

Subject Area: English Language Arts	Grade Level: 5	
Unit Name: Exploring Identities & How They Affect Understanding*	Dates: September	Time Frame: 2-3 Weeks

Lessons & Writing Activities:

This unit focuses on students getting to know themselves better and use that understanding to analyze how they “see” texts. It includes discussion of how their personal backgrounds and biases can affect their comprehension of stories or poems.

Lesson 1: Getting to Know You

Rationale: In the beginning of a school year, it is important for students and teachers to participate in various “getting to know you” activities in order to build relationships as well as collect data about children’s reading lives. Students will complete an initial self-assessment regarding the types of books they like to read, where they go for information about new books, etc. The teacher will then read and lead a discussion using the text, All are Welcome by Alexandra Penfold.

New Jersey Student Learning Standards: SL.5.2, SL.5.6

Skills & Strategies: Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Reflecting on Our Identities I

Rationale: In order to build a strong classroom community, it is important to celebrate differences related to our identities. This lesson will give students a chance to reflect on who they are and what makes them unique. They will discuss the definition of “identity” and create an identity web. Guiding questions include: *What is identity? What can we see about a person’s identity? What can we not see?*

Resources: Creating a Learning Environment Where All Kids Feel Valued; Being the Change by Sara K. Ahmed

New Jersey Student Learning Standards: SL.5.2, SL.5.6

Skills & Strategies: Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Reflecting on Our Identities II

Rationale: This lesson continues the work begun previously and incorporates the use of The Day You Begin by Jacqueline Woodson. Students will discuss the text and relate it to their own experiences with identity. They will then complete a written response relating their lives to the characters' experiences. Guiding questions include: *How does a person's identity affect their relationships and the ability to build relationships with others? How can our assumptions lead to miscategorizing one's identity?*

New Jersey Student Learning Standards: RL.5.2, RL.5.6, W.5.1, W.5.10, SL.5.2, SL.5.6, L.5.1

Skills & Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Literary Response/Opinion Writing

Lesson 4: Creating a Vision Statement & Class Mission Statement

Rationale: Creating class vision and mission statements can help bring about community and encourage students to embrace their peers and their strengths/weaknesses. While connecting to personal identity, students will work together to create a vision of who they would like to become during the school year -- specifically, characteristics of model students and community members. They then will use this to write a mission statement for the class. Discussion will include personal goals, strengths, weaknesses, and ways to achieve as an academic and peer.

New Jersey Student Learning Standards: SL.5.2, SL.5.6, W.5.1, W.5.4

Skills & Strategies: Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Our Name Stories - Researching the History

Rationale: Students will participate in a research project focusing on the history of their names that begins with a reading and discussion of The Name Jar by Yangsook Choi. The project includes using web-based resources to discover information about origin, variants, popularity in various countries, etc. They then will produce a final product incorporating their findings. Guiding questions include: *How do our names connect with our identities? Why is it important to honor each other's names by pronouncing them correctly?* Note: To remain sensitive to the backgrounds of all learners, parent/guardian interviews may be an option, but should not be required or the only option as not all children have a nuclear family. Students could select from several tasks in order to gather information, for example, with interviews as one of them; others could include more extensive research on name origins.

New Jersey Student Learning Standards: RI.5.7, RI.5.9, W.5.2, SL.5.1, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.3

Skills & Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in

Discussion/Collaboration, Writing About Text, Research

Lesson 6: Identity & Stories I

Rationale: Students will read and discuss [Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon](#) by Simran Jeet Singh. Students will discuss the text and relate it to their own experiences with identity. They will then use the theme and plot of the story to identify personal goals for the school year related to academics as well as personal growth. Guiding questions include: *How do our identities affect our understanding of a story?*

New Jersey Student Learning Standards: RL.5.2, RL.5.6, W.5.1, W.5.10, SL.5.2, SL.5.6, L.5.1

Skills & Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Identity & Stories II

Rationale: Students will read and discuss [The Proudest Blue: A Story of Hijab and Family](#) by Ibtihaj Muhammad and S.K. Ali. Students will discuss the text and relate it to their own experiences with identity. Connections between previous texts will be explored. They then complete a [quote analysis task](#) focusing on the words of former First Lady Michelle Obama; extension activities may also be completed using sample personal narratives from Facing History and Ourselves (see link). Guiding questions include: *What does the author want me to know about them, their life, and the world? How is this influenced by my identity?*

Resources: [Facing History and Ourselves](#)

New Jersey Student Learning Standards: RL.5.2, RL.5.6, W.5.1, W.5.10, SL.5.2, SL.5.6, L.5.1

Skills & Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Literary Response/Opinion Writing

Lesson 8: Identity & Affirming Our Beliefs

Rationale: Students will create “I Am” poems after reading and discussing [I Am Every Good Thing](#) by Derrick Barnes. In doing so, they will affirm their beliefs regarding their identities, goals and dreams.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.7, SL.5.1, SL.5.4

Skills & Strategies: Analyzing Poetry, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in

Discussion/Collaborating, Poetry Writing

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Reading Strategies Checklists

Differentiate Instruction (For 504s, ELLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder

- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers

- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

9.2 Career Awareness Infusion:

Additional Interdisciplinary Activities: Social Studies History

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

- Examining the “Real” Thanksgiving Lesson - Infusion of non-fiction and concepts from this unit to take place as a spiral review in November using Kate Messner’s *History Smashers: The Mayflower* and other supporting resources. Connections between identity unit should also be made during this time.

* - Throughout the school year, students will recognize, read about, discuss, and research diverse celebrations such as Hispanic Heritage Month, American Indian Heritage Month, Black History Month, Women’s History Month, Asian Pacific Islander Month, Holi, PRIDE Month, Juneteenth, Ramadan, etc. Both fiction and non-fiction texts will be used along with visual media (pictures, illustrations, videos). Discussions will connect back to the identity unit as well.

