



West Windsor-Plainsboro Regional School District
Writing
Grade 5

Grade 5 Writing: Narrative Craft

Content Area: Language Arts

Course & Grade Level: English, Grade 5

Summary & Rationale

Launching a writing workshop in grade five means getting a writing workshop going which has clear routines and expectations, asks students to write one to two pages every day, to bring their notebooks from home to school and to fill those notebooks with many small true stories of their lives, to talk often with a writing partner, and to take at least one personal narrative through the writing process. Students in fifth grade are ready to work with increased independence and knowledge. They are ready to question themselves as writers, asking: What does this story mean to me? Why do I want to tell it? How can I show that to my reader? What work am I trying as a writer? Teachers and students are all writers and try to live a writerly life – through writing workshop they become members of a writing community.

Recommended Pacing

September – October (approximately 30 days)

New Jersey Student Learning Standards

Standard W.5 Writing

W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.5 Speaking & Listening

SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at understandable pace.

Standard L.5 Language

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skill	
CPI#	Cumulative Progress Indicator (CPI)
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspective to expand one's thinking about a topic of curiosity.
9.4.5. TL.3	Format a document using a word processing application to enhance text, change page formatting and include appropriate images graphics, or symbols
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI#	Cumulative Progress Indicator (CPI)
8.1.5.AP.5	Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
Interdisciplinary Standards (Math)	
CPI#	Cumulative Progress Indicator (CPI)
MP3	Construct viable arguments and critique the reasoning of others
MP7	Look for and make use of structure.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers compose stories they wish existed in the world based on personal experience. Genre influences structure, technique and style. Great stories address universal themes of human existence and conflict. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers decide what to write and how to write it? How does writing reflect life and stories writers want to see in the world? 	

- How does the genre structure influence the decisions the writer makes?
- Can fiction reveal truth?

Objectives

Students will know:

- Realistic Fiction stories can be created based on people or events in their lives or situations that they wish existed in their lives.
- Realistic Fiction stories contain specific story elements:
- Rehearsing/planning the story that they will eventually write is an integral part of creating a realistic fiction story.

Students will be able to:

- Generate ideas based on universal themes
- Structure a story

Name specific strategies aligned with this genre.

Evidence of Learning

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *A Guide to the Common Core Writing Workshop: Intermediate Grades*. Heinemann.

Calkins, L., & Marron, A. (2013). *Narrative Craft*. Heinemann.

Calkins, L. et al. (2013). *If...Then...Curriculum: Grade 5*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Fletcher, R. (1996). *A Writer's Notebook: Unlocking the Writer Within You*. HarperCollins.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>.

Grade 5 Writing: Journalism	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>“Good nonfiction shouldn’t let readers forget. It should capture readers’ fascination and spark within them an intense desire to learn, not just about interesting people and places, but about ideas and perspectives. This is what feature article is all about.” (Lattimer, H., 2003)</p> <p>Journalism is a form of writing that allows the writer to blend what they have learned from other genres to create pieces that blend critical information with a sense of drama. The first part of this unit focuses on helping fifth graders do more “on-the-spot” writing as they draft quick “news reports”, as well as to increase their volume. The second “bend” of the unit launches students into the world of feature article writing</p> <p>Feature articles are literary nonfiction, interesting to read because the writer has deliberately crafted it to engage the reader’s attention while including all sorts of interesting information. They are most often found in magazines or newspapers; they are about people and issues and problems that affect all kinds of people at some time. The writer of feature articles provides information about a topic in an interesting and engaging manner and makes the reader care about the topic. Feature writers provide a unique perspective on familiar topics, provoking the reader to think about the topic in a new way: the reader might receive “food for thought,” get advice, be persuaded to think differently, or even be prompted to take action. Although the writer usually weaves in his/her direct personal experience with experiences and knowledge shared by others, he/she may need to do some minimal research that enables him/her to include interviews, facts, or statistical information to help support a stance. Writers of feature articles open a small window into someone’s life or a topic, but push toward making a bigger point or revealing a big idea.</p>	
Recommended Pacing	
March – May (approximately 25 days)	
New Jersey Student Learning Standards	
Standard 3.5.Reading: Informational Text	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard 3.5.Writing	
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
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.
Standard 3.5.Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Standard 3.5.Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

New Jersey Student Learning Standards for 21 st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
5.MD.2	Represent and interpret data.	
5.MP.2	Reason abstractly and quantitatively.	
5.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Writing conveys meaning. Writers find meaning in their lives by writing. Effective writers use specific techniques/structures to better inform the reader. Writing helps us clarify, as well as express, our thoughts. Non-narrative writing can successfully blend personal knowledge, thinking, and perspective with research. The world is not just about facts, it is truly about ideas – individual understandings of how facts are put together based on one’s own experience and knowledge. 		

