

# Washington Township Public Schools

## COURSE OF STUDY – CURRICULUM GUIDE

**Course:** Writer's Workshop - Grade 5

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**Description:** The intermediate-level curriculum encompasses a developmental writing program that promotes Language Arts Literacy using the Balanced Literacy Four Block Model integrating writing with reading, speaking, listening, and viewing. Students are engaged in the ongoing cycle of prewriting, drafting, revising, proofreading, and publishing. The genre units immerse students in each unit by having them hear, read, and discuss good examples of the genre. After this immersion and drafting phase, the students select a draft to develop. They spend the latter weeks of the unit revising, proofreading, publishing, and sharing their written pieces. The program blends a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. Teachers follow the district scope and sequence guide to develop mini-lessons and to target skills and conventions in small guided writing groups or through individual conferences. As members of a caring community, students learn and act on the values that govern the community. The lessons aim to create a classroom writing community where students feel empowered, supported in taking risks, and responsible to themselves and the group. The lessons weave cooperative learning, social skill instruction, and discussion of values throughout the curriculum.

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**BOE Approval:** \_\_\_\_\_

# Being a Writer: Lesson Design

The daily *Being a Writer* (BAW) lessons typically include three main components. Each of these components include various workshop practices. The chart below details how these components support a writer's workshop model and allow for differentiation.

Lesson Component	How the Component Supports the Workshop Model	How to Differentiate During this Component
<b>Getting Ready to Write</b>	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> <li>• Reading aloud mentor texts</li> <li>• Creating class anchor charts for support</li> <li>• Teacher modeling</li> <li>• Shared and interactive writing</li> <li>• Mini lessons (focus on craft and/or conventions)</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher may vary the modeled writing to reflect the needs of the students in the class.</li> <li>- Off days/weeks allow time for additional mini-lessons focusing on craft or conventions not covered in BAW.</li> </ul>
<b>Writing Time</b>	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> <li>• Shared and interactive writing</li> <li>• Independent writing time</li> <li>• <i>Teacher as Writer</i></li> <li>• Teacher &amp; peer conferencing</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher may work with a small group of students to reinforce or enrich a skill.</li> <li>- The teacher may work with an individual student through conferencing.</li> </ul>
<b>Sharing and Reflecting</b>	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> <li>• Peer collaboration and discussion</li> <li>• Students share and celebrate their work (e.g., author's chair.)</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher should respond regularly to student writing. This practice inspires students to stretch their thinking and learning.</li> </ul>

# MAJOR UNITS OF STUDY

**Course Title:** Being a Writer

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- I. The Writing Community**
- II. The Writing Process**
- III. Personal Narrative**
- IV. Poetry**
- V. Fiction**
- VI. Expository Nonfiction**
- VII. Persuasive Nonfiction**
- VIII. Revisiting the Writing Community**

# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

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**Unit #:** UNIT 1 OVERVIEW

**Unit Title:** The Writing Community

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## **Unit Description and Objectives:**

### Description:

During this unit, the students begin to see themselves as contributing members of a writing community. They hear and discuss examples of good writing and begin to learn the writing practice of professional authors. They explore prewriting techniques and write freely in their notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. Finally, they will begin conferring with one another about their writing in a caring and responsible way.

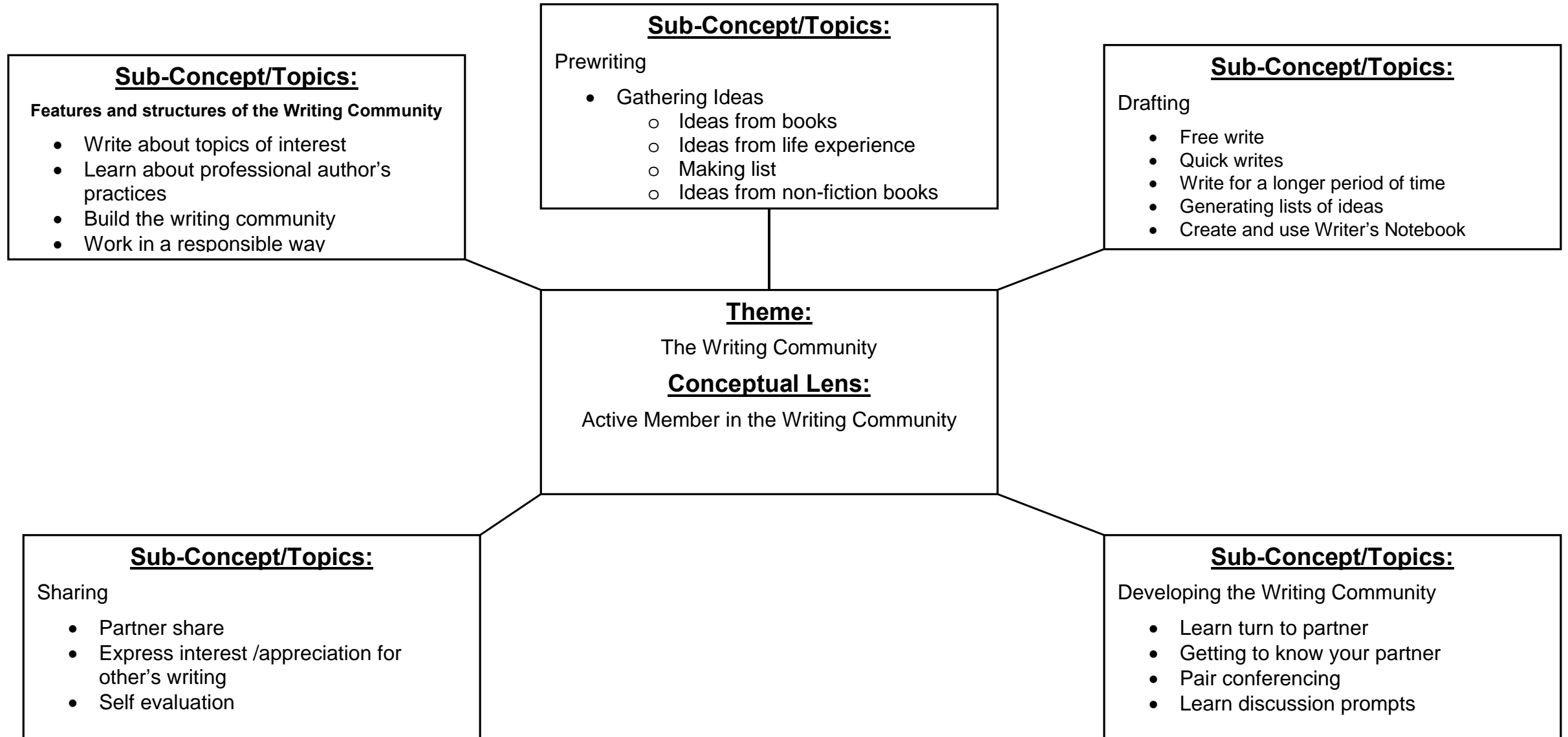
### Objectives:

- Students will write about topics that interest them.
- Students will learn different prewriting strategies, such as making a list, to plan their writing.
- Students will learn about professional author's writing practice.
- Students will learn the procedures for the writing time and for working together.
- Students will learn to work with a partner

**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 How do writers create a supportive writing community? 1.2 How do writers gather and talk to one another?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1 How can writers generate ideas? 2.2 How do writers keep a writer's notebook?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1 How do writers use precise, organized language that reflects the conventions of spoken English to generate and clarify ideas for writing?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What types of writing may the writer try after listening to a variety of genres?

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Writing Workshop- Grade 5  
**Unit Number/Title:** Unit 1- The Writing Community  
**Conceptual Lens:** Active Member in the Writing Community  
**Appropriate Time Allocation (# of Days):** 2-3 Weeks

<b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b>			
<u>W 5.8</u>	<u>W 5.10</u>	<u>SL 5.1a</u>	<u>SL5.1b</u>
<u>SL 5.1c</u>	<u>SL 5.1d</u>	<u>SL 5.2</u>	<u>SL 5.4</u>
<u>SL 5.6</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Establishing the Writing Community</p> <p>(Follow District Pacing Guide)</p>	<p>Features and structures of the writing community that will facilitate students in their writing.</p> <p>Procedures for building a writing community.</p> <p>Strategies for gathering ideas for writing.</p> <p>Strategies for free writing in a variety of genres in a Writer's Notebook.</p> <p>Strategies for sharing writing and ideas for writing.</p>	<p>Engage in a range of collaborative discussions.</p> <p>Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. Engage effectively in a range of collaborative discussions. Adapt speech to a variety of contexts and tasks using formal English when appropriate.</p> <p>Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through from, structure,, and author's voice.</p>	<p><b><u>Establishing Writing Partnerships</u></b> Work cooperatively with a writing partner. Partners offer suggestions and support while revising their work their own work based on partner feedback.</p> <p><b><u>Collecting/ Immersion</u></b> Listen to mentor texts that introduce and expose features of the genre. Use a writer's notebook to experiment with ideas for this type of writing.</p> <p><b><u>Rehearsing/ Immersion</u></b> Read and review mentor texts that represent a variety of genres. Use the Writer's Notebook to try a variety of entries to build writing stamina and generate possible topics.</p>	<p>Partners and/or class meetings occur daily to help readers develop, reflect on, and improve their writing. Week 1, Day 3,4 Week 4, Day 4</p> <p>Week 1, Day 1,2</p> <p>Week 2, Day 1 – 4 Week 3, Day 1 - 4</p>	<p>Turn to Partner and Talk Peer Share Pair Conferences Reflect on feedback</p>	<p>9.1.4.A.1 9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2</p>	<p>Rubric: <u>Writer's Notebook</u> -Use the district rubric and conversion guide</p> <p>Rubric <u>Participation Rubric</u> --Use the district rubric and conversion guide - Assess at least once for each unit</p> <p><u>Quizzes</u> -Related to minilessons Assess at least once for each unit</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		<p>Summarize a written text read aloud.</p> <p>Demonstrate knowledge of characteristics, structures, and voice of selected genres.</p> <p>Write routinely over extended time frames and shorter time frames.</p>					



# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
During independent writing time, pull small groups and/or individuals to conference and reteach how to work with a partner.	Assign "Extension Activities" in BAW as needed Page 23 Read additional examples of fiction, nonfiction, and poetry aloud Page 39 Interview family members for stories of the past Page 55 Research and write alphabet book	Follow recommendation from BAW( page xxvi) Activating prior knowledge Build vocabulary On-going peer partnerships Turn to partner- pg 16 Provide prompts –pg. 17, 62 Drawing before writing – pg. 35, 77	During independent writing time, pull small groups and/or individuals to conference and reteach how to work with a partner.
During independent writing time, pull a small group or individuals and reteach how to create an entry for the Writer's Notebook.			During independent writing time, pull a small group or individuals and reteach how to create an entry for the Writer's Notebook. Teacher may have student respond orally to text read or topic of personal interest.
During independent writing time, pull small groups and/or individuals to conference and reteach how to generate ideas.			During independent writing time, pull small groups and/or individuals to conference and reteach how to generate ideas. Alternatives may include use of drawings or allowing student to verbalize ideas before trying to write them. Teacher may provide categories or use alternative mentor texts.

# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

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**Unit #:** UNIT 2 OVERVIEW

**Unit Title:** The Writing Process

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## **Unit Description and Objectives:**

### Description:

During this unit, the students learn about the writing process by working with a piece of writing from the first draft through publication. They select a draft to develop: reread their work; ask themselves questions about their writing; and revise, proofread, and publish their writing. They learn about a professional author's writing process, and they continue to confer about their writing in a caring and responsible way.

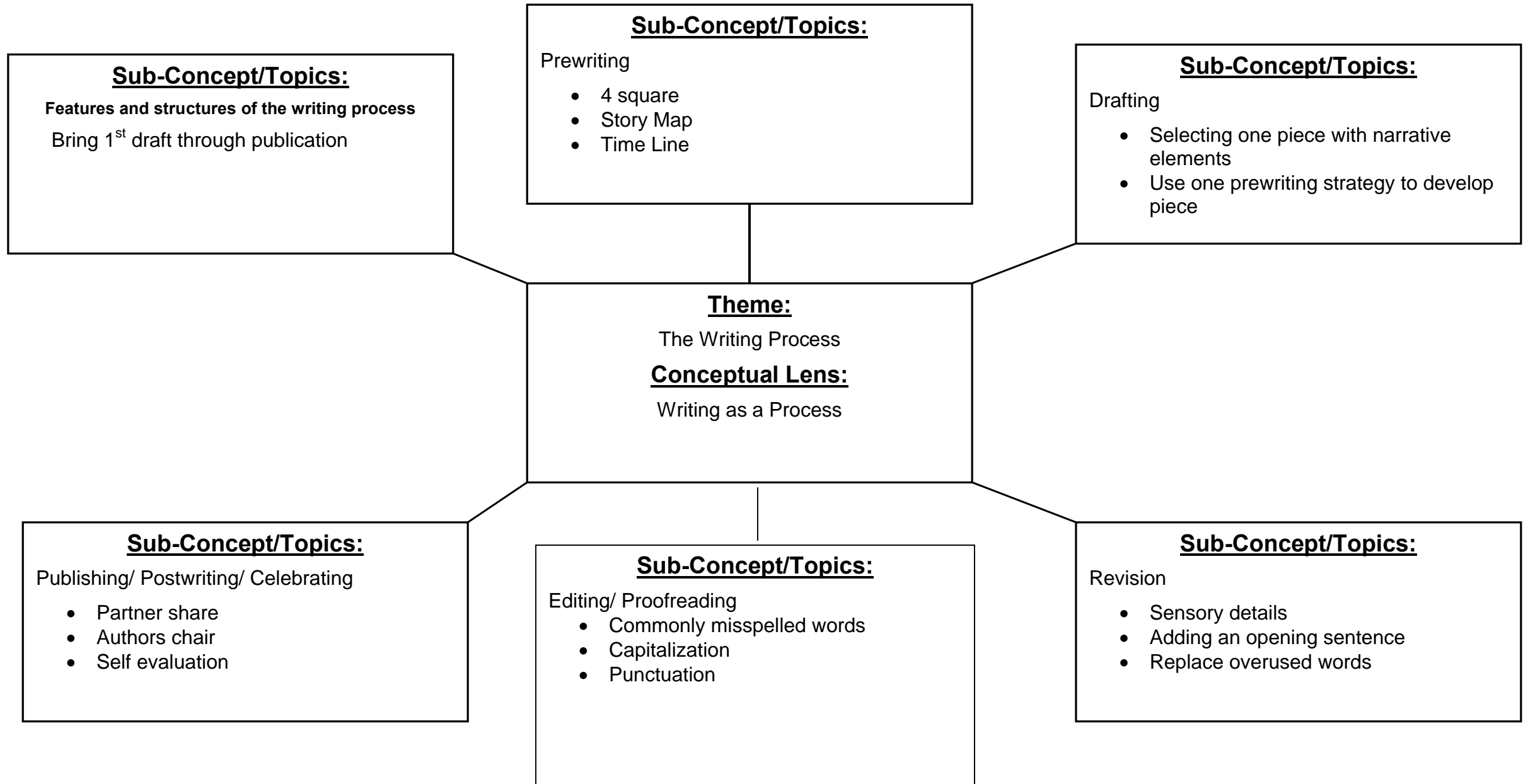
### Objectives:

- Students will plan, draft, revise, edit and publish a writing piece.
- Students will use a prewriting strategy, such as 4 Square, to plan their writing.
- Students will select one draft to develop
- Students will revise their work using sensory details, openings, and replacing overused words.
- Students will edit for commonly misspelled words, capitalization, and punctuation.

**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 -What is the writing process? 1.2 – How do I select an entry to take to publication? 1.3 -What prewriting tools can I use to plan my writing?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1- How can I use sensory details to enhance the draft? 2.2 – How can I confer with a partner and use questions to improve my draft? 2.3- Do I vary my word choice and sentence structure? 2.4- How might I improve my entry to grab the reader's attention?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1- Do I reread for capitalization and punctuation? 3.2- Do I reread for correct spelling? 3.3 – How can I use a word bank to correct spelling?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1- What do I need to know about my audience to make a successful writing piece? 4.2 – How can I reflect on my writing to grow as a writer?

# UNIT GRAPHIC ORGANIZER





Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Revise work using sensory details, openings, and replacing overused words.</p> <p>Edit for commonly misspelled words, capitalization, and punctuation.</p>	<p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. Write narratives to develop real experiences or events.</p> <p>Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.</p> <p>Review own writing with others to understand the reader's perspective and to consider ideas for revision.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed</p> <p>Review and edit work for spelling, mechanics,</p>	<p><b>Drafting</b> Write a first draft on loose leaf paper ( outside notebook)</p> <p><b>Revising</b> Participate in minilessons aimed to address specific or grade level areas of need.</p> <ul style="list-style-type: none"> <li>- Sensory details</li> <li>- Opening sentence</li> <li>- Replacing overused words</li> <li>- Identifying and revising confusing or extraneous parts of their draft</li> </ul> <p><b>Editing/ Proofreading</b> Use an editing checklist to proofread and correct written work. Be sure to include</p> <ul style="list-style-type: none"> <li>• Commonly misspelled words</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Commas</li> </ul> <p><b>Spelling</b> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. Participate in word sorts, literacy word work stations, and word study contracts.</p>	<p>Week 1, Day 2</p> <p>Week 1, Day 3, 4 Week 2, Day 1, 2, 3, Personal notes on revision mini-lessons Scope and Sequence pg. 5 and Appendix</p> <p>Editing Checklist Week 3, Day 1, 2</p>			<p><u>Quizzes</u> -Related to minilessons Assess at least once for each unit</p> <p><u>Word Study Assessment</u> -Assess completed contracts, word work at literacy stations, dictated word lists and home practice -At least once for each list / sort</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		Produce finished writings to share with the class and/or for publication.	<b><u>Publishing</u></b> Create a final copy of the story,. Share the work using author's chair and/or partner share.	Week 3, Day 3,4 Author's Chair			

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
During independent writing time, pull small groups and/or individuals to conference and reteach how to select a draft.	Assign "Extension Activities" in BAW Page 96 Research author, Jon Scieszka, online Page 115 Generate lists for overused words Page 144 Publish student writing online	Follow recommendation from BAW( page xxix) Provide prompts page 93,95 Build vocabulary Edit with a peer Page 113	During independent writing time, pull small groups and/or individuals to conference and reteach how to select a draft. Students may need time to tell each idea orally to identify idea they most want to write about and that they have the most to write about.
During independent writing time, pull small groups and/or individuals to conference and reteach how to add interesting words.			During independent writing time, pull small groups and/or individuals to conference and reteach how to add interesting words. Teacher may provide a chart or list to help students select words.
During independent writing time, pull small groups and/or individuals to conference and reteach how edit a draft.			During independent writing time, pull small groups and/or individuals to conference and reteach how edit a draft and use an editing checklist. Teacher may need to identify errors and guide editing.
During independent writing time, pull small groups and/or individuals to conference and reteach how to identify and delete extraneous details.			During independent writing time, pull small groups and/or individuals to conference and reteach how to identify and delete extraneous details. Teacher can guide student by using a time line or other graphic organizer to identify extraneous details.



# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

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**Unit #:** UNIT 3 OVERVIEW

**Unit Title:** Personal Narrative

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## **Unit Description and Objectives:**

### Description:

During this unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore what goes into a good personal narrative, including sensory details to make stories come alive. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. They ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in other people's writings.

