## Writing Unit 1: Written Reflection on What I Read

**GRADE: 5**

**Time Frame:** 2-3 weeks

### 21st Century Theme

Critical thinking

### Enduring Understandings:

- Writing is a reflective process.
- Readers develop a deeper understanding through reflection of text.

### Essential Questions/Hook Questions:

- How do we evaluate writing?
- How do readers reflect and respond?
- What connections do readers make?

### Cluster and Standard:

#### Writing:

**W.5.1B** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

**W.5.2B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

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

**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

#### Informational Text:

**RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.5.9** Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Unit Learning Targets:

The student will be able to:

- Read a narrative or informational article and construct a written response
- Write a response with a clear beginning, middle, end

### Vocabulary:

- Topic Sentence
- Paraphrase
- Quotations
- Write a topic sentence and ending sentence
- Utilize quotations and paraphrases to support ideas and thoughts

**Suggested Activities: Including Differentiated Strategies (DI)**

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- Class should read various short stories/informative articles and teacher should model a well written constructive response.
- Children should work with partners to identify quote supports for constructive responses. They should also be able to explain the quote.
  - Children can highlight information within the article that can be (DI)
- Children should independently read short stories and write constructive responses.
  - Struggling learners can work with partners or in a small group with the teacher (DI)
  - High achievers can work on multi-paragraph responses (DI)
- Peers can make peer revisions and comments in Google Classroom

**Resource Materials**

- NEWSELA.COM
- StoryWorks
- Readworks.org
- Banish Boring Words

**Formative Assessments**

- Exit ticket
- Peer revisions of written responses
- Teacher conference

**Reinforcing Activities:**

- ReadWriteThink.org
  - Prove It! A Citation Scavenger Hunt
- Brainpop
  - Citing sources
- YouTube:
  - [https://www.youtube.com/watch?v=qfQ-hgB6KrE](https://www.youtube.com/watch?v=qfQ-hgB6KrE)

**Summative Assessments**

- Standard Based Assessment graded based on the rubric Grade 5 Literary Analysis Rubric
<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>Related Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>The Old Woman Who Name Things by Cynthia Rylant</td>
</tr>
<tr>
<td>NEWSELA.COM</td>
<td>A Picnic in October by Eve Bunting</td>
</tr>
<tr>
<td>StoryWorks</td>
<td>Shrek! By William Steig</td>
</tr>
<tr>
<td><a href="https://k12.thoughtfullearning.com/">https://k12.thoughtfullearning.com/</a></td>
<td>Song and Dance Man by Karen Ackerman</td>
</tr>
<tr>
<td>Readworks.org</td>
<td></td>
</tr>
<tr>
<td>Year Long Unit 2: Let's Write Correctly (Grammar)</td>
<td>Time Frame: All Year - These skills may be incorporated into any reading or writing unit at the teacher's discretion.</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

### 21st Century Theme

- Global

### Enduring Understandings:

- Written communication and proper grammar mechanics promote fluency of communication.
- Conventional spelling promotes common understanding.

### Essential Questions/Hook Questions:

- What is the purpose of applying grammar and mechanics skills?
- How can usage of spelling rules and patterns improve written communication?

### Cluster and Standard:

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### Unit Learning Targets:

**The student will be able to….**

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no, to set off a tag.

### Vocabulary:

- Noun
- Verb
- Conjunction
- Preposition
- Interjection
- Quotation marks
question from the rest of the sentence, and to indicate direct address.
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

<table>
<thead>
<tr>
<th>Suggested Activities: Including Differentiated Strategies (DI)</th>
<th>Reinforcing Activities:</th>
</tr>
</thead>
</table>
| The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness | ● Brainpop  
● Discovery Learning  
● Carousel editing |
| ● Mini lessons  
● Practice through editing and revising peer work and self work  
● Small group instruction  
● Teacher conferences throughout writing units  
● Create an interactive Grammar Notebook to use a reference tool | |

<table>
<thead>
<tr>
<th>Resource Materials</th>
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</thead>
</table>
| ● Houghton Mifflin English Book Grade 5  
● Banish Boring Words |

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<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
</table>
| ● Formal and informal teacher conferences with students on writing assignments  
● Peer proofreading, evaluation, and editing of written assignments throughout the school year | ● Standard Based Assessment utilizing school-based resources. |