Subject Area: English Language Arts	Grade Level: 5	Summer,
Unit Name: Reading - Launching	Dates: September-Early October	Time Frame: 2-3 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What is a Reading Workshop?</u> Rationale: Reading workshop is the time of day to nurture and support readers while learning the power of reading. Students will learn about the structure, expectations, and routines.</p> <p>New Jersey Student Learning Standards: RL.5.2, SL 5.1</p> <p>Skills & Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 2: Considering Our Reading Identities</u> Rationale: Readers develop an understanding of their unique identities. Students will reflect on their interests and histories as readers. Discussions connecting identity unit should be woven within the lesson.</p> <p>New Jersey Student Learning Standards: RL.5.1, RL.5.2, SL.5.1</p> <p>Skills & Strategies: Text and Genre Features/Structures, Using Schema, Determining Importance, Speaking to Communicate, Listening and</p>		

Responding, Engaging in Discussion/Collaborating

Lesson 3: Crafting a Reading Life

Rationale: Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to self-select texts across genres and grow their thinking in different ways.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.10, SL.5.1, SL.5.4

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Understanding Means Thinking

Rationale: Readers pay attention to their thinking to know that they understand what they read and to clear up confusion. Students will learn that when meaning breaks down, they have to do reading work to clear up confusion, including rereading and slowing down.

New Jersey Student Learning Standards: RL.5.1, RL.5.6, SL.5.1, SL.5.4, L.5.4

Skills & Strategies: Questioning, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Activating Schema

Rationale: Readers use a variety of strategies to understand their reading, find meaning in texts, and build stamina as readers. Students will activate schema, or prior knowledge, before reading to help them make connections and build understanding. Discussions should include how one's background and life experiences can affect schema.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.10, SL.5.1, L.5.4, W.5.10

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaboration, Writing About Text

Lesson 6: The Power of Conversation

Rationale: Readers come together to have conversations in order to both share thinking and grow ideas together. Students will learn how to follow a clear protocol during conversations. Attention should be paid to wording and how language can have both a positive and negative effect on others in terms of bias, gender-identity, ableism, ethnicity, etc.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, SL.5.1, SL.5.4, SL.5.6

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Getting Ready to Begin

Rationale: When readers know they will be discussing a text, they prepare for conversation by collecting their thinking and questions. Students will learn how to use a repertoire of strategies to begin conversations.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, SL.5.1

Skills & Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Growing Ideas Through Conversation

Rationale: Readers grow ideas about their reading by talking to other readers. Students will use different conversational moves, like asking questions and using textual evidence, to develop, support, and defend an idea about a text.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.3, SL.5.1, SL.5.4

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Studying Ourselves as Readers

Rationale: Readers need to have an understanding of their pace and stamina when reading in order to develop a clearer sense of themselves

as readers. Students will track the time and amount they read to gather data for their own reflection.

New Jersey Student Learning Standards: RL.5.10, 8.1.5.A.4

Skills & Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension

Lesson 2: Making a Plan for Ourselves as Readers

Rationale: Readers have both short-term and long-term plans for their reading lives. Students will keep a running list of books to read in order to develop their reading identities and build independence as readers.

New Jersey Student Learning Standards: RL.5.10, SL.5.1

Skills & Strategies: Determining Importance, Synthesizing, Using Schema

Lesson 3: Book Talks

Rationale: Readers share books with each other and get recommendations from other readers. Students will understand the importance of book recommendations, begin a procedure for keeping track of interesting titles, and identify a book that would warrant a “book talk.”

New Jersey Student Learning Standards: RL.5.1, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.6, W.5.10

Skills & Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Writing About Reading

Lesson 4: Partner Talk

Rationale: Readers talk with partners about their thinking regarding their reading in order to support comprehension. Students will jot down ideas and share with a partner using conversation protocol.

New Jersey Student Learning Standards: RL.5.1, SL.5.1, SL.5.6

Skills & Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Elements of a Story

Rationale: Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify the elements of a story as a strategy for supporting comprehension.

New Jersey Student Learning Standards: RL.5.2, RL.5.3, L.5.6, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension

Lesson 6: Examining Characters

Rationale: Readers of fiction examine and analyze characters. Students will compare and contrast characters to develop a deeper understanding of the text.

New Jersey Student Learning Standards: RL.5.2, RL.5.3, RL.5.1, SL.5.1

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 7: Reviewing Reading Data

Rationale: Readers reflect on their notes and reading logs to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading.

New Jersey Student Learning Standards: RL.5.10, 8.1.5.A.4

Skills & Strategies: Making Inferences, Synthesizing

Lesson 8: Uncovering the Meaning of a Poem

Rationale: Readers of poetry build their understanding by using a variety of strategies for inferring. Students will do a close reading of a poem to determine what the poet is really saying.

New Jersey Student Learning Standards: RL.5.2, RL.5.4, RL.5.5, RL.5.10, L.5.5, SL.5.1, W.5.10

Skills & Strategies: Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Writing About Reading

Lesson 9: Finding the Main Idea in Non-Fiction

Rationale: Readers of non-fiction have an understanding of the features and structures of non-fiction texts. Students will determine the main idea of a text by using their knowledge of features and structures.

New Jersey Student Learning Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.10, SL.5.1

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 10: Setting Goals and Making Plans

Rationale: Readers consistently set goals and make plans. Students will reflect on themselves as readers and set goals for their future reading work. Individual goal making will take place on a monthly basis throughout the school year and offer students opportunities to reflect on their progress, adjust or create new goals, and set plans for ways to achieve such goals.

New Jersey Student Learning Standards: RL.5.10, 8.1.5.A.1

Skills & Strategies: Making Inferences, Synthesize

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, Renaissance (Benchmark)

Rubric:

Student Performance Checklist
Where are My Students in the Reading Process? (Formative Assessment Note Sheet)
Reading Notebook Checklist
My Reading Life: Reflection and Goals

Differentiate Instruction (For 504s, ELLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)

- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

9.2 Career Awareness Infusion:

Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser Word Wisdom, 2017.