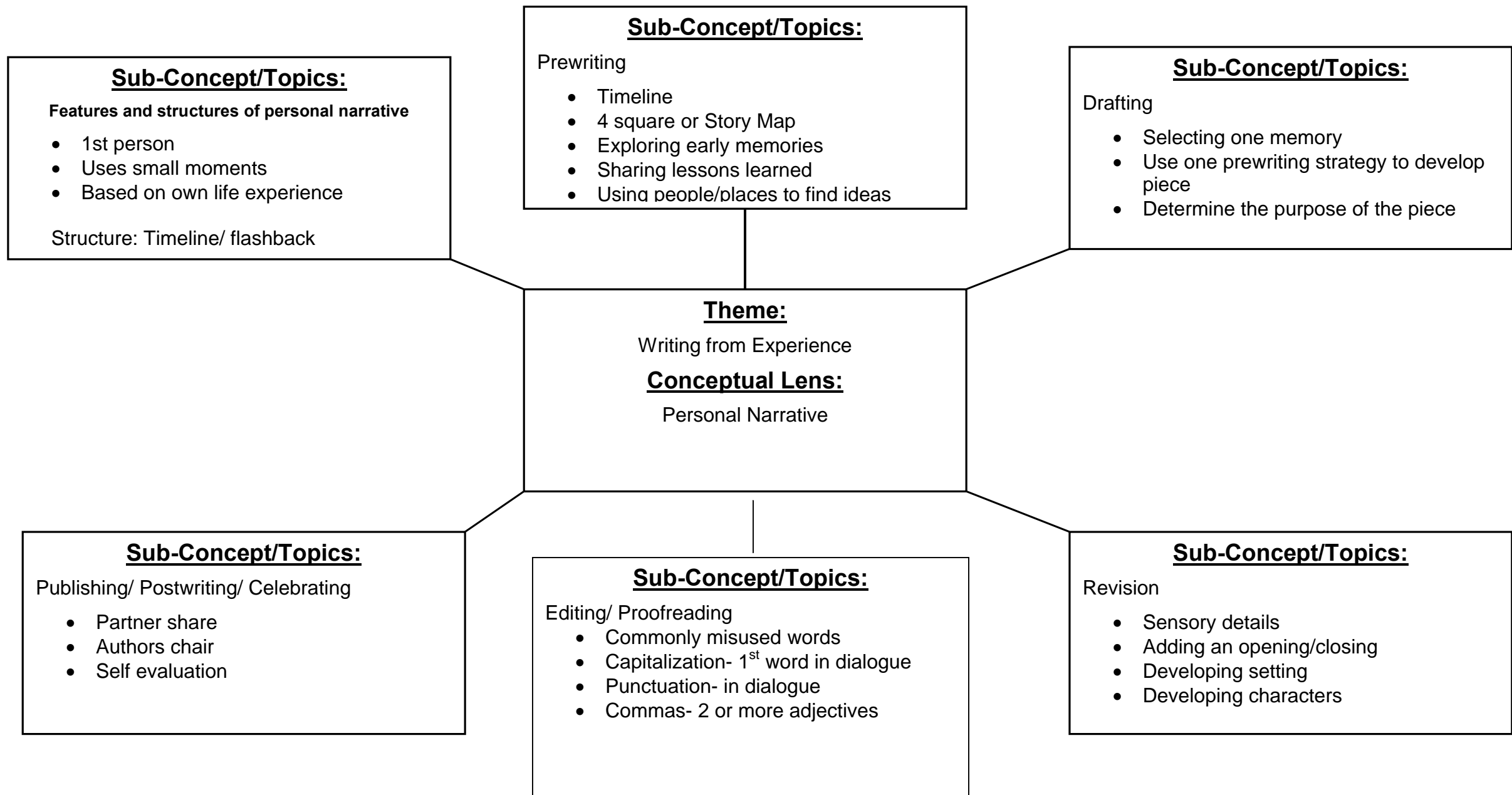
### Objectives:

- Students will plan, draft, revise, edit and publish a personal narrative.
- Students will recognize the structures and features of a personal narrative.
- Students will use a prewriting strategy, such as 4 Square or a timeline, to plan their writing.
- Students will select one draft to develop
- Students will revise their work using sensory details, opening and closings, setting and characters.
- Students will edit for commonly misspelled words, capitalization, commas and punctuation in dialogue.

**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u> Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 -What is the writing process? 1.2- How can I generate ideas to write about? 1.3 -What prewriting tools can I use to plan my writing?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1- What are structures and/or features in personal narratives? 2.2- Do I vary my word choice and sentence structure? 2.3- How might I improve my personal narrative to grab the reader's attention?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1- How do I reread for capitalization and punctuation? 3.2- How do I reread for the correct use of commas?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1- What do I need to know about my audience to make a successful writing piece? 4.2 – How can I reflect on my writing to grow as a writer?

# UNIT GRAPHIC ORGANIZER





Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Selecting one memory to bring to publication</p> <p>Determine the purpose of the piece</p> <p>Revise work using sensory details, openings, closings, setting and characters</p>	<p>Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.</p> <p>Write a narrative piece based on personal experiences.</p> <p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed</p> <p>Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.</p>	<p><b>Selecting</b> Select an idea to develop into a published personal narrative.</p> <p><b>Developing/ Nurturing</b> Begin adding to details to develop the story</p> <p>Identify the Big Idea of piece.</p> <p><b>Drafting</b> Write a first draft on loose leaf paper ( outside notebook)</p> <p><b>Revising</b> Participate in mini-lessons aimed to address specific or grade level areas of need. Be sure to include</p> <ul style="list-style-type: none"> <li>- Sensory details</li> <li>- Opening sentence</li> <li>- Closing sentence</li> <li>- Characters</li> <li>- Setting</li> </ul>	<p>Week 3, Day 1</p> <p>Week 3, Day 2, 3, 4 Scope and Sequence pg. 5 and Appendix Week 4, Day 1 Personal notes on revision mini-lessons</p>			<p><u>Word Study Assessment</u> -Assess completed contracts, word work at literacy stations, dictated word lists and home practice -At least once for each list / sort</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>Review own writing with others to understand the reader's perspective and to consider ideas for revision</p> <p>Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging words, sentences, and paragraphs.</p> <p>Edit writing for correct grammar usage, capitalization, punctuation, and spelling.</p> <p>Analyze examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.</p> <p>Use knowledge of English grammar and usage to express ideas effectively.</p> <p>Use quotation marks and related punctuation correctly in passages of dialogue.</p>	<p><b><u>Editing/ Proofreading</u></b> Use an editing checklist to proofread and correct written work. Be sure to include</p> <ul style="list-style-type: none"> <li>• Commonly misspelled words</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Commas</li> </ul>	<p>Week 4, Day 2, 3</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		<p>Edit for commonly misused words, capitalization in dialogue, punctuation and commas</p> <p>Produce finished writings to share with the class and/or for publication.</p>	<p><b><u>Spelling</u></b> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. Participate in word sorts, literacy word work stations, and word study contracts.</p> <p><b><u>Publishing</u></b> Create a final copy of the story, Share the work using author's chair and/or partner share.</p>	<p>Week 4, Day 4</p>			

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
During independent writing time, pull small groups and/or individuals to conference and reteach how to focus writing on one single event.	Assign "Extension Activities" in BAW Page 166 Read more from <i>Knots in My Yo-Yo String</i> Page 185 Write in response to literature about a time they acted kindly Page 210 – Publish student writing online Page 224 – Write letters home about personal narrative	Follow recommendation from BAW( page xxix) Build vocabulary Edit with a peer Drawing before writing - pg. 153 Provide prompts – pg. 181	During independent writing time, pull small groups and/or individuals to conference and reteach how to focus writing on one single event. Use a graphic organizer such as a time line or story map to identify the seed idea or heart of the story.
During independent writing time, pull small groups and/or individuals to conference and reteach how to select a draft.			During independent writing time, pull small groups and/or individuals to conference and reteach how to select a draft. Allow students to tell narrative and ask questions to determine event that means the most and that they have the most to say/write about.
During independent writing time, pull small groups and/or individuals to conference and reteach how to add a strong opening.			During independent writing time, pull small groups and/or individuals to conference and reteach how to add a strong opening.
			During independent writing time, pull small groups and/or individuals to conference and reteach how to use an editing checklist. Teacher may need to identify errors and guide editing. Identify and guide students through editing of commonly misused words such as there, their, and they're.



# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

**Unit #:** UNIT 4 OVERVIEW

**Unit Title:** Poetry

## Unit Description and Objectives:

### Description:

During this unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about feelings, objects, weather, animals, and things that make noise. They learn that poets can break punctuation rules intentionally, and they think about what this would look like in their own poems. They tap into their creativity and express interest in and appreciation for one another's creativity and writing.