<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>Related Literature</th>
</tr>
</thead>
</table>
| Brainpop  
Discovery Learning | Grammar Tales: by Scholastic |
<table>
<thead>
<tr>
<th>Writing Unit 2: I Will Tell You a Story</th>
<th>Time Frame: 4-6 weeks</th>
</tr>
</thead>
</table>

21st Century Theme

Creativity and imagination

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions/Hook Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective writing speaks to a reader and has a clear purpose</td>
<td>• How do good writers make their writing interesting and understandable to the readers?</td>
</tr>
<tr>
<td>• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts</td>
<td>• How do writers hook a reader?</td>
</tr>
<tr>
<td></td>
<td>• How does the process shape the writer's product?</td>
</tr>
</tbody>
</table>

Cluster and Standard:

Writing:

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Conventions of Standard English:

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit Learning Targets:
The student will be able to...

Vocabulary:
The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- 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.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Use punctuation to separate items in a series.
- 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?).

### Suggested Activities: Including Differentiated Strategies (DI)

- Review elements of a narrative: exposition, conflict, rising action, falling action, resolution. W.5.3
- Students should choose a topic for a narrative and go through the writing process (2-3 weeks). W.5.3 W.5.6
  - Brainstorm it using a graphic organizer (see samples in Team Drive). W.5.4
  - Self, peer, and teacher revise. (see samples in Team Drive) W.5.4 L.5.2 L.5.1
  - Students should publish written piece. W.5.4
  - Students should use Google Drive/ Classroom to work on their written piece. W.5.6.

### Reinforcing Activities:

- Watch Pixar Shorts Youtube videos and analyze story elements W.5.3.
- Go on a Story Hunt (children read various picture books to identify various elements of a narrative) W.5.3
- Go on a dialogue hunt (children read various picture books to identify how dialogue is used by an author) L.5.2
- Read The Three Little Pigs (or watch Youtube video of The Three Little Pigs) and read The True Story of the Three Little Pigs (or watch Youtube video). Have children analyze differences based on point of view. W.5.3
- BrainPop: Dialogue
- Students should choose and read a picture book, rewrite the story from another character’s point of view, and go through the writing process (2-3 weeks)[Narrative #2] W.5.3  W.5.6.
  - Brainstorm it using a graphic organizer (see samples in Team Drive). W.5.4
  - Self, peer, and teacher revise. (see samples in Team Drive) W.5.4 L.5.2 L.5.1
  - Students should publish written piece. W.5.4
  - Students should use Google Drive/ Classroom to work on their written piece W.5.6.

- BrainPop: Show not Tell

### Resource Materials

- Picture books from school library or teacher’s library
- Story map (see Team Drive)
- Revising sheets (see Team Drive)
- BrainPop
- YouTube
- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- Banish Boring Words
- Houghton Mifflin English Grade 5
- Writing Fundamentals: Narratives

### Formative Assessments (pick two)

- Peer Editing of Narrative 1
- Teacher and/or peer feedback on student writing of Narrative 1
- Teacher conference of student narrative of Narrative 1
- Peer Editing of Narrative 2
- Teacher and/or peer feedback on student writing of Narrative 2
- Teacher conference of student narrative of Narrative 2

### Summative Assessments

- Standard Based Assessment graded based on the rubric *Grade 5 Narrative Rubric*

### Technology Integration

- Google Classroom/ Drive
- YouTube
- BrainPop
- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)

### Related Literature

- Amelia’s 5th Grade Notebook, Marissa Mass
- How Writers Work by Ralph Fletcher
- The Other Side by Jacqueline Woodson
- The Other Way To Listen by Byrd Baylor
- The Seashore Book by Charlotte Zolotow
21st Century Theme

Information literacy
Oral and written communication skills
Technology literacy

### Enduring Understandings:
- Different writing genres have unique organizational patterns.
- Good writers utilize strategies learned from mentor texts.
- Good writers vary form and style, in order to write for different purposes, audiences, and contexts

### Essential Questions/Hook Questions:
- How do writers hook a reader?
- How does the process shape the writer's product?
- How does word choice keep the reader interested and informed?

### Cluster and Standard:

**Writing:**
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.10. 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.

