

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Writers Workshop

Grade: 5

BOE Approved: 2/13/23

Revision Date: N/A

Submitted by: Renee Jernigan

BOE Revision Approved: N/A

Class Name: Writing Scope and Sequence

Grade Level: 5

Revision Date: 2022-2023

Unit 1- How Writer's Work	Unit 2- Essay	Unit 3- Biography	Unit 4- Memoir
September - October	November - January	February - April	May - June

<p><i>Unit Description:</i> Fifth graders will explore new and familiar ways to use a Writer's Notebook and be encouraged to write in their notebooks daily. This unit was also created to help students understand the writing process and get to know how and why writers write in the ways that they do. The books in this study help students think about the authors' purposes and craft. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. At the end of the unit, students will publish a narrative text that</p>	<p><i>Unit Description:</i> Essays can be written to explain, explore, or argue ideas on a specific topic and are often written to entertain through discussion of an idea or opinion. In addition to teaching the basic qualities of writing, an essay genre study creates the opportunity to familiarize students with the features of essays and helps them build confidence with and knowledge of the genre. Some of these features include clear organizational form, including a thesis statement and introductory sentence; tight focus on a topic;</p>	<p><i>Unit Description:</i> Students will explore the purposes and features of biographies as both readers and writers. As students listen to the unit mentor texts, they will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person's life, from birth to death, while others focus on a particular time or achievement. Students will also see how different biographers present the important events, accomplishments, struggles, and personal traits of a person's life, as well as how they use word choices and tone to convey their admiration</p>	<p><i>Unit Description:</i> The immersion phase will introduce students to what memoir is all about, how memoir writers think, how they work, the kinds of stories they create, and decisions they make about content, organization, language, illustrations, and more. The mentor texts in this unit, which are read aloud and discussed during immersion and then returned to for specific mini-lessons within the unit, will serve as inspiration and models for student writing and open up a new world of memoir writing for your students—a world in which they understand and appreciate</p>
---	--	---	---

<p>should be assessed and can be used as a baseline or benchmark piece to help monitor progress throughout the year.</p>	<p>and details and facts to support the writer's point.</p>	<p>for and opinions of the people they write about. The biographies students publish will express their opinions of and information about the subjects of their choice.</p>	<p>the stories that make up who we are.</p>
<p><i>Unit Targets:</i> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Learn the rituals, routines, and resources of writing workshop;</li> <li>● Identify reasons why writers write;</li> <li>● Establish a community of writers who collaborate through listening, sharing, and responding;</li> <li>● Think about the writer and his or her process and craft when reading mentor texts;</li> <li>● Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful;</li> <li>● Learn about themselves as writers by constructing a writing inventory;</li> <li>● Personalize and share their Writers' Notebooks to build community;</li> <li>● Learn about a number of authors, looking at where, what, why, and how they write;</li> </ul>	<p><i>Unit Targets:</i> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various essays;</li> <li>● Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions;</li> <li>● Write essays that express their opinion on a topic and supply reasons and information to support their point of view;</li> <li>● Introduce a topic by creating an engaging thesis statement that states their opinion and purpose;</li> <li>● Develop essay topics using facts, quotes, and concrete details;</li> <li>● Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons; and provide a concluding statement or section related to</li> </ul>	<p><i>Unit Targets:</i> Students will be able to...</p> <ul style="list-style-type: none"> <li>● -Engage in discussions about various subjects, building on others' ideas and expressing their own ideas clearly;</li> <li>● Learn about many influential and historical subjects and understand the time in which they lived and what they accomplished;</li> <li>● Form opinions of the various people studied based upon the accomplishments and attributes discussed;</li> <li>● Support their point of view or opinion with reasons, facts, and details;</li> <li>● Understand the purpose and structure of biography;</li> <li>● Include a beginning that introduces their subject and expresses their opinion or point of view;</li> <li>● Conduct research to build knowledge on their subject and develop their biography with information from various sources;</li> </ul>	<p><i>Unit Targets:</i> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Define and develop an appreciation of memoir writing;</li> <li>● Engage effectively in collaborative discussions about the content and purpose of the memoirs they read and write;</li> <li>● Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing;</li> <li>● Identify the similarities and differences among cultures, experiences, emotions, and ideas as conveyed through memoir;</li> <li>● Discover the features of memoir writing, such as reflection, use of memories, and</li> </ul>