### Objectives:

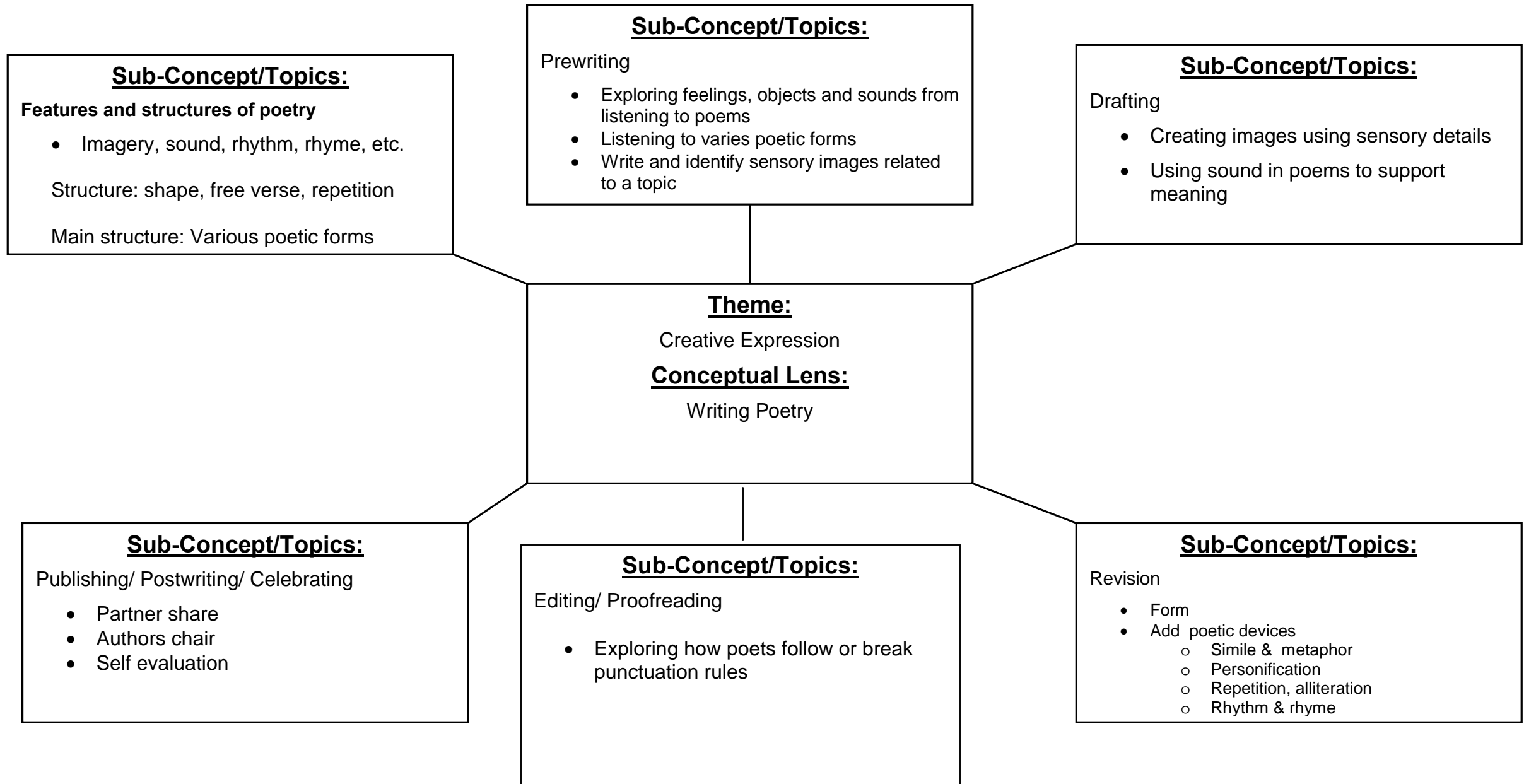
- Students will plan, draft, revise, edit and publish poetry.
- Students will recognize the structures and features of poetry.
- Students will hear, discuss and write poems.
- Students will use imagery, and sound in their poems.
- Students will generate and quickly write ideas for poems.
- Students will use different poetic devices such as, personification, to develop a poem.

## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 -What is the writing process? 1.2- How can I generate ideas to write about? 1.3 -What prewriting tools can I use to plan my writing?

<p>2. How do good writers develop a well written product?</p>	<p>2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.</p>	<p>2.1- What are structures and/or features in poetry?  2.2- How do poetic devices enhance a poem?  2.3 How can I use line breaks to create a rhythm in my poetry?</p>
<p>3. How do rules of language affect communication?</p>	<p>3. Rules, conventions of language, help readers understand what is being communicated.</p>	<p>3.1- Do I follow the grammar rules for the different poetry type?  3.2- How can I intentionally break the rules for grammar and usage in poetry?</p>
<p>4. Why does a writer choose a particular form of writing?</p>	<p>4. A writer selects a form based on audience and purpose.</p>	<p>4.1- What do I need to know about my audience to make a successful writing piece?  4.2 – How can I reflect on my writing to grow as a writer?</p>

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Writing Workshop- Grade 5  
**Unit Number/Title:** Unit 4- Poetry  
**Conceptual Lens:** Creative Expression  
**Appropriate Time Allocation (# of Days):** 3 weeks

<b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b>			
<u>W 5.3d</u>	<u>W 5.4</u>	<u>W 5.5</u>	<u>W 5.10</u>
<u>SL 5.1b,c</u>	<u>SL 5.6</u>	<u>L 5.2a,e</u>	<u>L 5.3a,b</u>
<u>L 5.5a,b</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Poetry (Follow District Pacing Guide)</p>	<p>Recognize features and structures of poetry that may be used in their own writing</p> <p>Creating images using sensory details</p> <p>Using sounds to support meaning</p> <p>Write for different purposes (e.g. to express ideas, inform, entertain, persuade, question, reflect, clarify, share) and a variety of audiences (e.g. self, peers, community).</p>	<p>Engage effectively in a range of collaborative discussions.</p> <p>Use reading and technology to support writing.</p> <p>Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.</p> <p>Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.</p> <p>Demonstrate knowledge of characteristics, structures, and voice of selected genres.</p>	<p><b><u>Establishing Writing Partnerships</u></b> Work cooperatively with a writing partner. Partners offer suggestions and support while revising their work their own work based on partner feedback.</p> <p><b><u>Collecting/ Immersion</u></b> Listen to mentor texts that introduce and expose features of the genre. Use a writer’s notebook to experiment with ideas for this type of writing.</p> <p><b><u>Rehearsing/ Immersion</u></b> Read and review one mentor text that exemplifies good poetry. In writing notebook plan and draft possible entries for a poem.</p>	<p>Partners and/or class meetings occur daily to help readers develop, reflect on, and improve their writing. BAW Weeks 1-3, Days 1-4</p> <p>Week 1, Day 1 – 4 Week 2, Day 1 – 4</p> <p>Week 1, Day 1- 4 Week 2, Day 1 – 4</p>	<p>Type published piece.</p> <p>Type published piece adding graphics to story.</p> <p>Use computers to research authors</p> <p>Turn to Partner and Talk Peer Share Pair Conferences Reflect on feedback Author’s Chair</p>	<p>8.1.2.A.4</p> <p>8.1.4..A.2</p> <p>8.2.2.A.1</p> <p>9.1.4.A.1</p> <p>9.1.4.A.5</p> <p>9.1.4.B.1</p> <p>9.1.4.C.1</p> <p>9.1.4.D.1</p> <p>9.1.4.D.2</p>	<p>Rubric: <u>Writer’s Notebook</u> -Use the district rubric and conversion guide</p> <p>Rubric <u>Participation Rubric</u> --Use the district rubric and conversion guide - Assess at least once for each unit</p> <p>Rubric <u>Published/Process Piece</u> --Use the district rubric and conversion guide - Assess at least once for each unit</p> <p><u>Quizzes</u> -Related to minilessons Assess at least once for each unit</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Revise work focusing on form, simile, metaphors, rhyme, rhythm and personification</p> <p>Edit for broken punctuation rules</p>	<p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.</p> <p>Develop independence by setting self-selected purposes and generating topics for writing.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed</p> <p>Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify choices made.</p> <p>Review own writing with others to understand the reader's perspective and to consider ideas for revision.</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging words</p>	<p><b>Selecting</b> Select an idea to develop into a published piece.</p> <p><b>Developing/ Nurturing</b> Begin adding repetition, sensory details, sound words, and shape to poems.</p> <p><b>Drafting</b> Write a first draft on loose leaf paper ( outside notebook)</p> <p><b>Revising</b> Participate in mini-lessons aimed to address specific or grade level areas of need. Be sure to include Form Simile &amp; metaphor Personification Repetition, alliteration Rhythm &amp; rhyme</p>	<p>Week 3, Day 1</p> <p>Week 2,Day 2,4</p> <p>Week 2, Day 1,2,3 Week 3, Day 1</p> <p>Week 3, Day 1 Personal notes on revision mini-lessons Scope and Sequence pg. 5 and Appendix</p>			<p><u>Word Study Assessment</u> -Assess completed contracts, word work at literacy stations, dictated word lists and home practice -At least once for each list / sort</p> <p><u>On Demand Writing</u> -Use the NJ Holist Scoring Rubric -Assess 1-2 per grading period</p> <p><u>Benchmark Assessments</u> Following the writing testing schedule: Baseline- Fall Benchmark1 – Winter Benchmark 2- Spring</p>



# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
During independent writing time, pull small groups and/or individuals to conference and re-teach how to create images using sensory details.	Assign "Extension Activities" in BAW Page 572 Have a collection of poems for students to read and discuss Page 590 Use objects to write poems	Follow recommendation from BAW( page xxix) Build vocabulary Edit with a peer Rephrase questions page 553, 558, 587 Provide prompts page 561	During independent writing time, pull small groups and/or individuals to conference and re-teach how to create images using sensory details. Students may use drawings to explore images. Provide sensory detail list to help students think about sensory details.
During independent writing time, pull small groups and/or individuals to conference and re-teach how to use poetic devices such as simile, metaphor, personification, rhythm and rhyme in poetry.			During independent writing time, pull small groups and/or individuals to conference and re-teach how to use simile, rhythm and rhyme in poetry. Use mentor poems to help students work with patterns.

# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

**Unit #:** UNIT 5 OVERVIEW

**Unit Title:** Fiction

## Unit Description and Objectives:

### Description:

During this unit, the students explore fiction writing and draft, revise, and publish their own stories. Through reading different kinds of fiction stories and exploring how authors get ideas and put stories together, they learn how to integrate elements of character, setting, and plot into their own writing. They use descriptive details to convey setting, learn to punctuate dialogue, and learn other important skills pertinent to fiction writing. They cultivate a relaxed and creative attitude toward their writing and continue to be contributing members of the classroom writing community.