<ul style="list-style-type: none"> • Writers of feature articles learn to find fascination in the commonplace as well as the remarkable. • Delving deeply into a genre helps writers produce intentional texts; they read and discuss texts similar to what they will write.
Unit Essential Questions
<ul style="list-style-type: none"> • Why share personal thoughts and interests through writing? • How does writing help the writer gain self-discovery or a deeper understanding of a particular topic or interest?? • What makes non-narrative writing fluent, logical, and easy for the reader to understand? • What structures support feature article writing? • What structures can writers use to produce text that teaches, informs, and inspires? • What are the elements that define the genre of feature article?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • Feature articles are written pieces, usually written in present tense, found in magazines and newspapers, that can be described as “literary nonfiction.” • Feature articles take particular forms and have particular attributes that enable writers to produce logical, interesting, and educational pieces of writing. • Feature articles are often about people and issues and problems that affect all kinds of people at some time. • Authors of feature articles write to inform and engage their readers about a particular topic. • Feature writers provide a unique perspective on familiar topics, provoking the reader to think about the topic in a new way: the reader might receive “food for thought,” get advice, be persuaded to think differently, or even be prompted to take action. • Feature article writers weave in their direct personal experience with experiences and knowledge shared by others; they may need to do some minimal research that enables them to include interviews, facts, or statistical information to help support a stance. • Reading like a writer helps writers see possibilities for their own writing and provides them with a skill that can serve them throughout their schooling and as adults. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and include in their writing the attributes of feature articles. • Follow a process that supports their writing of successful feature articles. • Write about something they know for the purpose of teaching their readers. • Develop an angle on a topic of interest and write about that topic with passion by taking a stance. • Write in a focused manner about an interest. • Develop and support ideas. • Write with a clear, authoritative voice. • Read and analyze the structure and craft of feature articles written by other students and professional authors for the purpose of using these articles as mentor texts that support their own writing. • Organize their writing in paragraphs with smooth, logical transitions between those paragraphs. • Conduct primary research through interviews, surveys, questionnaires, and the internet. • Weave together research, knowledge, and interests to develop a piece of writing. • Use note-taking strategies that enable them to transfer research information to their writing.
Evidence of Learning
Assessment
<ul style="list-style-type: none"> • Pre and post assessments (on-demand writing)

- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Competencies for 21st Century Learners

	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Suggested Resources:

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Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With*

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Fletcher, R. (1996). *A Writer's Notebook: Unlocking the Writer Within You*. HarperCollins.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard*

Parts). NCTE.

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Grade 5 Writing: Literary Essay	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>To write well about reading, students not only need to learn more about writing, they also need to learn more about reading. Writers learn lessons by reflecting about and responding to literature because thinking and writing about literature provides life lessons through analysis of character and theme. In this unit, student usually read and study small packets of short texts that merit close study – texts that are rich, complex, and well-crafted. Students pay close attention to the texts as they read and collect entries about them. They reread these entries, choose a seed idea, and push their thinking about that idea by responding to prompts like, “The thought I have about this is...” or “This makes me realize that...” As they continue writing their essays, they think about how stories contain an external as well as an internal storyline, and their writing attempts to highlights the internal – and sometimes overlooked – story, answering for themselves, and for their reader, “What is this story <i>really</i> about?”</p>	
Recommended Pacing	
December-January (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.5 Reading: Literature	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
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.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
RL.5.9	Compare and contrast stories I the same genre on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard RF.5 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	

W.5.1	Write opinion pieces on topics and texts, supporting a point of view with reasons and information. 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.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to literature.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.5 Speaking and Listening

SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard L.5 Language

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
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CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP6	Demonstrate creativity and innovation.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
5.MD.2	Represent and interpret data.	
5.MP.2	Reason abstractly and quantitatively.	
5.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> • Readers find meaning in literature. • Literature reflects life. • Great literature addresses universal themes of human existence and conflict. • Writing helps us organize and clarify, as well as express, our thoughts. • Readers are entitled to an opinion about what a text means, but some opinions are more supported by text evidence than others. 		
Unit Essential Questions		
<ul style="list-style-type: none"> • Why is this literature significant to the reader? • What connections has the reader made to the text? • Why and how does the reader/writer generate text-supported evidence? • How can writing lead to deep comprehension of text? • What truths about human existence can texts reveal? 		
Objectives		
Students will know: <ul style="list-style-type: none"> • How to read, analyze, and discuss texts deeply. • A number of strategies to push their thinking about texts and to find deeper messages/big ideas in texts. • That the deeper messages/big ideas of a text can be connected to themselves, other texts, or the world. • How to create an original thesis statement (claim) about a text or across texts. • How to support a thesis statement (claim) with evidence from the text(s). • How to cite and explain text references to enrich evidence. 		

- Ways to organize evidence.
- How to briefly summarize texts.

Students will be able to:

- Read and re-read carefully, noticing details about the story and author's craft.
- Question the text, the character, and the author's purpose to develop a thorough, insightful, and imaginative understanding of their reading.
- Make text-to-self, text-to-text, and text-to-world connections.
- Develop an original claim or idea about a text (not a fact or question).
- Re-read texts for the purpose of finding evidence and identifying parts or elements of texts that support their thesis (claim).
- Identify and use specific passages or quotes from the text and explain how these text references support their evidence.
- Determine the relevance of evidence, group similar pieces of evidence, and then order the evidence chronologically or by importance/strength.
- Capture the main story elements of texts within a brief (one-two sentence) summary.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

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Calkins, L. (2013). *A Guide to the Common Core Writing Workshop: Intermediate Grades*. Heinemann.

Calkins, L., et. al. (2016). *Literary Essay: Opening Texts and Seeing More*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Fletcher, R. (1996). *A Writer's Notebook: Unlocking the Writer Within You*. Heinemann.

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<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>.

Grade 5 Writing: Research-Based Argument Essay	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>Writers write to communicate with and make meaning of the world. To accomplish that writing, writers draw on personal experience. One of the most important ways writers use writing to communicate with the world around them is through persuasive essay, an expository, non-narrative form of writing used to advance a theme of personal significance to the writer. Within that essay, the writer argues or debates thoughtfully and respectfully with the reader, seeking to convince/persuade him/her that the writer's point of view is the reasonable, the obvious, the "right" point of view to embrace. Writers of persuasive essays also include acknowledgement of others' points of view in their writing, using powerful and skillful writing rather than criticism or insulting language to make their point. The formal structure of an essay provides students with the scaffolding and support they need to be successful; this format is not intended to stifle or restrict writing, but to facilitate it. Persuasive essays can focus on issues of personal significance to fourth grade writers (family, school, etc.) but also problems (global warming, war, poverty) that affect all people of our world.</p>	
Recommended Pacing	
February (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.5 .Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
W.5.7	Conduct short research projects that use several sources that build knowledge through investigation of different aspects of a topic.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.5 Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP5	Consider the environmental, social and economic impacts of decisions.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		