Subject Area: English Language Arts (ELA)	Grade Level: 5	Summer,
Unit Name: Reading - Fiction	Dates: October - January	Time Frame: 12-14 Weeks

Lessons & Writing Activities:

Interactive Read Aloud Lessons

Lesson 1: What is Fiction?

Rationale: Readers understand that there are many types of fiction that share similar characteristics. Students will learn that the purpose of all types of fiction is to entertain readers.

New Jersey Student Learning Standards: RL.5.1, SL.5.1, RL.5.10, SL.5.4, SL.5.6

Skills & Strategies: Text and Genre Features/Structure, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: The Structure of Fiction

Rationale: Readers understand that fiction is often structured chronologically. Students will pay attention to the overall structure and how scene changes signal chronological movement.

New Jersey Student Learning Standards: RL.5.1, RL.5.5, SL.5.1, RL.5.10, SL.5.4, SL.5.6, L.5.4, W.5.10

Skills & Strategies: Text and Genre Features/Structures, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Elements of a Story

Rationale: Readers pay attention to the elements of a story to build their understanding. Students will identify elements as they read and develop their thinking about them.

New Jersey Student Learning Standards: RL.5.1, RL.5.3, SL.5.1, RL.5.10, SL.5.4, SL.5.6

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Analyzing Characters

Rationale: Readers analyze characters by paying attention to their actions, thoughts, and dialogue. Students will identify details that reveal the characters' traits.

New Jersey Student Learning Standards: RL.5.1, RL.5.3, SL.5.1, SL.5.10, SL.5.4, SL.5.6, W.5.10

Skills & Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Exploring Point of View

Rationale: Readers pay attention to who is narrating the story and consider how the narrator influences how the story is told. Students will consider how who is telling the story affects what story is told.

New Jersey Student Learning Standards: RL.5.1, RL.5.6, SL.5.1, RL.5.10, SL.5.4, SL.5.6, L.5.6, W.5.10

Skills & Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

Lesson 6: Identifying Theme

Rationale: Readers of fiction recognize that stories address particular themes. Students will consider which themes are addressed in a variety of text types and support their reasonings with evidence.

New Jersey Student Learning Standards: RL.5.2, RL.5.4, SL.5.1, RL.5.1, RL.5.10, SL.5.4, SL.5.6, W.5.10

Skills & Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Building the World of the Story

Rationale: Readers actively construct understanding at the beginning of a story. Students will pay attention to the elements of a story and ask questions to check for understanding as they begin a story.

New Jersey Student Learning Standards: RL.5.1, RL. 5.2, RL.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Monitoring and Repairing Comprehension

Lesson 2: Passing of Time

Rationale: Readers of fiction understand that there are a variety of ways that writers show the passage of time. Students will identify a variety of ways that writers signal time passing to build their understanding of a story.

New Jersey Student Learning Standards: RL.5.1, RL.5.5, RL.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing

Lesson 3: Words Can Make Time Pass

Rationale: Readers of fiction understand that there are a variety of ways that writers show the passage of time. Students will identify temporal words, phrases, and sentences that show the passage of time.

New Jersey Student Learning Standards: RL.5.4, RL.5.5, RL.5.1, RL.5.10, SL.5.1, L.5.4, L.5.6

Skills & Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary)

Lesson 4: Characters Come in All Shapes and Sizes

Rationale: Readers understand that there are different types of characters that play different roles in stories. Students will identify different types of characters (round, flat, dynamic, static, sympathetic, minor, major, protagonist, antagonist) and discuss character development based on actions, thoughts, and dialogue used within various texts. Include perspective-taking by attending to how characters might think and feel to support understanding emotions and thoughts.

New Jersey Student Learning Standards: RL.5.2, RL.5.3, RL.5.10

Skills & Strategies: Making Inferences, Synthesizing

Lesson 5: Examining Conflict

Rationale: Readers of fiction understand that there are different types of conflict present in fiction. Students will analyze fiction stories to identify the type of conflict present in order to understand how it affects the plot and characters.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.10, SL.5.1, W.5.10

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

Lesson 6: Examining Plot Structure

Rationale: Readers of fiction need to understand plot structure in order to comprehend the text. Students will create and use a visual representation of a plot diagram to understand plot development and to monitor and deepen their understanding.

New Jersey Student Learning Standards: RL.5.2, RL.5.5, RL.5.10, L.5.6, W.5.10

Skills & Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing

Lesson 7: Navigating a Play

Rationale: Readers encounter a variety of types of fiction, including plays. Readers of drama understand how the elements of a story are incorporated differently in plays. Students will determine how the elements of drama and the elements of a story are portrayed in a play.

New Jersey Student Learning Standards: RL.5.1, RL.5.5, RL.5.6, RF.5.4, RL.5.10, W.5.10

Skills & Strategies: Text and Genre Features/Structure, Synthesizing

Lesson 8: Dealing with Difficulty

Rationale: Readers of fiction expect to meet challenges. Readers confront unfamiliar vocabulary words and use a range of strategies to uncover meaning. Students will determine the meaning of unfamiliar words.

New Jersey Student Learning Standards: RL.5.1, RL.5.4, L.5.4, RL.5.10, SL.5.1, L.5.6, 8.1.5.A.1

Skills & Strategies: Using Schema, Questioning, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 9: Uncovering Theme

Rationale: Readers uncover themes of a story in order to build a deeper understanding of the story and the world. Students will determine a theme of a fiction story by analyzing details of the text.

New Jersey Student Learning Standards: RL.5.1, RL.5.2, RL.5.10, SL.5.1, SL.5.4, L.5.6, W.5.10

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 10: Comparing Themes Across Texts

Rationale: Readers connect stories by determining common themes. Students will compare stories and their connection to a shared theme.