<ul style="list-style-type: none"> <li>● Use descriptive details and other narrative techniques when developing and organizing narrative texts;</li> <li>● Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and</li> <li>● Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.</li> </ul>	<p>the opinion and information presented.</p>	<ul style="list-style-type: none"> <li>● Include facts and details to support their opinion and inform readers;</li> <li>● Create an organizational structure where related information is grouped together and linking words and phrases to connect ideas and show the passage of time;</li> <li>● Provide a concluding statement or section; and</li> <li>● Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing.</li> </ul>	<p>sharpening of focus to a brief period of time;</p> <ul style="list-style-type: none"> <li>● Examine illustrations and notice how authors develop memoirs with illustrations;</li> <li>● Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>● Introduce characters and/or a narrator and organize an event sequence that unfolds naturally;</li> <li>● Use dialogue to enhance readers' understanding of the characters;</li> <li>● Use concrete words and sensory details to convey experiences and events precisely;</li> <li>● Provide a conclusion that follows from narrated experiences or events and includes an element of reflection;</li> <li>● Strengthen writing as needed by planning, revising, editing,</li> </ul>
--	---	---	---

			<p>rewriting, or trying a new approach; and</p> <ul style="list-style-type: none"><li>● Publish memoirs by applying what they have learned to their own writing process.</li><li>●</li></ul>
--	--	--	--

**Class Name: Writing Curriculum**

**Grade Level: 5**

**Revision Date: 2022-2023**

**Unit 1: How Writers Work**

**Pacing/Days:** September - October

**Unit Summary:** Fifth graders will explore new and familiar ways to use a Writer's Notebook and be encouraged to write in their notebooks daily. This unit was also created to help students understand the writing process and get to know how and why writers write in the ways that they do. The books in this study help students think about the authors' purposes and craft. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. At the end of the unit, students will publish a narrative text that should be assessed and can be used as a baseline or benchmark piece to help monitor progress throughout the year.

### Learning Targets

**Unit Big Idea:** Introduction to Writer's Workshop and the writing process

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Essential Questions:**

- How do writers utilize their knowledge to tell meaningful focused stories of their lives?
- How do writers use the writing process to create a published piece?
- How do writers reflect on the writing process?

**Student Learning Targets:**

Students will be able to...

- Learn the rituals, routines, and resources of writing workshop;
- Identify reasons why writers write;
- Establish a community of writers who collaborate through listening, sharing, and responding;
- Think about the writer and his or her process and craft when reading mentor texts;
- Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful;
- Learn about themselves as writers by constructing a writing inventory;
- Personalize and share their Writers' Notebooks to build community;

**Evidence of Learning:**

- Throughout each unit of study teachers will find multiple means for assessing their students as writers and for assessing student writing. These include tools for assessing where students stand in the writing process, student performance checklists, student self-reflection, standards-based writing rubrics, and EVAL, Schoolwide's web-based assessment system.

- Learn about a number of authors, looking at where, what, why, and how they write;
- Use descriptive details and other narrative techniques when developing and organizing narrative texts;
- Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and
- Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.

**Unit Summative Assessment:**

Formative:

- Where Are My Students in the Writing Process?
- How Writers Work Grade 5 Student Performance Checklist
- Making Connections (ELL, ELD)
- Conference Questions from the grade 5 How Writers Work Unit
- Editing Checklists
- Author’s Note Suggestions

Summative:

- Standards-Based Writing Rubric Text Type: Narrative Grade 5
- Student Self-Assessment Questionnaire
- Self-Reflection Questionnaire

Benchmarks

- Editing Checklist
- Draft
- Final piece
- Student Performance Checklist

## **NJSLS Standards: WRITING**

### Text Types and Purposes

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly to provide a focus and group-related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through the investigation of different perspectives on a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a

drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular

points in a text, identifying which reasons and evidence support which point[s]”).

#### Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING AND LISTENING**

#### Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’

ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize written texts read aloud or information presented graphically (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Presentation of Knowledge and Ideas

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to

support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the

development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See standards 1–3 in

Language, pages 26–31, for specific expectations.)

### **LANGUAGE STANDARDS**

## Conventions

L.5.1: Observe conventions of grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

L.5.2: Observe conventions of capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate the titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

## Effective Language Use

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

## Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from various strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal

contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.2 Career Awareness, Exploration, and Preparation

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

**Primary Interdisciplinary Connections:**

- Students will engage in a group discussion about the read-aloud story. 9.2.8.B.3
- Students will write narrative stories and revise them by developing story elements, adding elaboration, and by focusing on writing a strong conclusion. 9.2.8.B.3, 8.1.5.A.2
- Students Use Google Classroom or another digital format to complete writing assignments for this unit. 8.1.5.A.1

**Computer Science and Design Thinking Standards:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cyber security, and cyber ethics including appropriate use of social media.