### Objectives:

- Students will plan, draft, revise, edit and publish a Fairy Tale or a Realistic Fiction piece.
- Students will recognize the structures and features of a fairy tale or realistic fiction.
- Students will use a prewriting strategy, such as a story map, to plan their writing.
- Students will select one draft to develop
- Students will revise their work developing setting, characters and plot.
- Students will edit for dividing longer sentences, using more specific nouns & adjectives, and punctuation and capitalization in dialogue.

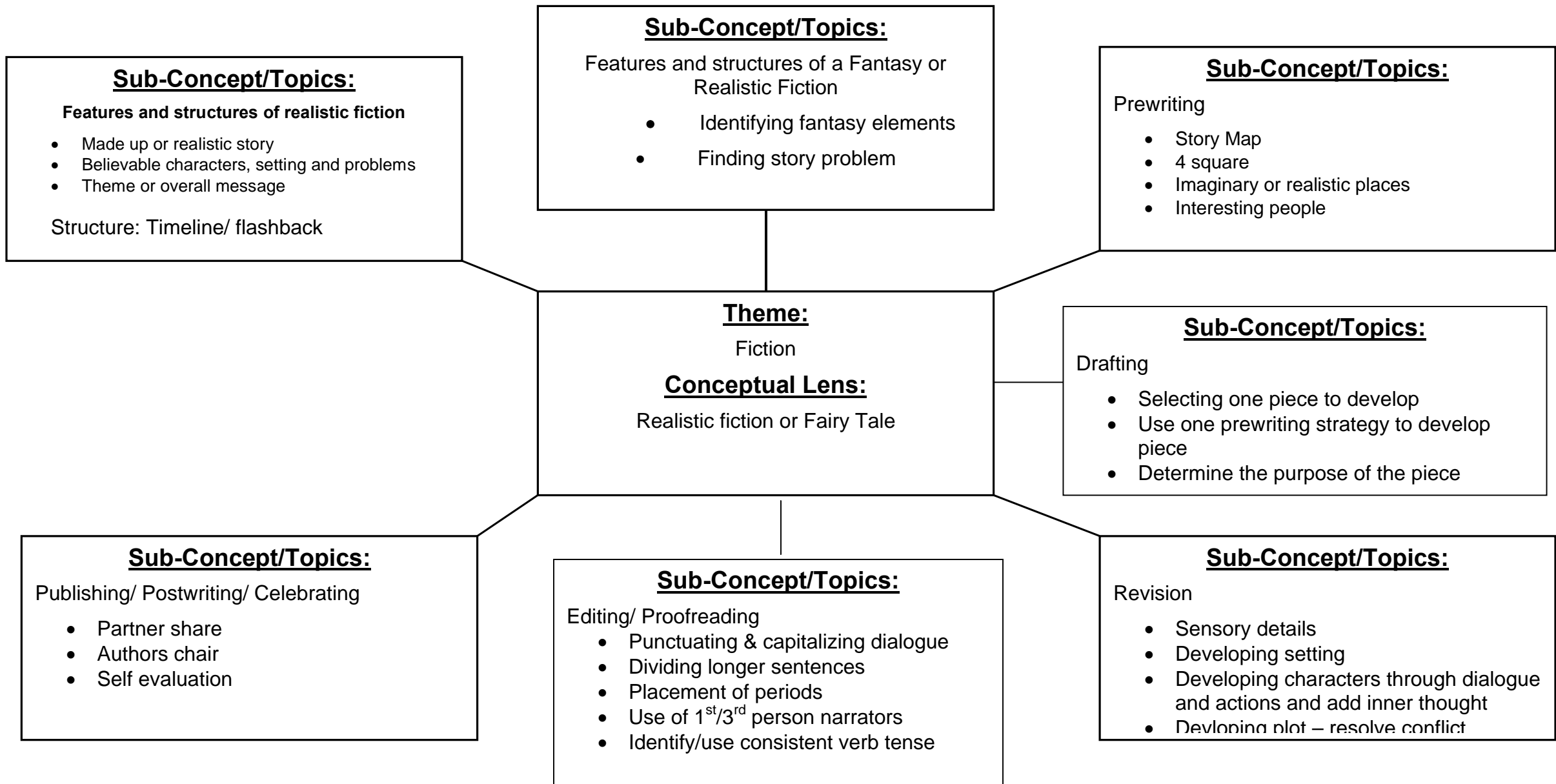
## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u> Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 -What is the writing process? 1.2- How can I generate ideas to write about? 1.3 -What prewriting tools can I use to plan my writing?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1- What are structures and/or features in realistic fiction or fantasy? 2.2- Do I vary my word choice and sentence structure?



		2.3- How might I improve my realistic fiction or fantasy to grab the reader's attention?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1- Do I reread for capitalization and punctuation? 3.2- Do I reread for the use of clear, specific pronouns? 3.3 – How do I use verb tense correctly?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1- What do I need to know about my audience to make a successful writing piece? 4.2– How can I reflect on my writing to grow as a writer?

# UNIT GRAPHIC ORGANIZER





Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Selecting one piece to bring to publication</p> <p>Determine the purpose of the piece</p> <p>Revise work using sensory details, setting, characters and plot</p>	<p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing</p> <p>Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging words, sentences, and paragraphs.</p> <p>Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas</p>	<p><b>Selecting</b> Select an idea to develop into a published piece.</p> <p><b>Drafting</b> Write a first draft on loose leaf paper ( outside notebook)</p> <p><b>Developing/ Nurturing</b> Begin adding to details to develop the story</p> <p><b>Revising</b> Participate in mini-lessons aimed to address specific or grade level areas of need. Be sure to include</p> <ul style="list-style-type: none"> <li>- Sensory details</li> <li>- Characters</li> <li>- Setting</li> <li>- Plot</li> </ul>	<p>Week 4, Day 1</p> <p>Week 2, Day 1 – 4 Week 3, Day 1, 2</p> <p>Week 3, Day 3, 4 and Scope and Sequence page 5 and Appendix</p> <p>Week 4, Day 2, 3 Week 4, Day 4 Week 5, Day 1, 2, 3 Personal notes on revision mini-lessons</p>			<p><b>Quizzes</b> -Related to minilessons Assess at least once for each unit</p> <p><b>Word Study Assessment</b> -Assess completed contracts, word work at literacy stations, dictated word lists and home practice -At least once for each list / sort</p> <p><b>On Demand Writing</b> -Use the NJ Holist Scoring Rubric -Assess 1-2 per grading period</p> <p><b>Benchmark Assessments</b> Following the writing testing schedule: Baseline- Fall Benchmark1 – Winter Benchmark 2- Spring</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Edit for capitalization and punctuation in dialogue, divide longer sentences, placement of periods. Using specific nouns and adjectives</p>	<p>Use Standard English conventions that are developmentally appropriate such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</p> <p>Use a variety of reference materials, such as dictionary, grammar reference, and Internet/software resources to edit written work.</p> <p>Analyze examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.</p> <p>Produce finished writings to share with the class and/or for publication.</p>	<p><b><u>Editing/ Proofreading</u></b> Use an editing checklist to proofread and correct written work. Be sure to include</p> <ul style="list-style-type: none"> <li>• Dialogue punctuation</li> <li>• Periods</li> <li>• Specific nouns and adjectives</li> </ul> <p><b><u>Spelling</u></b> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. Participate in word sorts, literacy word work stations, and word study contracts.</p> <p>↓ <b><u>Publishing</u></b> Create a final copy of the story, Share the work using author's chair and/or partner share</p>	<p>Week 6, Day 1, 2</p> <p>Week 6, Day 3, 4</p>			

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
During independent writing time, pull small groups and/or individuals to conference and reteach how to develop a character through speech	Assign "Extension Activities" in BAW Page 238, 300 Read other pieces by Robert Munsch and Chris Van Allsburg and/or explore author's website Page 247 Repeat quick write "What if?" Page 254- Pass out pictures used in lesson and repeat quick write activity Page 282 – Write stories to go with <i>The Mysteries of Harris Burdick</i> Page 329 – Further explore point of view Page 344 – Further explore tense Page 352 – Write letters home about fiction	Follow recommendation from BAW( page xxix) Build vocabulary Edit with a peer Drawing before writing page 233 Provide prompt page 283	During independent writing time, pull small groups and/or individuals to conference and reteach how to develop a character through speech. Student may use sketches and speech bubbles to add dialogue.
During independent writing time, pull small groups and/or individuals to conference and reteach how to develop a descriptive setting.			During independent writing time, pull small groups and/or individuals to conference and reteach how to develop a descriptive setting. Student may want to draw setting and/or write a list of words and phrases to describe parts of the setting. Student may need a sensory detail list to help generate descriptive words and phrases.
During independent writing time, pull small groups and/or individuals to conference and reteach how to add a strong opening.			During independent writing time, pull small groups and/or individuals to conference and reteach how to add a strong opening.
During independent writing time, pull small groups or individuals to create story maps or time lines to organize story and identify important parts of the plot.			During independent writing time, pull small groups and/or individuals to draw and/or discuss plot of their story. Use drawings and oral language to help student map story and identify important parts of the plot.

			During independent writing time, pull small groups and/or individuals to conference and reteach how to use an editing checklist. Teacher may need to identify errors and guide correction.
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# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

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**Unit #:** UNIT 6 OVERVIEW

**Unit Title:** Expository Nonfiction

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## **Unit Description and Objectives:**

### Description:

During this unit, the students cultivate their curiosity as they explore nonfiction and learn about interesting ways to communicate informational nonfiction. They immerse themselves in information about topics of interest. They write, revise, and publish an informational essay on a topic of their choice. They learn research skills such as taking notes and organizing information by topic, and they learn about features of expository text (such as table of contents, indexes, maps, diagrams and captions) that they can include in their writing. They learn to write interesting introductions and transitions to connect their ideas. Partners learn to confer in pairs and revise their essay based on partner feedback.