New Jersey Student Learning Standards: RL.5.1, RL.5.9, RL.5.10, SL.5.1, SL.5.4, L.5.6, W.5.10

Skills & Strategies: Determining Importance, Synthesizing

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, Renaissance (Benchmark), Writing: Text Dependent Questions, Book Clubs

Rubric:

Student Performance Checklist
Summative Assessment Scoring Rubric
Summative Assessment Item Analysis

Differentiate Instruction (For 504s, ELLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

9.2 Career Awareness Infusion:

Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser *Word Wisdom*, 2017.
- Book Clubs: Focus on Empathy & Acceptance of All
 - Students work in groups over a period of four weeks to read, discuss, analyze, and write about texts that include characters from different abilities (including the neurodiverse), backgrounds, and cultures.
 - Possible Texts* to Use:
 - *Stanley Will Probably Be Fine* by Sally J. Pla - Neurodiverse Main Character (Anxiety & Autism), Social Diversity Awareness, Inclusion

- *Finding Perfect* by Elly Swartz - Main Character with Mental Health Concern (OCD), Social Diversity Awareness, Inclusion
- *Kat Greene Comes Clean* by Melissa Roske - Minor Character with Mental Health Concern (OCD), Social Diversity Awareness, Inclusion
- *Ghost Boys* by Jewell Parker Rhodes - Prejudicism/Racism, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
- *Front Desk/Three Keys* by Kelly Yang - Immigrant Family & Main Character, Prejudicism/Racism, Poverty, Homelessness, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
- *Wishtree* by Katherine Applegate - Immigrant Characters, Environmental Concerns, Prejudicism/Racism, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
- *Kiki & Jacques: A Refugee Story* by Susan Ross - Immigrant Characters, Prejudicism/Racism, Poverty, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
- *Wonder* by R.J. Palacio - Main Character with Treacher-Collins Syndrome, Social Diversity Awareness, Inclusion
- *Fish in a Tree* by Lynda Mullaly Hunt - Main Character with Dyslexia, Social Diversity Awareness, Inclusion
- *All Are Welcome Here* by Alexandra Penfold - Prejudicism/Racism, Social Diversity Awareness, Inclusion
- *Benji, the Bad Day, and Me* by Sally J. Pla - Neurodiverse Main Character (Anxiety & Autism), Social Diversity Awareness, Inclusion
- *The Day You Begin* by Jacqueline Woodson - Prejudicism/Racism, Social Diversity Awareness
- *Dreamers* by Yuyi Morales - Prejudicism/Racism, Social Diversity Awareness
- *Let the Children March* by Monica Clark-Robinson - Prejudicism/Racism, Social Diversity Awareness
- *Forget Me Not* by Ellie Terry - Main Character with Tourettes, Diversity and Inclusion
- *The Goldfish Boy* by Lisa Thompson - Main Character with Mental Health Concern (OCD & Anxiety), Social Diversity Awareness, Inclusion
- *The Benefits of Being an Octopus* by Ann Braden - Social Diversity Awareness, Food Insecurity, Inclusion
- *When Stars are Scattered* by Victoria Jamieson and Omar Mohamed - Social Diversity Awareness, Inclusion, Food/Home Insecurity, Refugees

* These texts may also be used for interactive read aloud activities.

Subject Area: English Language Arts (ELA)	Grade Level: 5	
Unit Name: Reading - Non-Fiction	Dates: January - May	Time Frame: 12-14 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: Introduction to Non-Fiction</u> Rationale: Readers need to understand the significance of non-fiction and how the genre is different from fiction. Students will learn about the different types of non-fiction and the unique elements within various texts.</p> <p>New Jersey Student Learning Standards: RI.5.5, SL.5.1, L.5.6, RI.5.10</p> <p>Skills & Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 2: The Look of Reference Non-Fiction</u> Rationale: Readers of reference non-fiction identify textual features and use them to locate and sort information. Students will pay attention to common features to help them navigate and make meaning of texts.</p> <p>New Jersey Student Learning Standards: RI.5.5, RI.5.7, SL.5.1, L.5.6, RI.5.10</p> <p>Skills & Strategies: Text and Genre Features/Structures, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating</p> <hr/> <p><u>Lesson 3: Structures of Non-Fiction</u> Rationale: Readers of non-fiction read with an awareness of text structures that assist them in deepening their understanding. Students will identify and understand different text structures to comprehend non-fiction texts.</p>		

New Jersey Student Learning Standards: RI.5.5, SL.5.1, L.5.6, RI.5.10

Skills & Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: How Do We Read Non-Fiction?

Rationale: Readers of non-fiction ask themselves questions before, during, and after reading. Students will ask questions to activate prior knowledge, build understanding, and monitor comprehension.

New Jersey Student Learning Standards: RI.5.3, SL.5.1, RI.5.1, W.5.10

Skills & Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

Lesson 5: Unlocking Unfamiliar Vocabulary

Rationale: Readers of non-fiction regularly come across unfamiliar words and phrases. Students will use context clues and background information to determine the meaning of unfamiliar words.

New Jersey Student Learning Standards: RI.5.4, SL.5.1, L.5.4, RI.5.1, RI.5.10, 8.1.5.A.1

Skills & Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Determining Author's Purpose

Rationale: Readers of non-fiction determine the writer's purpose for writing a text. Students will consider how identifying an author's purpose helps them learn about a topic.

New Jersey Student Learning Standards: RI.5.2, SL.5.1, RI.5.1, RI.5.10, W.5.10

Skills & Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding,

Engaging in Discussion/Collaborating, Writing About Text

Lesson 7: Identifying the Main Idea

Rationale: Readers of non-fiction determine the main idea of a text and explain how it is supported by key details. Students will identify the main idea and supporting details in a non-fiction text.

New Jersey Student Learning Standards: RI.5.2, RI.5.8, SL.5.1, RI.5.10

Skills & Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: How We Check for Understanding

Rationale: Readers of non-fiction know how to monitor their understanding of a text. Students will demonstrate their understanding of a text by summarizing key ideas.

New Jersey Student Learning Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.8, SL.5.1, RI.5.10, W.5.10

Skills & Strategies: Visualizing, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

Mini-Lessons

Lesson 1: The Process of Reading Non-Fiction

Rationale: Readers approach non-fiction texts with a consistent process to build understanding. Students will use questioning to activate background knowledge and build understanding during and after the read.