**Climate Change Standards:**

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**ELA Companion Standards:** NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>Lesson Plans</b>	
<i>Teaching Points &amp; Learning Activities</i>	<i>Timeframe</i>
<p>Immersion: Interactive Read-Aloud</p> <p>Students will:</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>-engage effectively in conversations about writing and our writing community.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>- envision and explore notebook possibilities.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>- sketch images and descriptions from my mind’s eye.</li> </ul> <p>Day 4 &amp; 5</p> <ul style="list-style-type: none"> <li>-explore more possible writing ideas and topics from mentor texts.</li> </ul> <p>Mini-Lessons</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> <li>-revisit mentor texts that will inspire them to write.</li> </ul> <p>Generating Ideas II</p> <ul style="list-style-type: none"> <li>-use strategies to combat writer’s block.</li> </ul> <p>Selecting</p> <ul style="list-style-type: none"> <li>-select an idea to develop and publish, keeping in mind text type, audience, and purpose for writing.</li> </ul> <p>Collecting</p> <ul style="list-style-type: none"> <li>-collect details using dialogue and description to create images and meaning in my writing.</li> </ul> <p>Drafting</p> <ul style="list-style-type: none"> <li>- organize my writing by using transition words and/or phrases.</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>- make decisions about using concrete words and phrases and descriptive language.</li> </ul> <p>Editing</p>	<p>September - October</p>

<p>- use an editing checklist to improve my writing in spelling, punctuation, capitalization, and paragraphing.</p> <p>Publishing</p> <p>- add an Author’s Note to my final draft and then publish it.</p> <p>Self-Reflection</p> <p>- reflect on how I’ve grown as a writer, the writing process, and the strategies I used.</p> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">Diversity, Equity, and Inclusion activities</a> ”DEI”  <a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories</a>  <a href="https://www.learningforjustice.org/magazine/fall-2022">https://www.learningforjustice.org/magazine/fall-2022</a></p>	
<p><b><i>Teacher Resources &amp; Student Tools</i></b></p>	<p><b><i>Teacher Note</i></b></p>
<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>● Amelia’s Fifth-Grade Notebook</li> <li>● Come On Rain!</li> <li>● How Writer’s Work</li> <li>● The Other Side</li> <li>● The Other Way to Listen</li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>● My Writing Inventory</li> <li>● Finding an Idea To Prevent Writer's Block</li> <li>● Is This the One?</li> <li>● Lifting a Line</li> <li>● Vivid Words</li> <li>● Editing Checklist</li> <li>● Readers’ Comments</li> <li>● Author’s Note Suggestions</li> <li>● Self-Reflection Questionnaire</li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>● Writer’s Notebooks or Folders</li> <li>● Dictionaries</li> <li>● Publishing Materials</li> <li>● Pens/Pencils (for writing, revising and editing)</li> <li>● Paper</li> </ul>	

- Dictionaries
- Chart Paper
- Sticky Notes
- How Writers Work by Ralph Fletcher; pp 15-20 chp 2
- Finding an Idea; pp 105-108, chp 13
- A sample entry from Teachers Notebook or Students (with permission)
- Drafting Tips
- Transition Words and Phrases
- Thesaurus
- Student's Published Pieces
  
- Tools:  
 Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic

**Differentiating Instruction:  
 Students with Disabilities, English Language Learners,  
 and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit 2:** Essay**Pacing/Days:** November - January

**Unit Summary:** Essays can be written to explain, explore, or argue ideas on a specific topic and are often written to entertain through discussion of an idea or opinion. In addition to teaching the basic qualities of writing, an essay genre study creates the opportunity to familiarize students with the features of essays and helps them build confidence with and knowledge of the genre. Some of these features include clear organizational form, including a thesis statement and introductory sentence; tight focus on a topic; and details and facts to support the writer's point.

**Learning Targets**

**Unit Big Idea:** Essays are written to explain, explore, or argue ideas on a specific topic and are often written to entertain through discussion of an idea or opinion.

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Essential Questions:**

- How do writers write long about their ideas with organization and text evidence?
- How do writers use the writing process to create a published piece?
- How do writers reflect on the writing process?

**Student Learning Targets:**

Students will be able to...

- Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various essays;
- Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions;

**Evidence of Learning:**

- Throughout each unit of study teachers will find multiple means for assessing their students as writers and for assessing student writing. These include tools for assessing where students stand in the writing process, student performance checklists, student self-reflection, standards-based writing rubrics, and

<ul style="list-style-type: none"> <li>● Write essays that express their opinion on a topic and supply reasons and information to support their point of view;</li> <li>● Introduce a topic by creating an engaging thesis statement that states their opinion and purpose;</li> <li>● Develop essay topics using facts, quotes, and concrete details;</li> <li>● Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons; and</li> <li>● Provide a concluding statement or section related to the opinion and information presented.</li> </ul>	<p>EVAL, Schoolwide's web-based assessment system.</p>
--	--