5.MD.2	Represent and interpret data.	
5.MP.2	Reason abstractly and quantitatively.	
5.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Writers find meaning in their lives by writing. Effective writers use specific techniques/structure to communicate their thinking, and change the world around them. Writing has many purposes, including to persuade. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How does writing help the writer gain self-discovery or a deeper understanding? How do writers organize their work to communicate their ideas most effectively? How do writers use evidence to argue persuasively? 		
Objectives		
Students will know: <ul style="list-style-type: none"> Writers explore their own lives and issues in the world around them to generate ideas for persuasive writing. Writers choose organizational structures that will most clearly communicate their ideas. Writers research their topic across a variety of resources and texts, including those that hold opposing views. Students will be able to: <ul style="list-style-type: none"> Generate arguable ideas to develop a claim based on agency and activism Develop a focused thesis statement. Develop parallel reasons to support their thesis statement. Develop a variety of evidence to support categories. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing (including writing notebooks and drafts) 		
Resources		
Suggested Resources: Anderson, C. (2005). <i>Assessing Writers</i> . Heinemann. Anderson, C. (2000). <i>How's It Going?</i> Heinemann. Angelillo, J. (2002). <i>A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose</i> . Scholastic. Calkins, L. (1986). <i>The Art of Teaching Writing</i> . Heinemann. Calkins, L. (2013). <i>A Guide to the Common Core Writing Workshop: Intermediate Grades</i> . Heinemann. Calkins, L., Ehrenworth, M. & Taranto, A.. (2013). <i>The Research-Based Argument Essay</i> . Heinemann. Calkins, L. (2013). <i>Writing Pathways: Performance Assessments and Learning Progressions</i> . Heinemann. Calkins, L. et al. (2013). <i>If...Then...Curriculum: Grade 5</i> . Heinemann. Fletcher, R. (1996). <i>A Writer's Notebook: Unlocking the Writer Within You</i> . HarperCollins.		

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>.

Grade 5 Writing: The Lens of History: Research Reports	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>Information (or explanatory) writing is writing that is designed to examine a topic and convey information and ideas clearly; its overall purpose is to teach something important. It is often marked by topics and sub-topics that are signaled with headings and subheadings, and with accompanying portals for information, including glossaries and text boxes or sidebars, and diagrams, charts graphs, and other visuals. This unit builds upon the informational writing students have done in previous years and provides the basis for students to write in the content areas, write essays, and supports the parallel unit on nonfiction reading. This unit aims to help students harness all they know about all of these kinds of writing, using all of this in the service of creating texts that teach readers. The unit has the specific, added goal of teaching students about qualities of good writing as these pertain to information texts. The unit channels students to work towards creating lively, voice-filled, engaging information books about topics of great personal interest and expertise.</p>	
Recommended Pacing	
October-November (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RI.5 Reading: Informational Text	
RI.5.9	Integrate Information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.
Standard W.5 Writing	
W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.

W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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 source.
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.

Standard SL.5 Speaking and Listening

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard L.5 Language

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationship (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.

CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
5.MD.2	Represent and interpret data.	
5.MP.2	Reason abstractly and quantitatively.	
5.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Authors write information pieces for a wide variety of reasons. Authors make deliberate and thoughtful choices about how the structures they use to communicate with their audience. 		
Unit Essential Questions		
<ul style="list-style-type: none"> What purpose does informational writing serve in our world? How do writers craft information pieces that communicate their big ideas to an audience? 		
Objectives		
Students will know: <ul style="list-style-type: none"> Authors of information text choose a focus for their topic, and consider their audience when deciding what information should be included and how it should be presented. Authors organize their pieces to communicate their big idea to the audience. Each topic has language and technical terms that are unique to that topic, and authors present it to make it accessible to the reader. Students will be able to: <ul style="list-style-type: none"> Focusing a topic, organizing it with logical structure by grouping ideas and ordering them in compelling ways. Including language and formatting that help the reader transition and synthesize across the parts of the text. Incorporating and explaining technical terms related to the topic 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) 		

- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *A Guide to the Common Core Writing Workshop: Intermediate Grades*. Heinemann.

Calkins, L., & Smith, E.B. (2013). *The Lens of History: Research Reports*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. & Smith, E.B. (2013). *The Lens of History: Research Reports*. Heinemann.

Calkins, L. et al. (2013). *If...Then...Curriculum: Grade 5*. Heinemann.

Fletcher, R. (1996). *A Writer's Notebook: Unlocking the Writer Within You*. HarperCollins.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

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Grade 5 Reading and Writing Combined: Test –Taking as a Genre

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.