### Objectives:

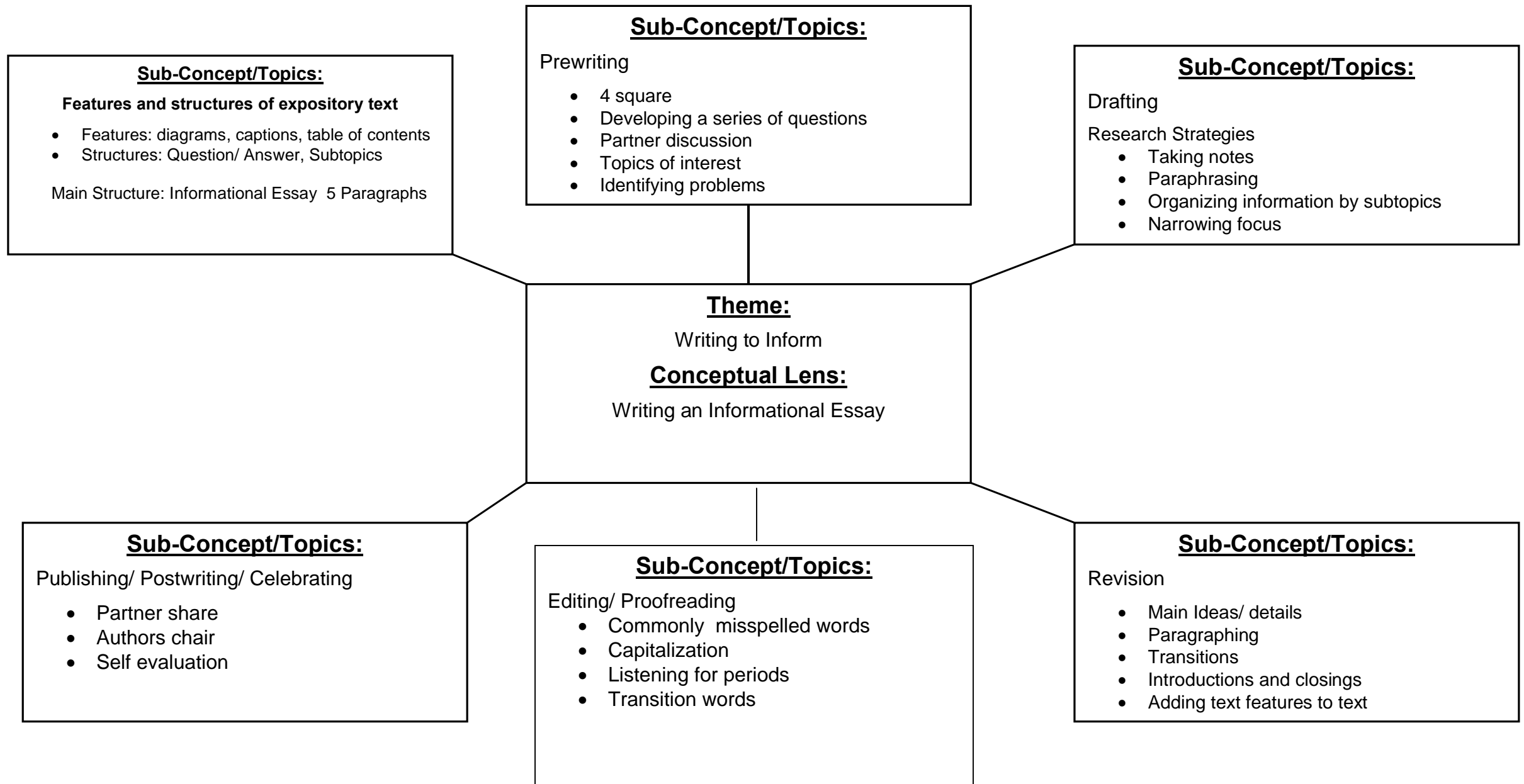
- Students will plan, draft, revise, edit and publish an informational essay.
- Students will recognize the structures and features of expository text.
- Students will use a prewriting strategy, such as 4 Square, to plan their writing.
- Students will research and organize factual information to include in their writing.
- Students will revise their work to improve paragraphing, introductions, transitions and closings.
- Students will edit for commonly misspelled words, capitalization, commas and punctuation in dialogue.



**Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1- What is the writing process? 1.2 -How can I generate ideas to write about? 1.3 -What prewriting tools can I use to plan my writing?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1 - What structures and/or features are apparent in expository nonfiction, particularly an information essay? 2.2 -How might an informational essay be improved to capture the readers' attention.
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1- What are the grade level appropriate English grammar and usage rules to consider? 3.2- How does an editing checklist help a writer? 3.3- How do paragraphs help the reader understand what is being communicated?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1-What types of writing may the author use to inform a reader? 4.2 -What do I need to know about my audience to make a successful writing piece?

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Writing Workshop- Grade 5  
**Unit Number/Title:** Unit 6- Expository Nonfiction  
**Conceptual Lens:** Informational Essay  
**Appropriate Time Allocation (# of Days):** 6 weeks

<b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b>			
<u>W 5.2a,b,c,d,e</u>	<u>W 5.4, W 5.5, W 5.6</u>	<u>W 5.7, W 5.8</u>	<u>W 5.9b, W 5.10</u>
<u>SL 5.1a,b,c,d</u>	<u>SL 5.2, SL 5.3,</u>	<u>SL 5.5, SL 5.6</u>	<u>L 5.1e, L5.2d,e</u>
<u>L 5.3a, L 5.4c</u>	<u>L 5.6</u>	<u>SL5.4</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Expository Non-fiction  (Follow District Pacing Guide)</p>	<p>Features and structures of expository nonfiction that may be used in their own writing</p> <p>Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a conclusion.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Engage effectively in a range of collaborative discussions.</p> <p>Examine real-world writing to extend knowledge of sentences, paragraphs, usage, and authors’ writing styles.</p> <p>Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming</p> <p>Develop independence by setting self-selected purposes and generating topics for writing.</p>	<p><b><u>Establishing Writing Partnerships</u></b> Work cooperatively with a writing partner. Partners offer suggestions and support while revising their work their own work based on partner feedback.</p> <p><b><u>Collecting/ Immersion</u></b> Listen to mentor texts that introduce and expose features of the genre. Use a writer’s notebook to experiment with ideas for this type of writing.</p> <p><b><u>Rehearsing/ Immersion</u></b> Read and review one mentor text that exemplifies an informational essay. Become familiar with and use a prewriting organizer in writing notebook to plan and draft possible entries for informational essay.</p>	<p>Partners and/or class meetings occur daily to help readers develop, reflect on, and improve their writing. BAW Weeks 1-6, Days 1-4</p> <p>Week1, Day 1 – 4 Week 2, Day 1 – 4</p> <p>(Reference “Guide on the Side”)</p> <p>Week 4, Day 2</p> <p>(Reference “Guide on the Side”)</p>	<p>Type published piece.</p> <p>Type published piece adding graphics to story.</p> <p>Use computers to research authors</p> <p>Turn to Partner and Talk Peer Share Pair Conferences Reflect on feedback Author’s Chair</p>	<p>8.1.2.A.4</p> <p>8.1.4..A.2</p> <p>8.2.2.A.1</p> <p>9.1.4.A.1</p> <p>9.1.4.A.5</p> <p>9.1.4.B.1</p> <p>9.1.4.C.1</p> <p>9.1.4.D.1</p> <p>9.1.4.D.2</p>	<p>Rubric: <b><u>Writer’s Notebook</u></b> -Use the district rubric and conversion guide</p> <p>-Assess after the first draft when the students transition out of the notebook</p> <p>Rubric <b><u>Participation Rubric</u></b> --Use the district rubric and conversion guide - Assess at least once for each unit</p> <p>Rubric <b><u>Published/Process Piece</u></b> --Use the district rubric and conversion guide - Assess at least once for each unit</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Prewriting strategies such as a 4 square, to plan their writing.</p> <p>Research skills such as taking notes, and paraphrasing,</p> <p>Determine main ideas and details</p> <p>Revise work focus on paragraphing, transitions</p> <p>Include text features such as Table of Contents</p> <p>Create an introduction and closing</p>	<p>Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.</p> <p>Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed</p> <p>Review own writing with others to understand the reader's perspective and to consider ideas for revision.</p> <p>Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.</p> <p>Provide logical sequence throughout multi-paragraph works by refining</p>	<p><b>Selecting</b> Select an idea to develop into a published piece.</p> <p><b>Developing/ Nurturing</b> Begin researching and taking notes for own essay</p> <p><b>Drafting</b> Write a first draft on loose leaf paper ( outside notebook)</p> <p><b>Revising</b> Participate in mini-lessons aimed to address specific or grade level areas of need. Be sure to include</p> <ul style="list-style-type: none"> <li>- Main ideas</li> <li>- Details</li> <li>- Paragraphs</li> <li>- Text features</li> <li>- Introductions/ closings</li> </ul>	<p>Week 3, Day 1, 2 (Reference "Guide on the Side")</p> <p>Week 3, Day 3, 4 (Reference "Guide on the Side")</p> <p>Week 4, Day 3, 4 Week 5, Day 1, 2 (Reference "Guide on the Side")</p> <p>Scope and Sequence pg. 5 and Appendix Week 4, Day 1, 2 Personal notes on revision mini-lessons (Reference "Guide on the Side")</p>			<p><b>Quizzes</b> -Related to minilessons Assess at least once for each unit</p> <p><b>Word Study Assessment</b> -Assess completed contracts, word work at literacy stations, dictated word lists and home practice -At least once for each list / sort</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>organizational structure and developing transitions between ideas.</p> <p>Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging words, sentences, and paragraphs.</p> <p>Organize paragraphs using topic sentences.</p> <p>Use transitions between and within paragraphs.</p> <p>Review and edit work for spelling, mechanics, clarity, organization, and fluency.</p> <p>Edit writing for correct grammar usage, capitalization, punctuation, and spelling.</p> <p>Use Standard English conventions that are developmentally appropriate such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</p>	<p><b><u>Editing/ Proofreading</u></b> Use an editing checklist to proofread and correct written work. Be sure to include</p> <ul style="list-style-type: none"> <li>• Using periods</li> <li>• Using commas</li> <li>• Commonly misspelled words</li> </ul> <p><b><u>Spelling</u></b> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. Participate in word sorts, literacy word work stations, and word study contracts.</p>	<p>Week 5, Day 3 Week 6, Day 1,2</p> <p>(Reference “Guide on the Side”)</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		Produce finished writings to share with the class and/or for publication.	<b><u>Publishing</u></b> Create a final copy of the essay. Share the work using author's chair and/or partner share	Week 6, Day 3,4  (Reference "Guide on the Side")			

# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
During independent writing time, pull small groups and/or individuals to conference and re-teach how to research a topic	Assign "Extension Activities" in BAW Page 390 explore other books by Seymour Simon Page 407 Explore using key words in Internet searches Page 465- Learn how to create a works cited page Page 473- Write letters home about what they learned	Follow recommendation from BAW( page xxix) Build vocabulary Edit with a peer Provide prompt page 362 Put student in a group with 2 fluent speakers page 394	During independent writing time, pull small groups and/or individuals to conference and re-teach how to research a topic. Provide appropriately leveled text and model research
During independent writing time, pull small groups and/or individuals to conference and re-teach how to organize information			During independent writing time, pull small groups and/or individuals to conference and re-teach how to organize information.
During independent writing time, pull small groups and/or individuals to conference and re-teach when to start a new paragraph			During independent writing time, pull small groups and/or individuals to conference and re-teach when to start a new paragraph. Guide students to separate notes into categories.
During independent writing time, pull small groups and/or individuals to conference and re-teach how to take notes.			During independent writing time, pull small groups and/or individuals to conference and re-teach how to take notes.
During independent writing time, pull small groups and/or individuals to conference and re-teach how to create a draft from notes.			During independent writing time, pull small groups and/or individuals to conference and re-teach how to create a draft from notes. Group facts and use a graphic organizer to demonstrate how to create a draft from individual facts.

# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

**Unit #:** UNIT 7 OVERVIEW

**Unit Title:** Persuasive Nonfiction

## Unit Description and Objectives:

### Description:

During this unit, the students explore functional writing. They read and discuss recipes and directions, explore craft elements of functional writing, and write directions for others to follow. As the students write, they consider the audience and purpose, and review for sequence, accuracy and completeness. The students frequently work with a partner during this unit. They reach agreement and make decisions together, work responsibly, share the work and materials fairly, and give and receive feedback respectfully.

### Objectives:

- Students will plan, draft, revise, edit and publish a piece of functional writing such as, writing directions.
- Students will recognize the structures and features of writing directions.
- Students will use sequence words in their directions.
- Students will revise their work using sequence words, openings and closings
- Students will edit for commonly misspelled words, strong verbs and clear word choice.

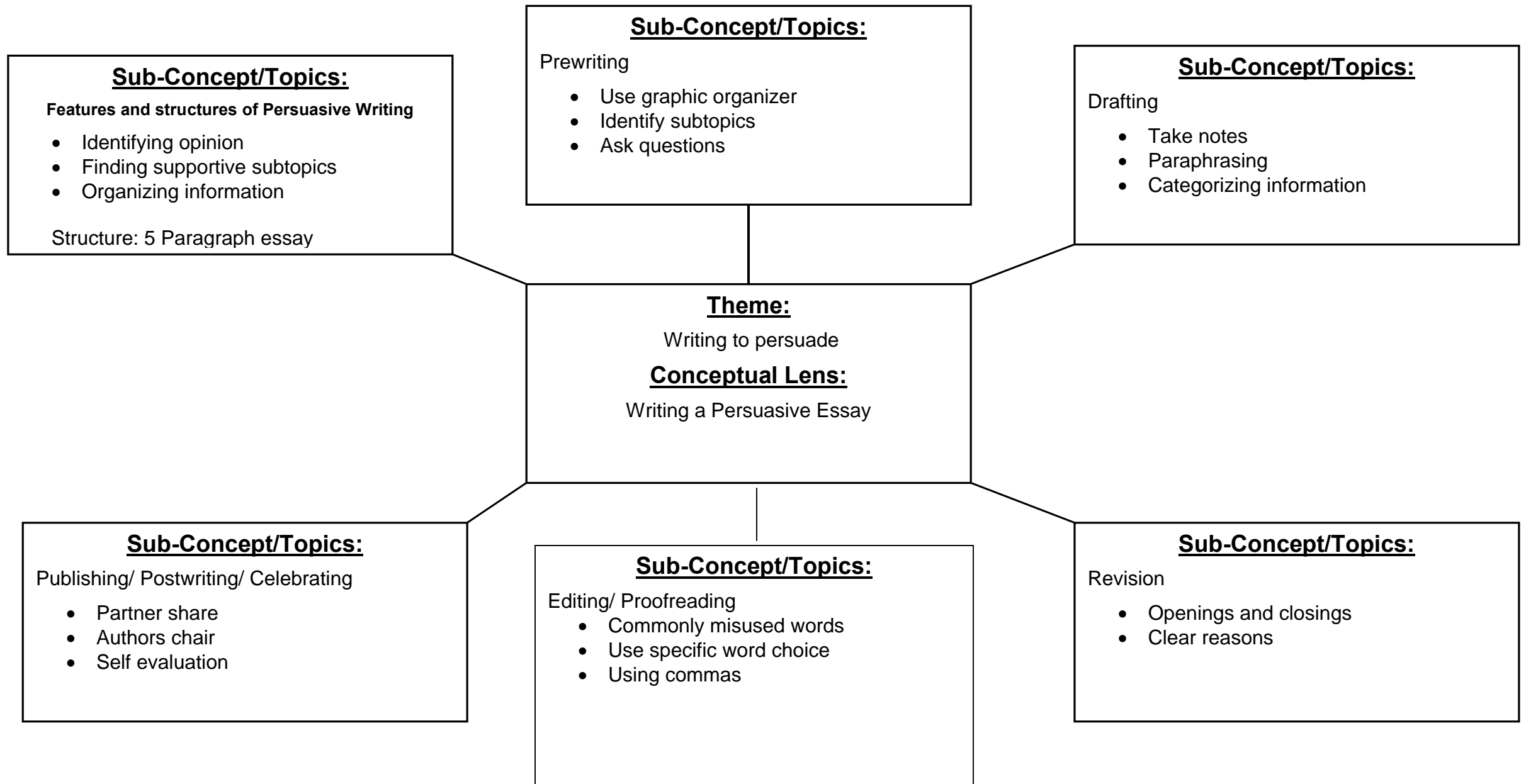
## Essential Questions and Enduring Understandings:

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1 -What is the writing process? 1.2- How can I generate ideas to write about? 1.3 -What prewriting tools can I use to plan my writing?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes,	2.1- What are structures and/or features in persuasive essay writing? 2.2 – How can I state my opinion clearly?



	audiences, and contexts.	2.3 – What is the purpose of my piece? 2.4 – How can I use reasons to support my opinion?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1- How can I use punctuation, including periods and commas, to clarify my writing? 3.2- How can I use language so that my opinion is stated clearly?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1- What do I need to know about my audience to make a successful writing piece? 4.2 – How can I reflect on my writing to grow as a writer?

# UNIT GRAPHIC ORGANIZER



# CURRICULUM UNIT map

**Course Title/Grade:** Writing Workshop- Grade 5  
**Unit Number/Title:** Unit 7- Persuasive Nonfiction  
**Conceptual Lens:** Persuasive Essays  
**Appropriate Time Allocation (# of Days):** 3 weeks

<b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b>			
<u>W 5.2a,b,c,d,e</u>	<u>W 5.4, W 5.5, W 5.6</u>	<u>W 5.7, W 5.8</u>	<u>W 5.9b, W 5.10</u>
<u>SL 5.1a,b,c,d</u>	<u>SL 5.2, SL 5.3, SL5.4</u>	<u>SL 5.5, SL 5.6</u>	<u>L 5.1e, L5.2d,e</u>
<u>L 5.3a, L 5.4c</u>	<u>L 5.6</u>		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology &amp; 21<sup>st</sup> C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Persuasive Nonfiction  (Follow District Pacing Guide)</p>	<p>Features and structures of persuasive writing that may be used in their own writing</p> <p>Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a conclusion.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Engage effectively in a range of collaborative discussions.</p> <p>Demonstrate knowledge of characteristics, structures, and voice of selected genres.</p> <p>Examine real-world writing to extend knowledge of sentences, paragraphs, usage, and authors' writing styles.</p> <p>Develop independence by setting self-selected purposes and generating topics for writing.</p>	<p><b><u>Establishing Writing Partnerships</u></b> Work cooperatively with a writing partner. Partners offer suggestions and support while revising their work their own work based on partner feedback.</p> <p><b><u>Collecting/ Immersion</u></b> Listen to mentor texts that introduce and expose features of the genre. Use a writer's notebook to experiment with ideas for this type of writing.</p> <p><b><u>Rehearsing/ Immersion</u></b> Read and review one mentor text that exemplifies functional writing. Become familiar with and use a prewriting organizer in writing notebook to plan and draft possible entries for functional writing.</p> <p><b><u>Selecting</u></b> Select an idea to develop into a published piece.</p>	<p>Partners and/or class meetings occur daily to help readers develop, reflect on, and improve their writing. BAW Weeks 1-3, Days 1-4</p> <p>Week 1, Day 1 – 3</p> <p>Week 1, Day 4</p> <p>Week 2, Day 1</p>	<p>Type published piece.</p> <p>Type published piece adding graphics to story.</p> <p>Use computers to research authors</p> <p>Turn to Partner and Talk Peer Share Pair Conferences Reflect on feedback Author's Chair</p>	<p>8.1.2.A.4</p> <p>8.1.4..A.2</p> <p>8.2.2.A.1</p> <p>9.1.4.A.1</p> <p>9.1.4.A.5</p> <p>9.1.4.B.1</p> <p>9.1.4.C.1</p> <p>9.1.4.D.1</p> <p>9.1.4.D.2</p>	<p>Rubric: <u>Writer's Notebook</u> -Use the district rubric and conversion guide</p> <p>-Assess after the first draft when the students transition out of the notebook</p> <p>Rubric <u>Participation Rubric</u> --Use the district rubric and conversion guide - Assess at least once for each unit</p> <p>Rubric <u>Published/Process Piece</u> --Use the district rubric and conversion guide - Assess at least once for each unit</p>



Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Edit for commonly misused words, specific word choice, verbs</p>	<p>Review and edit work for spelling, mechanics, clarity, organization, and fluency.</p> <p>Edit writing for correct grammar usage, capitalization, punctuation, and spelling.</p> <p>Use Standard English conventions that are developmentally appropriate such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</p> <p>Use a variety of reference materials, such as dictionary, grammar reference, and Internet/software resources to edit written work.</p> <p>Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.</p> <p>Produce finished writings to share with the class and/or for publication.</p>	<p><b><u>Editing/ Proofreading</u></b> Use an editing checklist to proofread and correct written work. Be sure to include</p> <ul style="list-style-type: none"> <li>• Using periods</li> <li>• Using commas</li> <li>• Commonly misspelled words</li> </ul> <p><b><u>Spelling</u></b> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. Participate in word sorts, literacy word work stations, and word study contracts.</p> <p><b><u>Publishing</u></b> Create a final copy of the essay. Share the work using author's chair and/or partner share</p>	<p>Week 3, Day 2</p> <p>Week 3, Day 3,4</p>			

# Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
During independent writing time, pull small groups and/or individuals to conference and re-teach how to state an opinion.	Assign 544 Publish persuasive essays beyond the classroom “Extension Activities” in BAW Page 498 Read editorials and letters to the editor.	Follow recommendation from BAW( page xxix) Build vocabulary Edit with a peer	During independent writing time, pull small groups and/or individuals to conference and re-teach how to state an opinion. Use sentence prompts to help students state their idea.
During independent writing time, pull small groups and/or individuals to conference and re-teach how to organize support for opinion.			During independent writing time, pull small groups and/or individuals to conference and re- teach how to organize support for their opinion. Use graphic organizer to help student identify and separate their subtopics.
During independent writing time, pull small groups and/or individuals to conference and re-teach how to draft from notes collected.			During independent writing time, pull small groups and/or individuals to conference and re-teach how to draft from notes collected. Use guided practice to model the process of writing a draft from notes taken.
			During independent writing time, pull small groups and/or individuals to conference and re-teach how to use an editing checklist. Teacher may need to identify errors and guide student in correcting these errors.

# UNIT OVERVIEW

**Course Title:** Elementary Writing Workshop

**Unit #:** UNIT 8 OVERVIEW

**Unit Title:** Revisiting the Writing Community

## **Unit Description and Objectives:**

### Description:

During this unit, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They plan their summer writing and write letters to next year's class about what it means to be a writer. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.

### Objectives:

- Students will reflect on their growth as a writer.
- Students will give advice to next year's writers.
- Students will plan for summer writing.
- Students will reflect on the writing community.

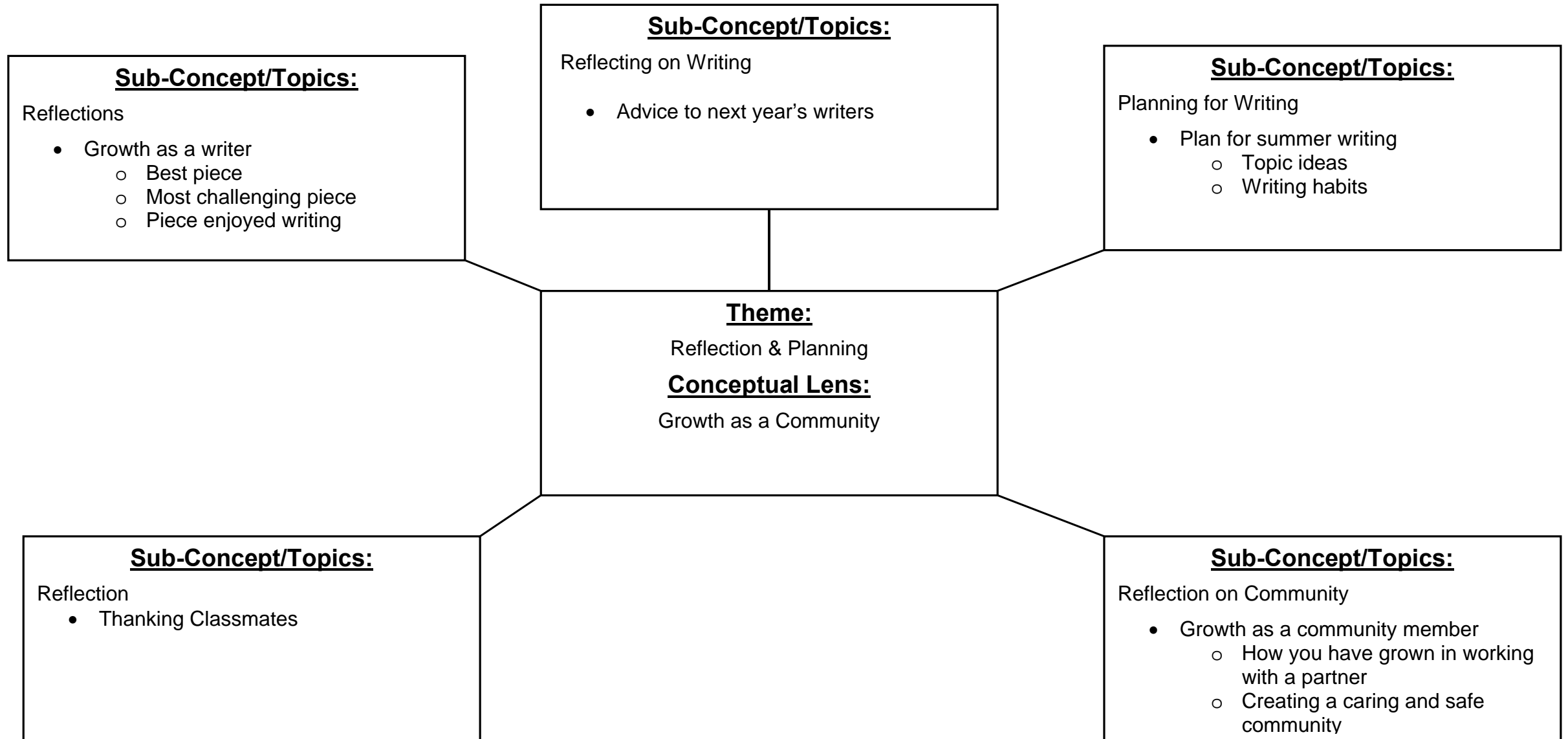
## **Essential Questions and Enduring Understandings:**

<b>Essential Questions:</b>	<b><u>Enduring Understandings/Generalizations</u></b> <b>Students will understand that:</b>	<b>Guiding Questions</b>
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.	1.1- How can I generate ideas to write about? 1.2 – What can I write about in the future?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1- What are structures and/or features have I learned this year? 2.2 – With what structures and features do I still need more practice?

<p>3. How do rules of language affect communication?</p>	<p>3. Rules, conventions of language, help readers understand what is being communicated.</p>	<p>3.1- What have I learned this year about making my writing clearer through the use of standard English? 3.2 – In what areas do I still need to work in order to make my writing clearer?</p>
<p>4. Why does a writer choose a particular form of writing?</p>	<p>4. A writer selects a form based on audience and purpose.</p>	<p>4.1- What have I learned this year about writing for an audience and specific purpose? 4.2 – How have I grown as a writer this year? 4.3 – What do I still need to work on in order to grow as a writer?</p>



# UNIT GRAPHIC ORGANIZER





# Unit Modifications for Special Population Students:

<b>Struggling Learners</b>	<b>Gifted and Talented Students (Challenge Activities)</b>	<b>English Language Learners</b>	<b>Special Education Students</b>
Provide prompts for students to help them articulate what they have learned about being a good writer.	Students may write a literary analysis of their favorite book and present it to the class to help others select books to read over the summer.	Provide prompts for students to help them articulate what they have learned about being a good writer.	Provide prompts for students to help them articulate what they have learned about being a good writer.
Provide letter format to students to use in writing a letter to next year's students.	Have students research and report to the class on writing habits of a favorite author they have read this year.	Help student create a list of their advice to next year's writers.	Provide letter format to students to use in writing a letter to next year's students.
			In small groups, discuss and record on a chart writing strategies students have learned.

# CROSS-CONTENT STANDARDS ANALYSIS

**Course Title:** Writer's Workshop      **Grade:** 5

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	Career Education/ Consumer, Family & Life Skills
Unit 1					5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2				9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 2					5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 3					5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 4			RL 5.4		5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2

Unit 5			RL 5.5		5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 6			RI 5.1 RI 5.2 RI 5.6 RI 5.9		5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 7			RI 5.1 RI 5.2 RI 5.6 RI 5.9		5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2
Unit 8					5.1.4.B.3 5.1.8.B.4 5.1.4.C.2 5.1.8.C.2			8.1.2.A.4 8.1.4.A.2 8.2.2.A.1	9.1.4.A.1 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.2

**\*All core content areas may not be applicable in a particular course.**

# Washington Township Public Schools

## Department of Student Personnel Services

# CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

### **The intent is three-fold:**

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.