<p><b>Unit Summative Assessment:</b></p> <p>Formative</p> <ul style="list-style-type: none"> <li>● Where Are My Students in the Writing Process?</li> <li>● Essay Grade 5 Student Performance Checklist</li> <li>● Conference Questions from the Grade 5 Essay Unit of Study.</li> <li>● My Notes About the Essays</li> <li>● Finding a Focus</li> <li>● ConclusionPlanning Sheet <ul style="list-style-type: none"> <li>● Editing Checklist</li> </ul> </li> <li>● Reflecting on the Essay Study</li> <li>● See other Student Forms for additional assessment opportunities</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>● Standards-Based Writing Rubric Text Type: Opinion Grade 5</li> <li>● Reflecting on the Essay Study</li> <li>● Biography Grade 5 Student Performance Checklist</li> <li>● Self-Assessment -Essay</li> </ul> <p>Benchmarks</p> <ul style="list-style-type: none"> <li>● Editing Checklist</li> <li>● Draft</li> <li>● Final piece</li> <li>● Student Performance Checklist</li> <li>● Revision Checklist</li> </ul>
---



## New Jersey State Learning Standards

### **NJSLS Standards: WRITING**

#### Text Types and Purposes

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details from the text(s), and quote directly from a text when appropriate.

c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a conclusion related to the opinion presented.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly to provide a focus and group-related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a conclusion related to the information of explanation presented.

W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### Production and Distribution of Writing

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through the investigation of different perspectives on a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **SPEAKING and LISTENING**

#### Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Presentation of Knowledge and Ideas

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.

### **LANGUAGE STANDARDS**

#### Conventions

L.5.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

a.Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b.Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

c.Use verb tense and aspect to convey various times, sequences, states, and conditions.

d.Recognize and correct inappropriate shifts in verb tense and aspect.

e.Use correlative conjunctions.

L.5.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a.Use punctuation to separate items in a series.

b.Use a comma to separate an introductory element from the rest of the sentence.

c.Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d.Use underlining, quotation marks, or italics to indicate the titles of works.

e.Spell grade-appropriate words correctly, consulting references as needed.

#### Effective Language Use

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

a.Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from various strategies.

a.Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

**Primary Interdisciplinary Connections:**

- Students learn to uncover a tight focus for their essays by reading *A Swim through the Sea* by Kristin Joy Pratt (Introduction only) and "Ban Smoking in Cars: Protect Children's Rights" by Michelle Peterson. RI.5.8
- Students are given additional time to research and collect information that supports their thesis statements by scheduling library or computer time to support this work. W.5.7, 8.1.5.E.1, 9.2.8.B.3, 8.1.5.A.2
- Students create a portfolio of their learning, including their assessment sheet, work samples, and final essays. CRP9, 8.1.8.A.2

**Computer Science and Design Thinking Standards:**

- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
- 8.1.8.D.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters, or flyers) using one or more digital applications to be critiqued by professionals for usability.

**Climate Change Standards:**

- 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.
  
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
  
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**ELA Companion Standards:** NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>Lesson Plans</b>	
<i>Teaching Points &amp; Learning Activities</i>	<i>Timeframe</i>
Immersion: Interactive Read Aloud <b>Students will:</b> Day 1 -begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement. Day 2 -notice how an author’s point of view or opinion is sometimes shown and how the closing of an essay reinforces the thesis.	November - January

Day 3

-recognize how the body of an essay provides readers with the information that supports the author's thesis.

Day 4

-explore how authors of the genre are very passionate about their topics and how they connect with their readers

Day 5

- review what was have learned about the genre and how authors use language techniques to engage/hook their readers and support their thesis statements.

Mini-Lessons

Generating Ideas I

- generate ideas for interesting topics on which they want to argue a particular stance or opinion.

Generating Ideas II

- look to my personal stories to uncover meaningful moments in order to generate a clear focus for my essay.

Generating Ideas III

- identify and examine social issues that they are passionate about and have knowledge of in order to generate strong arguments for my essay.

Selecting

- review my Writer's Notebooks to determine which idea best reflects my intention and chosen audience.

Collecting I

- free write about my selected topics as a way to recall and gather relevant information.

Collecting II

- finalize my thesis statement in order to move forward with my writing.

Collecting III

- use brainstorming strategies and graphic organizers to collect information that will support my thesis statement.