New Jersey Student Learning Standards: RI.5.1, RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance

Lesson 2: Navigating Non-Fiction

Rationale: Readers of non-fiction use the features on the page to familiarize themselves with a topic and build schema prior to reading a text. Students will use text features to build their understanding and deepen their comprehension.

New Jersey Student Learning Standards: RI.5.1, RI.5.7, RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance

Lesson 3: Determining the Main Idea

Rationale: Readers of non-fiction must be able to distinguish between ordinate and subordinate information. Students will identify the main idea and supporting details in a selected text.

New Jersey Student Learning Standards: RI.5.1, RI.5.2, RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

Lesson 4: Problem and Solution Text Structure

Rationale: Readers of non-fiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the problem and solution structure and support comprehension.

New Jersey Student Learning Standards: RI.5.2, RI.5.5, L.5.6, RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

Lesson 5: Cause and Effect Text Structure

Rationale: Readers of non-fiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the cause and effect structure and support comprehension.

New Jersey Student Learning Standards: RI.5.2, RI.5.5, L.5.6, RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 6: Chronological Structure

Rationale: Readers of non-fiction read biographies with the understanding that they are usually organized chronologically. Students will identify key events that illustrate the significance of a featured person's life.

New Jersey Student Learning Standards: RI.5.5, RI.5.1, RI.5.10, SL.5.1, L.5.6

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 7: Sifting Through Literary Non-Fiction

Rationale: Literary non-fiction entertains and teaches readers. When reading literary non-fiction, readers enjoy a well-crafted story and learn about the topic or subject. Students will extract factual information from a story.

New Jersey Student Learning Standards: RI.5.10, SL.5.1

Skills & Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 8: Building Vocabulary

Rationale: Readers of non-fiction need to build their academic and content-specific vocabulary. Students will use strategies to figure out unknown words.

New Jersey Student Learning Standards: RI.5.4, L.5.4, L.5.6, RI.5.10, SL.5.1, 8.1.5.A.1

Skills & Strategies: Using Schema, Questioning, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 9: Dealing with Difficulty

Rationale: Readers of non-fiction monitor for understanding and use fix-up strategies to clear up confusion. Students will focus on identifying confusion and using fix-up strategies in order to repair comprehension.

New Jersey Student Learning Standards: RI.5.2, L.5.4, RI.5.10, SL.5.1

Skills & Strategies: Making Inferences, Monitoring and Repairing Comprehension

Lesson 10: Growing Our Thinking

Rationale: Readers of non-fiction expand their knowledge of a topic by reading a variety of texts about the same topic and integrating key information from those texts. Students will visit two texts about a shared topic and sort through similarities and differences to develop big ideas about the topic.

New Jersey Student Learning Standards: RI.5.6, RI.5.8, RI.5.9, SL.5.1, RI.5.10, W.5.10

Skills & Strategies: Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, Renaissance (Benchmark), Writing: Text Dependent Questions

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Summative Assessment Scoring Rubric
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- Use sign language, a communication device, Braille, other technology, or native language other than English
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Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
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Timing Accommodations

- Take more time to complete a task or a test
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- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

Financial Literacy as Related to Careers; Career Research Report

9.2 Career Awareness Infusion:

Career Research Report

Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser Word Wisdom, 2017.
- Examining Historical Events: Use of Kate Messner's *History Smashers: Women's Right to Vote*; Research Activities
- Addressing Climate Change: Use of non-fiction articles to analyze, discuss, and research issues related to climate change and how individuals can improve the environment. Students could research issues related to the changing climate and propose solutions.

Subject Area: English Language Arts (ELA)	Grade Level: 5	
Unit Name: Writing - How Writers Work	Dates: September - October	Time Frame: 4 - 5 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What Type of Writer Are You?</u> Rationale: Students will think about their writing histories and identities and engage in one-on-one or small-group conversations as they make connections with the mentor authors, books, and each other.</p> <p>New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 2: Writer's Notebook: A Place to Catch Ideas</u> Rationale: Use <i>How Writers Work</i> by Ralph Fletcher and <i>Amelia's 5th Grade Notebook</i> by Marissa Moss to help students envision and explore notebook possibilities.</p> <p>New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 3: Stories with Images</u> Rationale: Use <i>Come On, Rain!</i> by Karen Hesse to discuss how writers tell stories their readers can clearly visualize. Students will sketch images and descriptions from their mind's eye.</p>		

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 4: Stories with a Message

Rationale: Use *The Other Side* by Jacqueline Woodson to illustrate how writers tell stories that make us think, wonder, and connect. Students will explore more possible writing ideas and topics from the mentor text.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: A Writer's Ear

Rationale: Use Byrd Baylor's *The Other Way to Listen* to discuss how listening to each other's stories and the world around us can inspire writing.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Mini-Lessons

Lesson 1: Generating Ideas I: Author's Inspiration

Rationale: Writers are inspired by different things they experience, see, hear, and feel. Students will revisit mentor texts that will inspire them to write.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 2: Generating Ideas II: Help! I Have Writer's Block

Rationale: Writers need strategies to help them brainstorm ideas when they are faced with blank pages. Students will learn strategies to combat writer's block.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 3: Selecting: Is This the One?