**Conventions of Standard English:**
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Unit Learning Targets:
The student will be able to:

- Introduce a topic clearly to provide a focus and group related information logically
- Develop the topic with facts, definitions, concrete details,

### Vocabulary:
- Thesis
- Topic sentence
 quotations, or other information and examples related to the topic.
● Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
● Use precise language and domain-specific vocabulary to inform about or explain the topic.
● Provide a conclusion related to the information of explanation presented.

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<td>The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness</td>
<td>● BrainPop  ○ The Five Paragraph Essay  ● Teacher created paragraphs or essays to have children revise  ● Teacher created paragraphs or essays to have children edit</td>
</tr>
<tr>
<td>● Use exemplar essays (teacher selected) to analyse the structure of an essay (W.5.2,W.5.5)  ○ Model highlighting the different parts of an essay  ○ Students can highlight different parts of the essay in different colors (ie thesis pink, topic sentences blue, statements green, etc.) DI  ○ This should be done with several essays before children begin to write their own  ● Students should choose a topic to write an essay in which they don't need additional research (W.5.2,W.5.4,W.5.5,W.5.6,W.5.10)  ○ Model writing process  ○ Students should brainstorm, draft, revising (self, peer, and teacher), edit, publish (L.5.1,L.5.2,L.5.3)  ○ Essay ideas: choose a topic that has been discussed in social studies or science</td>
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**Resource Materials**

- Writing Fundamentals: Essay (Informational)
- [http://expositorywritingprompts.com/](http://expositorywritingprompts.com/)
- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- Banish Boring Words
- Houghton Mifflin English Grade 5
### Formative Assessments
- Revision sheets
- Teacher conferences
- Peer conference

### Summative Assessments
- Standard Based Assessment graded based on the rubric *Grade 5 Informational Craft Assessment*

#### Technology Integration
- Google Classroom
  - [http://expositorywritingprompts.com/](http://expositorywritingprompts.com/)
  - [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- BrainPop
- Discovery Education

#### Related Literature
- *Endangered Tigers* by Bobbie Kalman
- *Gentle Giant Octopus* by Karen Wallace
- *Sharks* by Seymour Simon
- *A Walk in the Rain Forest* by Rebecca L. Johnson
- *A Swim Through the Sea* by Kristin Joy Pratt

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**ROCKAWAY TOWNSHIP PUBLIC SCHOOLS**

**Reading/Writing Unit 4: Information Writing with Research**

**GRADE: 5**

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<tr>
<th>Reading/Writing Unit 4: Information Writing with Research</th>
<th>Time Frame: 5 weeks</th>
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<tbody>
<tr>
<td><em>This is the same unit as the Reading/Writing Unit 4 located in the Reading portion of the curriculum.</em></td>
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</tbody>
</table>
# 21st Century Theme

- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Technology literacy

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions/Hook Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● People rely on a variety of resources to obtain information</td>
<td>● How is information organized?</td>
</tr>
<tr>
<td>● Writing is a multi-stage process.</td>
<td>● Why is information organized in different ways?</td>
</tr>
<tr>
<td></td>
<td>● How do we approach writing?</td>
</tr>
<tr>
<td></td>
<td>● How does each step in the process impact your writing?</td>
</tr>
</tbody>
</table>

### Cluster and Standard:

#### Nonfiction

- **RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.5.9.** Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Writing

- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.6.** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- **W.5.7.** Conduct short research projects that use several sources to build knowledge through 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.

Conventions of Standard English:
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening:
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.

Unit Learning Targets:
The student will be able to….

Vocabulary:

- Brainstorm
- Draft
- Revise
- Edit
- Publish
- plagiarism

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- Read about a person and events in history and annotate the information
- Read multiple sources about a person and events in history and conduct research
- Utilize an organizer to categorize research
- Keep a work cited or bibliography
- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words, phrases, and clauses
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information of explanation presented.
### Suggested Activities: Including Differentiated Strategies (DI)