Collecting IV

<p>- determine what needs to be researched and how.</p> <p>Collecting V</p> <ul style="list-style-type: none"> <li>- outline as a way to organize information that will support a thesis</li> </ul> <p>Drafting 1-</p> <ul style="list-style-type: none"> <li>- use an organizational structure to help me craft an effective introduction for my essay that captures my readers' attention.</li> </ul> <p>Drafting II</p> <ul style="list-style-type: none"> <li>- write a strong topic sentence for each paragraph</li> </ul> <p>Drafting III</p> <ul style="list-style-type: none"> <li>- connect the main point of each paragraph with facts and details that support it.</li> </ul> <p>Drafting IV</p> <ul style="list-style-type: none"> <li>- create a conclusion that supports the initial</li> <li>- argument.</li> </ul> <p>Revising I</p> <ul style="list-style-type: none"> <li>- learn a variety of transition words and phrases</li> <li>- and use them effectively throughout the essay.</li> </ul> <p>Revising II</p> <ul style="list-style-type: none"> <li>- use precise words to hook and hold the reader's attention.</li> </ul> <p>Editing I</p> <ul style="list-style-type: none"> <li>- use proper citations to avoid plagiarism.</li> </ul> <p>Editing II</p> <ul style="list-style-type: none"> <li>- use an editing checklist to edit the writing.</li> </ul> <p>Publishing</p> <ul style="list-style-type: none"> <li>- publish and evaluate their work.</li> </ul> <p>Self-Reflection</p> <ul style="list-style-type: none"> <li>- reflect on how they have grown as a writer over time and set writing goals for the future.</li> </ul>	
<b><i>Teacher Resources &amp; Student Tools</i></b>	<b><i>Teacher Note</i></b>
<p>Mentor Texts</p> <ul style="list-style-type: none"> <li>● <i>Chameleons Are Cool</i></li> <li>● <i>Endangered Tigers</i></li> <li>● <i>Gentle Giant Octopus</i></li> <li>● <i>Hey, Little Ant</i></li> <li>● <i>A Quiet Place</i></li> <li>● <i>Sharks</i></li> <li>● <i>Surprising Sharks</i></li> <li>● <i>A Swim Through the Sea</i></li> </ul>	

- *The Table Where Rich People Sit*
- *A Walk in the Rainforest*

Essay Exemplars

- “Check the Label”
- “Homework: Enough is Enough!”
- “Going Green in School”
- “Ban Smoking in Cars: Protect Children’s Rights”
- “Uniforms or No Uniforms? That is the Question”
- “Who Wants to be Millionaire”

Student Forms

- Analysis and Reflection on Essay Features and Functions
- Thesis Statements and Powerful Closings: Graphic Organizer
- Homework-Essay
- My Notes About the Essays Student Forms
- Analysis and Reflection on Essay Features and Functions
- Thesis Statements and Powerful Closings: Graphic Organizer
- Homework-Essay
- My Notes About the Essays

- Tools:

Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology



- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit 3: Biography**

**Pacing/Days:** February - April

**Unit Summary:** Students will explore the purposes and features of biographies as both readers and writers. As students listen to the unit mentor texts, they will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person's life, from birth to death, while others focus on a particular time or achievement. Students will also see how different biographers present the important events, accomplishments, struggles, and personal traits of a person's life, as well as how they use word choices and tone to convey their admiration for and opinions of the people they write about. The biographies students publish will express their opinions of and information about the subjects of their choice.

## Learning Targets

**Unit Big Idea:** Students can analyze the structure of biographies to learn how an author can chronicle a person’s life.

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Essential Questions:**

- What are the features of a biography and how does a biography writer make choices in their writing?
- How do writers use the writing process to create a published piece?
- How do writers reflect on the writing process?

**Student Learning Targets**

Students will be able to...

- -Engage in discussions about various subjects, building on others’ ideas and expressing their own ideas clearly;
- Learn about many influential and historical subjects and understand the time in which they lived and what they accomplished;
- Form opinions of the various people studied based upon the accomplishments and attributes discussed;
- Support their point of view or opinion with reasons, facts, and details;
- Understand the purpose and structure of biography;
- Include a beginning that introduces their subject and expresses their opinion or point of view;
- Conduct research to build knowledge on their subject and develop their biography with information from various sources;
- Include facts and details to support their opinion and inform readers;
- Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time;
- Provide a concluding statement or section; and
- Follow the writing process to publish a biography of a subject of their choosing,

**Evidence of Learning:**

- Throughout each unit of study teachers will find multiple means for assessing their students as writers and for assessing student writing. These include tools for assessing where students stand in the writing process, student performance checklists, student self-reflection, standards-based writing rubrics, and EVAL, Schoolwide's web-based assessment system.

which includes planning, researching, drafting, revising, editing, and publishing.

