—we call those ideas *themes*.
- Students will collect poetry with common themes, and write their own anthologies based on those themes.
- Students will live like writers and become immersed in poetry throughout the unit.
- Students will revisit familiar texts, thinking about the ideas these texts suggest. Students will locate these ideas in published poems, and then write their own.
- Students will revisit critical moments in their lives and use these moments as jumping off points for their own poetry.
- Students will work with simile, metaphor, and other types of figurative language in order to convey voice through poetry and interpretive texts.
- Students will write deep poems with a range of perspectives and revise ideas as they write in order to develop the language and artistry of moments in their lives.

Essential Question(s):

- How do I begin writing poetry?
- How can a poem be analyzed?
- What are common themes found in poetry?
- How can I use figurative language, similes, and metaphors to convey voice in my poetry?
- How can I write from a range of perspectives on a single topic?
- What revision strategies can I use to improve my writing?

NYS Common Core Standards	Concept Understandings/ Academic Vocabulary	Instructional Suggestions	Suggested Assessments/ Evidence
<p>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none">• analyze• theme• figurative• simile• metaphor• perspective• range• voice• revision	<ul style="list-style-type: none">• Model how a mentor poem can lead to a poem that is about the same topic, a poem that follows the same structure, or a poem that talks back to the original poem.• Surround your writers with mentor texts, not just by lining the bookshelves with popular anthologies but by displaying poems around the room or a Poem of the Day display that keeps changing.• Share how two very different poems about the same topic (for example, "Dreams" by Langston Hughes and "Listen to the Mustn'ts" by Shel Silverstein) get at different sides of that topic. You can teach students to consider who the speaker might	<ul style="list-style-type: none">• Use "On Demand" Assessment to assess knowledge of poetry at the start of the unit.• Keep conference notes during writing conferences for every child. Use a date stamp to show progress over time.• Students will collect and assemble individual anthologies and be scored on a CCSS related rubric of your choosing.

<p>CCSS.ELA-Literacy.W.5.10 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.</p>		<p>be in each of these poems and what we can tell about the speaker from his or her ideas that come through in the poem.</p> <ul style="list-style-type: none"> • Teach students that the poet and the speaker may or may not be the same person: that poets can take on the voice or “persona” of someone else. Invite them to try this in their own poems as well. • Introduce the idea of on-the-run revision in poetry. Poets don’t wait until it’s “revision” time to rethink and recraft something they’re working on. It’s always revision time in poetry. • Invite students to write a poem for two voices from two different perspectives on the same topic • Teach converting prose about moments in life and turning it into poetry. Model line break and convert the prose to poetry. • Teach students to make meaningful comparisons by placing an ordinary thing up next to something it’s never been compared to before: “The grass in the park was soft and green, like my stuffed frog that I slept with when I was a baby.” • Introduce the terms “simile” 	
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		<p>and “metaphor,” noting that you have used a comparison and used the word like, but the usefulness of this skill and some ways to practice it well are what you will highlight.</p> <ul style="list-style-type: none"> • Students collect their drafts of poetry written throughout the unit and put it together to create personal anthologies. 	
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Professional Resources: Calkins, Lucy and Colleagues from The Reading and Writing Project. *A Curricular Plan for The Writing Workshop, Grade 5*. Portsmouth, NH: Heinemann, 2011