- Have students choose a person and/or event to research W.5.7.W.5.8, RI.5.6, RI.5.7, RI.5.8, RI.5.9
  - Students could use Who Was/Who Is books, NEWSELA, Epic, etc as a starting point
  - Students should read and annotate the book/article assigned
- Guide students to create a research organizer W.5.7.W.5.8
  - You can give a research organizer to students who need assistance
- Use Safe Search engines and have students keep a Bibliography/Works Cited page (examples in Team Drive) W.5.7.W.5.8
- Students should then use their research to write an essay. W.5.2.
  - Sample essay ideas:
    - Informative essay on the person or event
    - Explain how the person was impacted by the time period or events associated at that time
- Students should work through the writing process: W.5.2., W.5.4, W.5.5, W.5.6, L.5.1, L.5.2, L.5.3
  - Brainstorming, drafting, revising (self, peer, teacher), editing, publishing
- Model how to quote from a text within a piece of writing. RI.5.1

### Reinforcing Activities:

- Standard Based Assessment graded based on the rubric *Grade 5 Research Simulation Rubric*

### Resource Materials

- Writing Fundamentals: Essay (Informational)
- Banish Boring Words
- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- Houghton Mifflin English Grade 5

### Formative Assessments

- Annotations

### Summative Assessments

- Publish the essay. W.5.2., W.5.4, W.5.5, W.5.6, L.5.1, L.5.2, L.5.3
<table>
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<td>Salamander Room by E Mazer</td>
</tr>
<tr>
<td><a href="https://k12.thoughtfullearning.com/">https://k12.thoughtfullearning.com/</a></td>
<td>I Wanna Iguana by E. Orloff</td>
</tr>
<tr>
<td>BrainPop</td>
<td>True Story of the Three Little Pigs by Scieszka</td>
</tr>
<tr>
<td>Discovery Education</td>
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<tr>
<td>Epic.com</td>
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<tr>
<td>Safe Search Engines like: <a href="https://www.kiddle.co/">https://www.kiddle.co/</a></td>
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</tr>
</tbody>
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ROCKAWAY TOWNSHIP PUBLIC SCHOOLS
Writing Unit 5- Opinion Writing
GRADE: 5

<table>
<thead>
<tr>
<th>Writing Unit 5- Opinion Writing</th>
<th>Time Frame: 4-5 weeks</th>
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21st Century Theme

- Creativity and imagination
- Critical thinking

Enduring Understandings:

<table>
<thead>
<tr>
<th>Essential Questions/Hook Questions:</th>
<th></th>
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</table>
- Writers have a purpose for writing.
- Writing is a multi-stage process.

<table>
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<tr>
<th>Cluster and Standard:</th>
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</table>

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

**Conventions of Standard English:**
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Unit Learning Targets:**
**The student will be able to...**
- 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.
- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- Link opinion and reasons using words, phrases, and clauses.
- Provide a conclusion related to the opinion presented.

**Vocabulary:**
- Brainstorm
- Draft
- Revise
- Edit
- Publish
- Plagiarism
- Opinion
- Persuasion

**Suggested Activities: Including Differentiated Strategies (DI)**

**Reinforcing Activities:**
- Readwritethink.org
  - “Can You Convince Me? Developing Persuasive Writing”

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.
- Analyze opinion/persuasive pieces of writing (teacher's discretion)
  - Identify elements:
    - topic or text clearly,
    - state an opinion
    - organizational structure
    - logically ordered reasons
    - are supported by facts and details from text
    - conclusion related to the opinion presented.
- Groups can read other model text and analyze
- Create Anchor Charts, as needed, to support student understanding
- Students are to choose (teacher discretion) a topic to write an opinion essay and they should research that topic
  - Create a research organizer
  - Research organizer can be given to some students
  - Students should use books, magazine, and safe search engines to research topic chosen
- Students should write their opinion essay
  - Children will brainstorm, draft, revise (self, peer, teacher), edit, publish
  - Have students keep a Bibliography/Works Cited page (examples in Team Drive)

**Resource Materials**

- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- Banish Boring Words
- Houghton Mifflin English Grade 5
- Writing Fundamentals: Essay
- [http://expositorywritingprompts.com/](http://expositorywritingprompts.com/)

**Formative Assessments**

- Research organizer
- Work cited/Bibliography page
- Revision sheets
- Essays written based on short articles

**Summative Assessments**

- Standard Based Assessment graded based on the rubric *Grade 5 Research Simulation Rubric*

**Scholastic.com**

- Read various articles and write opinion essays/paragraphs
  - StoryWorks-
    - opinion /argument articles
  - NEWSELA
    - Opinion articles
    - pro/con articles
<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>Related Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>The Reluctant Dragon by Kenneth Grahame</td>
</tr>
<tr>
<td><a href="http://expositorywritingprompts.com/">http://expositorywritingprompts.com/</a></td>
<td>The Great Kapok Tree by Lynne Cherry</td>
</tr>
<tr>
<td><a href="https://k12.thoughtfullearning.com/">https://k12.thoughtfullearning.com/</a></td>
<td></td>
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<tr>
<td>BrainPop</td>
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<td>Discovery Education</td>
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<tr>
<td>Epic.com</td>
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<tr>
<td>Safe Search Engines like: <a href="https://www.kiddle.co/">https://www.kiddle.co/</a></td>
<td></td>
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</table>

ROCKAWAY TOWNSHIP PUBLIC SCHOOLS
Reading/Writing Unit 6: On Demand
GRADE: 5

Reading/Writing Unit 6: On Demand

Time Frame: 2-3 weeks (May be moved if state testing is earlier)
*This is the same unit as the Reading/Writing Unit 6 located in the Reading portion of the curriculum.*

21st Century Theme

Information literacy

Enduring Understandings:

- Effective communication relies on the usage of proper forms.
- Reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures.

Essential Questions/Hook Questions:

- How does the audience influence the format of your writing?
- How does the purpose influence the format of your writing?
- How does reading influence us?
Interpretations of text involve linking information across parts of a text and determining importance of the information presented.

Why do we need to evaluate what we read?

Cluster and Standard:

Fiction:
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

Nonfiction:
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing:
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 technique, descriptive details, and clear event sequences.
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10. Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Conventions of Standard English:
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Write opinions to support claims in an analysis of text
- Use valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<table>
<thead>
<tr>
<th>Suggested Activities: Including Differentiated Strategies (DI)</th>
<th>Reinforcing Activities:</th>
</tr>
</thead>
</table>
| • Review elements of narratives - plot diagram, figurative language, dialogue, etc. | • Online PARCC practice tests (or other NJ practice tests)  
• Students can collaborate to revise and edit former pieces of writing.  
• Children can exchange formerly written narratives and peers can rewrite the story from another character’s point of view. |
| • Review elements of informative article - headings, subheadings, titles, captions, etc | |
| • Review structure of essay writing - informative and persuasive(opinion) | |
| • Have students revise/edit pieces of writing from earlier in the year | |
| • Assign students various articles (2-3 at a time) to read, answer questions, and open ended questions. | |
| • Exposition | |
| • Conflict | |
| • Rising action | |
| • Climax | |
| • Falling action | |
| • Resolution | |
| • Simile | |
| • Metaphor | |
| • Imagery | |
| • Foreshadowing | |
| • Flashback | |
Sample open ended: How do the authors present the idea of … in the articles/videos. How do the authors use pictures to support the idea of ... Compare and contrast how the authors deal with the idea of ...

- Assign students various short stories and poems (2-3 at a time) to read, answer questions, and open ended questions.
  - Sample open ended: All the short stories deal with the theme of … Explain. In both of the stories, the main character deals with … Explain how each character overcame.
- Assign students various short stories (one at a time) to read, answer questions, and write a narrative.
  - Sample narrative: Rewrite the section based on the point of view of another character. What would happen next if the story continued.

### Resource Materials

- Banish Boring Words
- [https://k12.thoughtfullearning.com/](https://k12.thoughtfullearning.com/)
- NEWSELA.COM
- READWORKS.COM
- Épic.com
- Readworks.org
- StoryWorks
- [www.poets.org](http://www.poets.org)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)

### Formative Assessments

- Peer revisions
- Student revisions
- Teacher created assessment
- Articles assigned and written pieces
- Stories assigned and written pieces

### Summative Assessments

- Research Simulation Grade 5 Benchmark

### Technology Integration

### Related Literature
# ROCKAWAY TOWNSHIP PUBLIC SCHOOLS
## Reading/Writing Unit 7: Tales from the past (Myths, Fables, etc)
**GRADE: 5**

<table>
<thead>
<tr>
<th>Reading/Writing Unit 7: Tales from the past (Myths, Fables, etc)</th>
<th>Time Frame: 6-7 weeks (after state testing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This is the same unit as the Reading/Writing Unit 7 located in the Reading portion of the curriculum.</em></td>
<td></td>
</tr>
</tbody>
</table>

### 21st Century Theme
- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Oral and written communication skills

### Enduring Understandings:

### Essential Questions/Hook Questions:
- People rely on a variety of resources to obtain information.
- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process.

<table>
<thead>
<tr>
<th>Cluster and Standard:</th>
</tr>
</thead>
</table>

**Fiction:**

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
RL.5.9. Compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**Nonfiction:**

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9. Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing:**

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different 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.
### Unit Learning Targets:
The student will be able to…

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- Read and analyze various myths, folktales, fables, etc.
- Compare and contrast how authors present the same theme in different ways.
- Analyze how cultural differences impact the overall structure of the story.
- Write a folktale or myth using information research from the time period and elements of that genre.

### Vocabulary:

- Myths
- Folktales
- Legends
- Fables
- Tall Tales

### Suggested Activities: Including Differentiated Strategies (DI)

#### Fiction:
- Review elements of a narrative. RL.5.7.RL.5.9.
- Introduce elements of myths, fairy tales, folktales, fables, etc. RL.5.7.RL.5.9.
- Read several examples and analyze how that example fits into the specific genre. Use graphic organizers as needed. RL.5.3RL.5.7.RL.5.9.
- Have students read examples and work with partners to analyze (prove it is a myth, etc). RL.5.3RL.5.7.RL.5.9.
- Students (individually, partners, or groups) can read several stories with the same theme. RL.5.3RL.5.9.
  - Have students compare and contrast how the theme is presented in each tale.

#### Nonfiction:
- Have children choose one myth, folktale, etc. and research the time period in which that piece was written (ie: Ancient Greece). RL.5.3.RL.5.6.RL.5.7RL.5.9
  - Use Safe Search Engines
  - Create a research organizer

### Reinforcing Activities:

- Students can read and then watch the folktale online (myth, etc).
  - They can compare and contrast the differences in both methods of presenting the story.
- Create a Mythology Carousel or a Folktale Carousel
  - Post various printouts or online stories
  - Have groups walk around and analyze the stories
    - Elements of narratives (they can fill out a plot diagram)
    - Elements of that genre
    - Theme etc.
- NEWSELA - Myths and Legends
- Have them analyze the cultural impacts of the way the theme is presented.  
- Create a presentation with the information

**Writing:**
- Have students choose a time period they would like to have as the setting of their myth or folktale. W.5.7.
  - Students are to research that time period to gain understanding of the elements of the setting and the people of that time
- Students are then to write their myth or folktale.
  - Brainstorm it using a graphic organizer (see samples in Team Drive). W.5.4
  - Self, peer, and teacher revise. (see samples in Team Drive) W.5.4 L.5.2 L.5.1
  - Students should publish written piece. W.5.4
  - Students should use Google Drive/Classroom to work on their written piece W.5.6.

**Resource Materials**
- Readworks: various folktales and myths
- [http://www.americanfolklore.net/index.html](http://www.americanfolklore.net/index.html) - Free resources
- [http://artsedge.kennedy-center.org/educators.aspx](http://artsedge.kennedy-center.org/educators.aspx) - Free resources
- Encyclopedia Mythica: [https://pantheon.org/](https://pantheon.org/) - Free resources

**Formative Assessments (choose two)**
- Peer Editing of Myth/Folktale
- Teacher and/or peer feedback on student writing of Myth/Folktale
- Teacher conference of student Myth/Folktale
- Analysis of a myth, fairy tale, folktale, fable, etc.
- Teacher created assessment

**Summative Assessments**
- Standard Based Assessment graded based on the rubric *Grade 5 Narrative Rubric*
<table>
<thead>
<tr>
<th>Technology Integration</th>
<th>Related Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>Tales from Africa by Mary Medlicott</td>
</tr>
<tr>
<td>Readworks</td>
<td>The Hundred Penny Box by Sharon Bell Mathis</td>
</tr>
<tr>
<td>Epic</td>
<td>Home: A Collaboration of Thirty and Illustrators by Michael Rosen</td>
</tr>
<tr>
<td>Discovery Education</td>
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<tr>
<td>Scholastic</td>
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<tr>
<td>Youtube</td>
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</table>
Rockaway Township School District Curriculum Appendix

This Appendix is designed as an additional resource for all Rockaway Township School District curricula for the implementation of accommodations and modification for the following subgroups of students in grade K-8:

- Special Education Students
- English Language Learners
- At-Risk Students
- Gifted and Talented Students
- Students with 504 Plans

**Special Education Students (Students with an IEP):**
1. Implement a “reader response” notebook with notes for family reading once a week.
2. Teach annotation strategies on how to mark-up and highlight text.
3. Provide abundance of praise and positive reinforcement.
4. Provide small group instruction.
5. Provide opportunities for student to verbally express their ideas.
6. Provide study guides
7. Utilize running record assessments to determine independent and instructional reading levels.
8. Provide peer tutoring
9. Provide index cards with procedures on them.
10. Provide structure time for student to organized classroom materials and storage areas.
11. Encourage student to write with a computer.
12. Implement regular conference with student.
13. Talk with student privately to provide encourage and/or hear concerns.
14. Encourage peer-to-peer tutoring.

**English Language Learners:**
1. Visual Supports: Post highlights of the lesson prior to teaching. e.g. key vocabulary, main idea, or picture prompts. For example: The students are learning about the planets orbiting the sun. Print Google images of these facts.
2. Consider alternate responses instead of written responses. e.g. draw a picture of the sun and the planets orbiting. Or, put the story-details in chronological order using sentence strips.
3. Additional time on tests. This gives processing time, and reduces anxiety.
4. Model. Model. Model. Show, don't tell! "This is how I get my laptop" "This is how I log-in." "This is how we line up for dismissal." Assign a buddy to help when class time is too hectic. Change the buddy frequently so the exposure to English is varied.
5. Reduce level of verbal and written instructions. Keep the directions simple, and if possible post what you want to convey on the Starboard. (Repeat. Repeat. Repeat)
6. TPR (Total Physical Response) Move around the room. This encourages a new perspective and gives students a mental break.
7. Technology makes so many things better and makes translation almost effortless. It is very appealing to student to work on laptops and many programs are multi-lingual. So, the concepts can be understood yet the directions are in a student's native language.

At-Risk Students:
1. Initiate and maintain frequent family contact with regular updates about student progress toward goals.
2. Implement a “reader response” notebook with notes for family reading once a week.
3. Teach annotation strategies on how to mark-up and highlight text.
4. Provide abundance of praise and positive reinforcement.
5. Provide small group instruction.
6. Provide opportunities for student to verbally express their ideas.
7. Provide study guides.
8. Utilize running record assessments to determine independent and instructional reading levels.
10. Provide index cards with procedures on them.
11. Provide structure time for student to organized classroom materials and storage areas.
12. Encourage student to write with a computer.
13. Implement regular conference with student.
14. Talk with student privately to provide encourage and/or hear concerns.
15. Encourage peer-to-peer tutoring.

Students with 504 Plans:
1. Provide small group instruction.
2. Provide opportunities for student to verbally express their ideas.
3. Provide study guides.
4. Utilize running record assessments to determine independent and instructional reading levels.
5. Provide peer tutoring.
6. Provide index cards with procedures on them.
7. Also refer to above.

Gifted and Talented Students:
1. Implement Independent Studies, Passion Projects and/or a Genius Hour where student directs their exploration of curriculum topic.
2. Create "menus" where students can choose activities from a list based off of Bloom's Taxonomy.
3. Design project ideas to extend the topic being taught.
4. Use WebQuest's, websites, Google Classroom for extensions of curriculum.
5. Implement learning centers that allow for higher-level thinking and reflecting about material.
6. On occasion, compact learning which allows for students to move through a specific content area faster.
## Grade 5 Narrative Writing Assessment Grading

### Reading Comprehension / Analysis.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastery 5</th>
<th>Proficient 4</th>
<th>Partially Proficient 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</td>
<td></td>
<td></td>
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<tr>
<td>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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</tr>
<tr>
<td>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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</table>

The response demonstrates an understanding of the task - correctly answering and staying on topic to the writing task assigned. W.5.3A -

The response offers a thorough, well-considered evaluation of the task, using details of what was included in the story in regards to setting, characters, and plot line to make the narrative most realistic. RL.5.6. & W.5.3D

The response demonstrates knowledge of character’s point of view. RL.5.6.

### Craft

<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastery 5</th>
<th>Proficient 4</th>
<th>Partially Proficient 3</th>
</tr>
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<td>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<tr>
<td>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
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</tbody>
</table>

W.5.3.a The response orients the reader by establishing a situation and introducing a narrator and/or main character; organize an event sequence that unfolds naturally.

W.5.3.b The response uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

### Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastery 3</th>
<th>Proficient 2.5</th>
<th>Partially Proficient 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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</tbody>
</table>

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

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

Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. **RL.5.5**

The response demonstrates knowledge and understanding of the text, as well as specific events in the plot that directly impact the main characters. **RL.5.5**

### Analysis

- Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.1**
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. **RL 5.3**
- Compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. **RL.5.9**.

The response includes a thorough analysis of how each main character responds to various events in the plot in relation to the given theme. **RL 5.3; RL 5.9**

The response makes use of textual evidence, directly citing from the text, and includes an connection between the citation and topic. **RL.5.1**

### Craft

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.5.2.**
- Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.5.9.**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.5.1**.

The response is written with a topic clearly introduced to provide a focus **W.5.2.A**

The response develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Ideas within paragraphs are linked using words, phrases and clauses. **W.5.2B/C**

Provide a conclusion related to the information of explanation presented. **W.5.2.E**

The response shows a strong command of the conventions of standard written English and is free, or virtually free, of errors. **L.5.1**
# Grade 5 Research Simulation Task Writing Assessment Grade Sheet Grade 5

## Reading Comprehension

- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<table>
<thead>
<tr>
<th>Mastery (4 points)</th>
<th>Proficient (3 points)</th>
<th>Partially Proficient (0-2 points)</th>
</tr>
</thead>
</table>

The response shows an understanding of each text’s central ideas. The response is free of errors of fact or interpretation with regard to the text.

## Analysis

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

<table>
<thead>
<tr>
<th>Mastery (4 points)</th>
<th>Proficient (3 points)</th>
<th>Partially Proficient (0-2 points)</th>
</tr>
</thead>
</table>

RI.5.3. Explain the relationships or interactions between two ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

W.5.9.B Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]

## Craft

- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing

<table>
<thead>
<tr>
<th>Mastery (2 points)</th>
<th>Proficient (1.5 points)</th>
<th>Partially Proficient (0-1 points)</th>
</tr>
</thead>
</table>

W.5.2.A. Introduce a topic clearly to provide a focus and group related information logically; has a strong thesis statement.

W.5.2.B. The body paragraphs include topic sentences. The body paragraphs are developed with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C. Ideas within paragraphs are linked with transitional words and phrases with little repetition.

W.5.2.E. Provide a conclusion related to the information of explanation presented. The conclusion wraps up the essay and restates the thesis.

W.5.7. & RI.5.1. & W.5.8. Supports are given from both articles equally. Supports are quoted correctly or paraphrased correctly.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or
### Craft - structure

- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task purpose, and audience.

**W.5.2.A/W.5.4.** Introduce a topic clearly to provide a focus and group related information logically; has a catchy opening and a thesis statement.

**W.5.2.B./W.5.4.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Has several body paragraphs (2-3), with distinct ideas and facts in each one. Has a topic sentence based on main idea of the individual body paragraph.

**W.5.2.C.** Link ideas within paragraphs and sections of information using words, phrases, and clauses.

**W.5.2.E./W.5.4.** Provide a conclusion related to the information of explanation presented. Restates the thesis statement.

**W.5.2.D.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

### Craft - Language

- **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.1. B.** Use the perfect verb tenses. (e.g., I had walked; I have walked; I will have walked)

**L.5.1. C.** Use verb tense to convey various times, sequences, states, and conditions.

**L.5.1. D.** Recognize and correct inappropriate shifts in verb tense.

**L.5.2. A.** Use punctuation to separate items in a series.

**L.5.2. B.** Use a comma to separate an introductory element from the rest of the sentence.