**Unit Summative Assessment:**

Formative

- Where Are My Students in the Writing Process?
- Biography Grade 5 Student Performance Checklist
- Conference Questions from the Grade 5 Biography Unit of Study.
- Editing Checklist
- Author's Note

Suggestions

- What to Say About My Subject
- Biographical Sketch Structure
- Essay Structure
- Editing Checklist
- See other Student Forms for additional assessment opportunities

Summative

- Standards-Based Writing Rubric Text  
Type: Informational/Explanatory Grade 5
- Biography Grade 5 Student Performance Checklist

Benchmarks

- Editing Checklist
- Draft
- Final piece
- Student Performance Checklist

**New Jersey State Learning Standards**

**NJSLS Standards: WRITING**

Text Types and Purposes

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details from the text(s), and quote directly from a text when appropriate.

c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a conclusion related to the opinion presented.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly to provide a focus and group-related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a conclusion related to the information or explanation presented.

W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through the investigation of different perspectives of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support a particular point in a text, identifying which reasons and evidence support which point[s]”).

#### Range of Writing

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### SPEAKING AND LISTENING

#### Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Presentation of Knowledge and Ideas

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See standards 1–3 in

Language, pages 26–31, for specific expectations.)

## LANGUAGE STANDARDS

### Conventions

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from various strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.2 Career Awareness, Exploration, and Preparation

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Primary Interdisciplinary Connections:**

Create a wax museum where students emulate their chosen biography topic, create a poster and dress like the person. Present to the school staff, administration and families. 8.1.5.A.1,SL.5.6., CRP6, CRP7

**Computer Science and Design Thinking Standards:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Climate Change Standards:**

1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**ELA Companion Standards:** NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>Lesson Plans</b>	
<i>Teaching Points &amp; Learning Activities</i>	<i>Timeframe</i>
<p>Immersion: Interactive Read Aloud</p> <p><b>Students will:</b></p> <p>Day 1</p> <ul style="list-style-type: none"> <li>- explore and understand the purpose and features of biographical writing.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>- continue to explore features of biographies, focusing on how biographers use facts and details to inform readers and bring their subjects to life.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>- continue to build understanding and discuss the author’s craft and style used in writing a biography.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>- discuss how writers include information and details that support their central idea or message.</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>- compare and contrast two mentor texts to understand that although biographies contain common features, writers can have a different approach.</li> </ul> <p>Mini-Lessons</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> <li>- think about the role models in life as subjects for a biography.</li> </ul> <p>Generating Ideas II</p> <ul style="list-style-type: none"> <li>- think of subjects from history worthy of recognition and appreciation as potential subjects for a biography.</li> </ul> <p>Generating Ideas III</p>	<p>February-April</p>



- think about the people who could become the subject of a biography.

#### Selecting

- select a subject for a biography that is interesting and exciting to research using several sources to build knowledge about them.

#### Collecting I

- recall relevant information known about a chosen subject to help think about the research that needs to be done.

#### Collecting II

- begin research using questions to gather interesting and detailed information about the subject.
- research and consider the types of primary and secondary sources that can be used to find the answers to questions about the subject.

#### Collecting IV

- use a timeline as a tool for taking notes and categorizing information according to the sequence of events from the subject.

#### Collecting V

- consider the perspective and reflect on the theme or focus of the biography.

#### **Drafting I**

- consider different structures group related information logically and clearly.

#### **Drafting II**

- use an outline to craft an engaging and clear introduction.

#### **Drafting III**

- conclude biographies with a statement or section that relates to the information presented and leaves readers with a clear understanding and appreciation for the subject.

#### **Revising I**

- add linking words or phrases to move readers from one idea to the next in the biography.
- use “voice” and literary elements to bring the biography to life.

#### **Editing I**

- effectively use pronouns to help make the biography less repetitive.

#### **Editing II**

- use an editing checklist to make sure the

<p>biography is clear and free of errors.</p> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>- add an Author's Note to add insight to the purpose of writing.</li> </ul> <p><b>Self-Reflection</b></p> <ul style="list-style-type: none"> <li>- reflect on how growth as a writer over time and set writing goals for the future.</li> </ul> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">Diversity, Equity, and Inclusion activities "DEI"</a>  <a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories</a>  <a href="https://www.learningforjustice.org/magazine/fall-2022">https://www.learningforjustice.org/magazine/fall-2022</a></p>	
<p><b><i>Teacher Resources &amp; Student Tools</i></b></p>	<p><b><i>Teacher Note</i></b></p>
<p>Mentor Texts</p> <ul style="list-style-type: none"> <li>● Abe Lincoln: The Boy Who Loved Books</li> <li>● Alvin Ailey</li> <li>● Celia Cruz, Queen of Salsa</li> <li>● Ladies First: Women Athletes Who Make a Difference</li> <li>● Lives of the Athletes</li> <li>● A Picture Book of Harry Houdini</li> <li>● River Boy: The Story of Mark Twain</li> <li>● Salt In His Shoes</li> <li>● Talkin' About Bessie</li> <li>● Who Was George Washington?</li> </ul> <p>Professional Articles/Resources</p> <ul style="list-style-type: none"> <li>● Features of Biography (Teacher Reference)</li> <li>● Biography Quotes</li> </ul> <p>Student Forms</p> <ul style="list-style-type: none"> <li>● Who Are Our Role Models?</li> <li>● Selecting a Subject for my Biography</li> <li>● Considering What We Already Know</li> <li>● Interesting Questions for Research</li> <li>● What to Say About My Subject</li> <li>● Collection of Stories or Facts-List Structure</li> </ul> <p>Tools:</p>	

Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### **Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

### **Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### **Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

<b>Unit 4: Memoir</b>	
<b>Pacing/Days:</b> May - June	
<b>Unit Summary:</b> The immersion phase will introduce students to what memoir is all about, how memoir writers think, how they work, the kinds of stories they create, and decisions they make about content, organization, language, illustrations, and more. The mentor texts in this unit, which are read aloud and discussed during immersion and then returned to for specific mini-lessons within the unit, will serve as inspiration and models for student writing and open up a new world of memoir writing for your students—a world in which they understand and appreciate the stories that makeup who we are.	
<b>Learning Targets</b>	
<b>Unit Big Idea:</b> Discover the features memoir writing	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Writers have a purpose for writing.</li> <li>● Writing is a multi-stage process.</li> <li>● Writing is a reflective process.</li> </ul>	<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the features of a memoir and what does a writer use to craft a quality memoir?</li> <li>● How do writers use the writing process to create a published piece?</li> <li>● How do writers reflect on the writing process?</li> </ul>
<b>Student Learning Targets:</b> (Use Font: Times, Size:12, Bulleted, Not Bold)  Students will be able to... <ul style="list-style-type: none"> <li>● Define and develop an appreciation of memoir writing;</li> <li>● Engage effectively in collaborative discussions about the content and purpose of the memoirs they read and write;</li> <li>● Identify how authors use their own life experiences, interests, and observations of the world to generate ideas for memoir writing;</li> <li>● Identify the similarities and differences among cultures, experiences, emotions, and ideas as conveyed through memoir;</li> <li>● Discover the features of memoir writing, such as reflection, use of</li> </ul>	<b>Evidence of Learning:</b> <ul style="list-style-type: none"> <li>● Throughout each unit of study teachers will find multiple means for assessing their students as writers and for assessing student writing. These include tools for assessing where students stand in the writing process, student performance checklists, student self-reflection, standards-based writing rubrics, and EVAL, Schoolwide's web-based assessment system.</li> </ul>

<p>memories, and sharpening of focus to a brief period of time;</p> <ul style="list-style-type: none"> <li>● Examine illustrations and notice how authors develop memoirs with illustrations;</li> <li>● Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>● Introduce characters and/or a narrator and organize an event sequence that unfolds naturally;</li> <li>● Use dialogue to enhance readers' understanding of the characters;</li> <li>● Use concrete words and sensory details to convey experiences and events precisely;</li> <li>● Provide a conclusion that follows from narrated experiences or events and includes an element of reflection;</li> <li>● Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; and</li> <li>● Publish memoirs by applying what they have learned to their own writing process.</li> </ul>	
<p><b>Unit Summative Assessment:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Where Are My Students in the Writing Process?</li> <li>● Memoir Grade 5 Student Performance Checklist</li> <li>● Conference Questions from the Grade 5 Memoir Unit</li> <li>● Editing Checklist</li> <li>● See Student Forms for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Standards-Based Writing Rubric Text Type: Narrative Grade 5</li> <li>● Memoir Grade 5 Student Performance Checklist</li> <li>● Student Self-Reflection</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>● Editing Checklist</li> <li>● Draft</li> </ul>	

- Final piece
- Student Performance Checklist

## New Jersey State Learning Standards

### **NJSLS Standards:**

#### **WRITING**

##### Text Types and Purposes

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

##### Production and Distribution of Writing

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

W.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

##### Research to Build and Present Knowledge

W.5.7: Conduct short research projects that use several sources to build knowledge through the investigation of different perspectives on a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase

information in notes and finished work, and provide a list of sources.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Comprehension and Collaboration

### Presentation of Knowledge and Ideas

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.

## LANGUAGE STANDARDS

### Conventions

L.5.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.
- e. Use correlative conjunctions.