Recommended Pacing

March - April (10-14 days)

New Jersey Student Standards

Standard RL.4 Reading: Literature

RL.5.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
RL.5.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.5.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.5.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.
RL.5.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RI.4 Reading: Informational Text

RI.5.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.5.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.5.6	Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.5.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
Standard L.4 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP6	Demonstrate creativity and innovation.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> There are strategies for taking a standardized test in literacy. Test-takers apply what they know about reading and writing when taking a standardized test Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts. Test-takers have independent reading and writing lives outside of test-taking practice. 		
Unit Essential Questions		
<ul style="list-style-type: none"> What are the reading and writing strategies test-takers use to answer standardized test questions? How do test-takers monitor their work to successfully work within the given time constraints? How do test-takers use connections from their own lives to respond to a writing prompt? 		
Objectives		
Students will know: <ul style="list-style-type: none"> There are strategies test-takers have for answering multiple choice and open-ended questions. The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day. Test-takers continue to read independently in “just right book”, and write on self-selected topics, while practicing for the test. 		
Students will be able to: <ul style="list-style-type: none"> Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions. 		

- Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions).

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Scored writing samples from *NJDOE* website.

Angelillo, J. (2002). ***A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose***. Scholastic.

Angelillo, J. (2005). ***Writing to the prompt: When students don't have a choice***. Heinemann.

Calkins, L.M., Santman, D., Falk, B., Montgomery, K. (1998). ***A teacher's guide to standardized reading tests: Knowledge is power***. Heinemann.

Graves, D.H. (2002). ***Testing is not teaching: What should count in education***. Heinemann.

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<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 5 Writing: Fantasy Writing	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>“Welcome to the fantastic world of heroes, dragons, wizards and spells! This unit has the capacity to become a transformative unit, one where students are able to synthesize many of the writing skills they have been honing all year, as well as push themselves past their comfort zones into new areas of growth. The key is knowing that this unit is a wolf in sheep’s clothing—meaning, you are re-teaching narrative writing with a very different package.”</p> <p>Students will be working with narrative pieces they wrote earlier in the year. “It benefits writers enormously to have an opportunity to return to a form or genre— students will have greater control when they return to a genre, and they will use familiar strategies with greater finesse to accomplish new and bigger goals. This return to a narrative genre also gives students an opportunity to tackle the Common Core’s significant expectations for students in both writing and reading. The CCSS highlight the fact that students need to be able to talk and think about the reasons that authors make specific craft moves--shifting perspective, using symbolism and metaphor, for example--and there is no better way to understand authorial intent than to have one’s own experience, deliberately using craft moves so as to highlight specific meanings.” (<i>TCRWP Curricular Calendar, 2015-16</i>).</p>	
Recommended Pacing	
May – June (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.5 Writing	
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.8	Recall relevant information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.5 Speaking & Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP1	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers compose fantasy stories they wish existed in the world based on personal experience. Genre influences structure, technique and style. Great stories address universal themes of human existence and conflict. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does writing reflect life and stories writers want to see in the world? How does the genre structure influence the decisions the writer makes? Can fiction reveal truth? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Writers of fantasy stories generate ideas and plan by using all that they know about narrative craft (multiple plot lines, shifting perspective, symbolism and metaphor), and adding story elements specific to the genre (e.g., magical characters and fantastical settings). Writers of fantasy stories write with great detail in order to make the stories seem possible. Writers know the central message or theme of their piece, and use all they know to convey that to the reader. <p>Students will be able to:</p> <ul style="list-style-type: none"> Generate ideas and plan for fantasy stories Develop plot lines, setting and characters for fantasy stories. Draft a compelling fantasy piece that will help readers become immersed in the story, and understand the author's central message or theme. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing (including writing notebooks and drafts) 	
Resources	
<p>Suggested Resources:</p> <p>Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann.</p> <p>Anderson, C. (2000). <i>How's It Going?</i> Heinemann.</p> <p>Angelillo, J. (2002). <i>A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose</i>. Scholastic.</p> <p>Calkins, L. (1986). <i>The Art of Teaching Writing</i>. Heinemann.</p> <p>Calkins, L. (2013). <i>A Guide to the Common Core Writing Workshop: Intermediate Grades</i>. Heinemann.</p> <p>Calkins, L. et al. (2013). <i>If...Then...Curriculum: Grade 5</i>. Heinemann.</p> <p>Calkins, L. (2013). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Heinemann.</p> <p>Fletcher, R. (1996). <i>A Writer's Notebook: Unlocking the Writer Within You</i>. HarperCollins.</p> <p>Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard</i></p>	

Parts). NCTE.

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