Rationale: Writers consider the text type or genre, audience, and purpose when selecting a piece to publish. Students will reread their entries and choose one, thinking about the text type, audience, and purpose for writing.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 4: Collecting: Zooming in on Important Details

Rationale: Writers use narrative techniques such as dialogue and description to create images and emphasize the true emotions and meanings of their pieces. Students will collect those details in their Writer's Notebooks.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: Drafting: Coming Out of the Notebook

Rationale: Writers draft with purpose, organization, and clarity in mind. Students will reread their entries, highlight the ideas they will keep, and use transition words and phrases to organize these ideas.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 6: Revising: Precise Words

Rationale: Writers choose well-crafted words to create pictures in the reader's mind and evoke emotion in the reader's heart. Students will revise their pieces using concrete words and phrases and descriptive language.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,

L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 7: Editing: Nobody's Perfect

Rationale: Writers edit their writing so it is easy to read and follow. Students will reread their writing for errors in spelling, punctuation, capitalization, and paragraphing.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 8: Publishing: Adding an Author's Note

Rationale: Writers work on the looks or presentations of their pieces when publishing. Students will add an Author's Note to their final drafts and then neatly handwrite or type their final pieces on a computer.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

Lesson 9: Student Self-Reflection

Rationale: Writers become independent learners as they take part in the evaluation process. Students will reflect on the writing process and strategies they used.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), Summative Assessment, Renaissance (Benchmark), Writing: Text Dependent Questions

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- Listen to audio recordings instead of reading text
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- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"

- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:**9.2 Career Awareness Infusion:****Additional Interdisciplinary Resources/Cultural Awareness:**

- *Come On, Rain!* by Karen Hesse - African American Life in the South During Segregation
- *The Hard-Times Jar* by Ethel Footman Smothers - Life of Migrant Workers During Segregation

Subject Area: English Language Arts (ELA)	Grade Level: 5	
Unit Name: Writing - Narrative	Dates: October - January	Time Frame: 12 - 14 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What is a Memoir?</u> Rationale: Build excitement for this unit and for the journey of learning about memoir. Students will begin to explore and understand the purposes and features of memoir writing as they preview the mentor texts and closely read <i>Bigmama's</i> by Donald Crews.</p> <p>New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 2: A Place Called Home</u> Rationale: Use <i>Home</i> to demonstrate how a word like “home” can inspire very different memories for writers. Students will observe how memoirists write about the everyday things in their lives and use dialogue, description, and characters to develop these experiences.</p> <p>New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 3: Making Meaning - Reflection</u> Rationale: Students will use <i>Family Pictures/Cuadros de familia</i> to explore and understand the importance of reflection, story pacing, and descriptive details in memoir.</p> <p>New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p>		

Lesson 4: Narrative Techniques: Dialogue and Description

Rationale: Memoir writers often use narrative techniques such as dialogue and descriptions to make their stories more engaging and real. Students will listen to *My Rotten Redheaded Older Brother* and discuss how the author's use of dialogue and description develops the experiences and shows the relationships between characters.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: We are the Experts

Rationale: Memoir is a narrative text that an author chooses to tell, and memoir writers are inspired by the meaningful stories in their lives. Students will discuss how their own lives are packed with meaningful experiences and memories that will form the basis of their own writing.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Mini-Lessons

Lesson 1: Generating Ideas I: Storytelling

Rationale: Storytelling is how memoirs often begin, and it helps support writers in finding their voice and getting ideas. Students will understand how telling stories can help authors recall experiences and develop a clear sequence of events in their memoirs.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 2: Generating Ideas II: Pictures Tell Stories

Rationale: Pictures hold entire stories. Students will sketch detailed pictures to develop real experiences or events.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.2.B.1

Lesson 3: Generating Ideas III: Making Connections to Published Memoirs

Rationale: Published memoirs are great resources to help generate ideas and writing. Students will engage effectively in collaborative discussions about the mentor text *Childtimes* and author Eloise Greenfield in order to generate ideas for writing their own memoir pieces.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 4: Generating Ideas IV: The People in Your Story

Rationale: Memoirs are often connected to people and special relationships. Helping students think about important people in their lives and memories connected to them will support them in gathering memories.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: Selecting: Rereading to Select a Meaningful Story

Rationale: Memoir is often focused around a theme, feeling, or issue. Students will engage in collaborative discussions and begin to narrow their focus as they reread their Writers' Notebooks to choose a meaningful idea they will continue to develop and work toward publishing.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 6: Collecting I: Describing a Setting

Rationale: Writers of memoirs often include detailed descriptions of when and where their story takes place. Students will use narrative techniques such as dialogue, concrete words, and sensory details to describe the setting of their memoirs.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 7: Collecting II: Freewriting

Rationale: Freewriting can open up new angles and unexplored ideas. Students will use this strategy to develop their stories and reflect on their focus and purpose.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 8: Collecting III: Purpose and Audience

Rationale: There are many different reasons for writing a memoir. Before drafting, it is helpful to think about intention and audience. Students will consider their purpose and begin thinking about how to develop and organize a coherent piece of writing for an audience.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 9: Drafting I: Narrative Text Structure

Rationale: Part of moving from the Writer's Notebook to the draft includes thinking about the narrative structure of memoirs. Students will look at narrative text structures that orient readers and that organize an event sequence that unfolds naturally so they can do the same as they draft.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 10: Drafting II: Using Transition Words and Phrases

Rationale: Memoirists consider the sequence and organization of their stories when deciding how to tell them. Students will observe how Jane Yolen uses transition words and phrases to manage her sequence of events.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 11: Revising I: It's All in the Details

Rationale: Revision involves looking at the draft from the perspective of readers. Sometimes details that we have in our heads or mind's eye do not make it into the draft. Conversely, sometimes we get so bogged down in the details that we miss telling the story. Revision offers every writer a chance to rethink what he or she has done to ensure that readers will understand what is written.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 12: Revising II: Adding Reflection - From Memory to Memoir

Rationale: A distinguishing element of memoir is the inclusion of reflection. Students will revise their memoirs to include reflective thinking and provide a conclusion that follows from narrated experiences or events and shows a reflective stance.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.2.B.1

Lesson 13: Editing I: Capitalization Cleanup

Rationale: Checking for correct capitalization is one of many things writers can do in the editing phase. It can sometimes be confusing for students to know when to use, for example, "Mom" and when to use the lowercase "mom." The editing phase of the writing process is a great time to work on these sentence - and word-level elements.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 14: Editing II: Rules for Capitalization

Rationale: Writing a memoir sometimes involves naming seasons, places, and events. It is important to be clear about the rules that apply to these words.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 15: Publishing: Cover and Title

Rationale: Publishing allows students the opportunity to enhance their finished pieces and prepare them for readers. Students will focus on creating a title and cover illustration for their memoirs.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.A.2, 8.1.2.B.1, 8.1.5.D.4

Lesson 16: Student Self-Reflection

Rationale: Writers reflect on their writing process to learn and grow as writers. Students will reflect on their writing experiences to understand how they have grown as writers over time.

New Jersey Student Learning Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), Summative Assessment, Renaissance (Benchmark), Writing: Text Dependent Questions

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction (For 504s, ELLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

Students can connect memoirs/narratives to having and maintaining an allowance.

9.2 Career Awareness Infusion:

Students can connect their memoirs/narratives to career choices or decisions made by themselves or others.

Subject Area: English Language Arts (ELA)	Grade Level: 5	
Unit Name: Writing - Essay	Dates: January - April*	Time Frame: 12 - 14 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: Defining the Genre: Introduction and Thesis Statement</u> Rationale: Students will begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.</p> <p>New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 2: Defining the Genre: Implied Thesis Statement and Function of a Closing</u> Rationale: Use <i>The Table Where Rich People Sit</i> by Byrd Baylor to help students notice how an author’s point of view or opinion is sometimes implied and how the closing of an essay reinforces the thesis.</p> <p>New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 3: Defining the Genre: The Body</u> Rationale: Use <i>A Quiet Place</i> by Douglas Wood to highlight the body of the essay and how it provides readers with the information that supports the author’s thesis.</p> <p>New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/>		

Lesson 4: Defining the Genre: Making Connections to Topics and Themes

Rationale: Students will explore how authors of the genre are very passionate about their topics and how they connect with their readers.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: Defining the Genre: Internal Features

Rationale: Use the essay “Homework: Enough is Enough!” by Michelle Peterson to review what students have learned about the genre and how authors use language techniques to engage their readers and support their thesis statements.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Mini-Lessons

Lesson 1: Generating Ideas I: Writer’s Stance

Rationale: Essays are often written to explore, explain, or argue ideas on a single topic. Students will consider these purposes as they generate ideas for topics about which they are passionate and on which they want to argue a particular stance or opinion.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 2: Generating Ideas II: Journey of Thought

Rationale: Essays can be written to impart life lessons and share personal opinions. Students will consider these purposes as they look to their personal stories to uncover meaningful moments in order to generate a clear focus for their essays.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 3: Generating Ideas III: The Art of Persuasion

Rationale: Essays are often written to convince the public to support social issues. Students will consider this purpose as they identify and examine social issues that they are passionate about and have knowledge of in order to generate strong arguments for their essays.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 4: Selecting: Finding a Focus

Rationale: Before selecting a topic for their essays, writers must first consider their purpose and the audience for whom they are writing. Students will review their Writers' Notebooks to determine which idea best reflects their intention and chosen audience.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: Collecting I: Brainstorming

Rationale: Writers utilize a variety of strategies to collect information about their topics. Students will free write about their selected topics as a way to recall and gather relevant information.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 6: Collecting II: The Thesis

Rationale: All essays include thesis statements. Developing a thesis is an important part of the collecting process. Students will finalize their thesis statements in order to move forward with their writing.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 7: Collecting III: Facts and Details to Support the Thesis

Rationale: Writers gather relevant facts and details to develop their topics. Students will use brainstorming strategies and graphic organizers to collect information that will support their thesis statements.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.A.3

Lesson 8: Collecting IV: Research: Primary and Secondary Sources

Rationale: Essay writers research their ideas for facts and details that support their thesis statements. Students will determine what needs to be researched and how.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 9: Collecting V: Outlining

Rationale: Essays are organized around a thesis. Outlining is one way to organize information that will support a thesis.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 10: Drafting I: Introduction

Rationale: An introduction that clearly states the writer's opinion and supports his or her purpose is an integral component of any effective essay. Students will use an organizational structure to help them craft an effective introduction for their essays that captures their readers' attention.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 11: Drafting II: The Body of the Essay: Creating Topic Sentences

Rationale: Essays are organized around a specific structure. Breaking down each element of that structure will support students in understanding and developing an effective essay. Students will write a strong topic sentence for each paragraph.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 12: Drafting III: Developing Paragraphs

Rationale: Writers must provide logically ordered reasons that are supported by facts and details to make their arguments or opinions stronger and more convincing. Students will continue to connect the main point of each paragraph with facts and details that support it.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 13: Drafting IV: The Conclusion

Rationale: A conclusion is an essential component of all effective essays. Writers must provide a concluding statement or section that directly relates to the opinion stated throughout the piece. Students will create conclusions that support their initial arguments.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 14: Revising I: Paragraph Transitions

Rationale: Transitions link opinions and supporting details using key words and phrases. Focusing on transitions is an effective revision practice. Students will learn an array of transition words and phrases and apply them effectively throughout their essays.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 15: Revising II: Powerful Words and Phrases

Rationale: Word choice is an important part of writing and the revision process. One way writers revise is by focusing on the power and preciseness of their words by including powerful words that capture and hold their readers' attention.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 16: Editing I: Citations

Rationale: To avoid plagiarism and instill proper use of references and resources, it is important for students to understand and use citations.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.2, 8.1.5.D.4

Lesson 17: Editing II: Proofreading

Rationale: It is important for students to proofread their final pieces for mechanical and grammatical errors prior to publishing.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 18: Publishing: Presentation

Rationale: It is important for students to have a variety of strategies for publishing and evaluating their work.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.4

Lesson 19: Student Self-Reflection

Rationale: It is important for students to evaluate their own work and to reflect on their growth and learning as writers.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), Summative Assessment, Renaissance (Benchmark), Writing: Text Dependent Questions

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction (For 504s, ELLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

Students can connect essays to having and maintaining an allowance, future careers and money management, etc.

9.2 Career Awareness Infusion:

Students create career research reports using online and library resources for information.

Subject Area: English Language Arts (ELA)	Grade Level: 5	
Unit Name: Writing - Biography	Dates: April - June*	Time Frame: 9 - 10 Weeks
<p>Lessons & Writing Activities:</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What is a Biography?</u> Rationale: Students will begin to discuss and define the purpose and identify the characteristics of biographical writing.</p> <p>New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 2: Writing to Inform</u> Rationale: Students will continue to explore features of biographies, focusing on how biographers use facts and details to inform readers and bring their subjects to life.</p> <p>New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/> <p><u>Lesson 3: Author's Craft</u> Rationale: Students will continue to build understanding and discuss the author's craft and style used in writing a biography.</p> <p>New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <hr/>		

Lesson 4: Author’s Purpose

Rationale: Students will recognize that biographies are written with a specific purpose and discuss how writers include information and details that support their central idea or message.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 5: Features of a Biography

Rationale: Students will compare and contrast two mentor texts to understand that although biographies contain common features, writers can have a different approach.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Mini-Lessons

Lesson 1: Generating Ideas I: Biographers Write About Role Models

Rationale: Biographers often write about role models. Students will think about the role models in their own lives as subjects for their biographies.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 2: Generating Ideas II: Subjects From History to Celebrate and Appreciate

Rationale: Biographers often write about people they want others to think about or appreciate. Students will think of subjects from history worthy of recognition or appreciation as potential subjects for their biographies.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 3: Generating Ideas III: Inspirational Subjects We Know Well

Rationale: Biographers often write about people they already know a lot about, such as family members, people in their local communities, or close friends. Students will think about the people they know well who could become the subject of their biographies.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 4: Selecting: Selecting a Subject for a Biography

Rationale: Writing biographies requires writers to research their subjects, so it is important that they select a subject of strong interest about whom resources are available for research. Students will select a subject for their biographies whom they are interested in and excited to research using several sources to build knowledge.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.E.1

Lesson 5: Collecting I: Know Your Subject

Rationale: Biographers take stock of what they know is important about their subjects in order to plan their research. Students will recall relevant information they already know about their chosen subjects to help them think about the research that needs to be done.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 6: Collecting II: Interesting Questions Lead to Interesting Findings

Rationale: Biographies are not just a compilation of facts about a subject; they also include interesting and insightful information about the subjects. Students will begin their research using questions to gather interesting and detailed information about their subjects.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.2, 8.1.5.E.1

Lesson 7: Collecting III: Research Planning - Primary and Secondary Sources

Rationale: Biographers use primary and secondary research sources to collect information on their subjects. Students will plan their research and consider the types of primary and secondary sources they can use to find the answers to their questions about their subjects.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.D.2, 8.1.5.E.1

Lesson 8: Collecting IV: Making a Timeline

Rationale: Timelines and other graphic organizers can serve as helpful resources for researching and collecting information. Students will use a timeline as a tool for taking notes and categorizing information according to the sequence of events from their subjects' lives.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1, 8.1.5.A.3

Lesson 9: Collecting V: Finding Out What We Have to Say

Rationale: Biographers often write with themes in mind in order to say something about their subjects that will enlighten and sometimes surprise their readers. Students will consider their own perspective and reflect on the theme or focus of their biographies.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 10: Drafting I: Organizing Our Biographies

Rationale: In order for readers to fully embrace a biography, related information must be grouped logically, conveyed clearly, and have a general focus. Students will consider different structures to accomplish this task.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 11: Drafting II: Introductions That Hook

Rationale: Introducing a topic clearly is essential to providing focus to a biography. Students will use their outlines from the Drafting I lesson to craft engaging and clear introductions.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 12: Drafting III: Concluding with Coherence and Credibility

Rationale: Biographers often conclude their texts in ways that leave readers understanding the importance of the subject they have read about. Students will conclude their biographies with a statement or section that relates to the information presented and leaves readers with a clear understanding and appreciation for their subjects.

New Jersey Student Learning Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 13: Revising I: Linking Ideas

Rationale: In order to create cohesion, writers link within and across categories of information. Students will learn how linking words are used to move readers from one idea to the next and then add these words and phrases to their biographies.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 14: Revising II: Crafting an Engaging Biography

Rationale: Biographers use “voice” and literary elements to bring their writing to life for their readers. Students will use crafting techniques to add voice to their biographies.

New Jersey Student Learning Standards: W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Lesson 15: Editing I: Use of Pronouns

Rationale: Writers use pronouns to make their sentences less repetitive, and proper use of pronouns is critical to maintaining clarity. Students will understand how the proper use of pronouns will help make their biographies less repetitive and clearer for their readers.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 16: Editing II: Reading as an Editor

Rationale: It is important for writers to read their work as editors in order to ensure that their writing follows the conventions of standard English. Students will read their drafts as editors and use an editing checklist to ensure that their biographies are clear and free of errors.

New Jersey Student Learning Standards: W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 17: Publishing: Author's Note

Rationale: For readers of biographies, an Author's Note provides insight into the author's intentions and motivations and requires that the author reflect on his or her intention and process. Students will craft an Author's Note for their biographies.

New Jersey Student Learning Standards: W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6, 8.1.5.A.1

Lesson 18: Student Self-Reflection

Rationale: At the end of a writing project, students need to spend time reflecting on their work, the process, and the product.

New Jersey Student Learning Standards: W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Assessment:

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists,

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Will vary according to student readiness/interest/learning profile:

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- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

9.1 Personal Financial Literacy Standard Infusion:

Students can research topics related to financial literacy and financial literacy management for their biographies.

9.2 Career Awareness Infusion:

Students can write about the careers of the people they are focusing on in their biographies.

Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser Word Wisdom, 2017.
- Non-Fiction Picture Book Biographies: Students can create picture book biographies of famous individuals in history and share them with elementary school grades.

* - The essay and biography units can be reversed in terms of when they are completed during the school year according to student needs, state testing requirements, etc.