L.5.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate the titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

#### Effective Language Use

L.5.3: Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### Vocabulary Acquisition and Usage

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from various strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.2 Career Awareness, Exploration, and Preparation

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

**Primary Interdisciplinary Connections:**

- Students add other finishing touches to appeal to readers, such as a Dedication or an "About the Author" paragraph. Students can add illustrations using a computer and the Internet. 8.1.5.A.1, CRP11
- Students read memoirs of famous people they may be interested to explore a variety of ways to write their own. RF.5.4. L.5.1

**Computer Science and Design Thinking Standards:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters, or flyers) using one or more digital applications

to be critiqued by professionals for usability.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

**Climate Change Standards:**

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**ELA Companion Standards:**

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

--

<b>Lesson Plans</b>	
<i>Teaching Points &amp; Learning Activities</i>	<i>Timeframe</i>
<p>Immersion: Interactive Read-Aloud</p> <p>Students will:</p> <p>Day 1</p> <ul style="list-style-type: none"> <li>-explore and understand the purposes and features of memoir writing.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>- observe how memoirists write about the everyday things in their lives and use dialogue, description, and characters to develop these experiences.</li> </ul> <p>Day 3</p> <ul style="list-style-type: none"> <li>- explore the importance of reflection, pacing, and descriptive details in a memoir.</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>- discuss how dialogue and description develop experiences and the relationships between characters</li> </ul> <p>Day 5</p> <ul style="list-style-type: none"> <li>- discuss how life is packed with meaningful experiences and memories that will form the basis of writing.</li> </ul> <p>Mini-Lessons</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> <li>- understand how telling stories can help authors recall experiences and develop a clear sequence of events in their memoirs.</li> </ul> <p>Generating Ideas II</p> <ul style="list-style-type: none"> <li>- sketch detailed pictures to develop real experiences or events.</li> </ul> <p>Generating Ideas III</p> <ul style="list-style-type: none"> <li>- participate effectively in collaborative discussions about mentor texts in order to generate ideas for a memoir.</li> </ul> <p>Generating Ideas IV</p> <ul style="list-style-type: none"> <li>- consider the important people in my life and the memories connected to them to generate ideas for a</li> </ul>	<p>May - June</p>

memoir.

#### Selecting

- participate in collaborative discussions and begin to narrow the focus and choose a meaningful idea to continue to develop and work toward publishing.

#### Collecting I

- use narrative techniques such as dialogue, concrete words, and sensory details to describe the setting of my memoir.

#### Collecting II

- use freewriting as a strategy to develop a story and reflect on the focus and purpose.

#### Collecting III

- consider the purpose and begin thinking about how to develop and organize a piece of writing for an audience

#### Drafting 1

- use a narrative text structure that will help naturally reveal the event sequence of the memoir.

#### Drafting II

- observe mentor texts for the use of transitional words and phrases to manage the sequence of events for a memoir.

#### Revising I

- make decisions regarding the details included in the memoir.

#### Revising II

- revise a memoir to include reflective thinking and provide a conclusion that shows a reflective stance.

#### Editing I

- check for correct capitalization to improve writing.

#### Editing II

- apply capitalization rules for naming seasons, places, and events.

#### Publishing

- create a title and cover illustration for my memoir.

#### Self-Reflection

- reflect on growth as a writer over time

<p>and set writing goals for the future.</p> <p><a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">Diversity, Equity, and Inclusion activities</a> ”DEI”  <a href="https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories">https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories</a>  <a href="https://www.learningforjustice.org/magazine/fall-2022">https://www.learningforjustice.org/magazine/fall-2022</a></p>	
<p><b><i>Teacher Resources &amp; Student Tools</i></b></p>	<p><b><i>Teacher Note</i></b></p>
<p>Mentor Texts</p> <ul style="list-style-type: none"> <li>● 19 Varieties of Gazelle</li> <li>● Bigmama’s</li> <li>● The Chalk Doll</li> <li>● Childtimes: A Three Generation Memoir</li> <li>● Family Pictures/Cuadros de Familia</li> <li>● Home</li> <li>● Letting Swift River Go</li> <li>● My Rotten Redheaded Older Brother</li> <li>● Sitti’s Secrets</li> <li>● When I Was Your Age, Volume One</li> </ul> <p>Teacher Resource</p> <ul style="list-style-type: none"> <li>● Ways to Celebrate(Teacher Reference)</li> </ul> <p>Student Forms</p> <ul style="list-style-type: none"> <li>● Organizing My Story</li> <li>● StoryTelling Tips</li> <li>● Making Connections</li> <li>● An Important Person In My Life</li> <li>● Developing Setting</li> <li>● Author’s Purpose</li> <li>● Transition Words and Phrases</li> <li>● Capitalization Cleanup</li> <li>● Making My Memoir Appealing</li> </ul> <p>● Tools:</p> <p>Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic</p>	

<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups