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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 1Writing Workshop Launching Unit |
| **Grade Level:**5 |
| **Duration:**Trimester 1  |
| **Description:** In this unit, the students will build on the foundation of writing habits needed to become independent, proficient writers. Students will become a part of a community of independent writers who write with stamina and volume, learning strategies to collect personal narrative story ideas in their writers’ notebooks. Writers will learn the routines and expectations of a fifth grade writing workshop, setting goals for themselves as a writer and writing a personal narrative story independently. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Routines and expectations of writing workshop
* Building independence
* Collecting ideas
* Writing with stamina
* Writing with volume

**Grammar Skills:*** Capitalization
* End Punctuation
* Paragraphing narratives
* Subject verb agreement
* Writing in past tense
* Using proper pronouns

**Understandings:** * Writers make goals for themselves.
* Writers learn the routines and habits of writing workshop
* Writers write with independence, volume, and stamina.
* Writers collect significant, focused personal narrative ideas.
* Writers plan their writing with focus and organization
* Writers revise and edit personal narratives independently.
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| **Learning Targets**  |
| * *New Jersey Student Learning Standards & Practices*
* W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to 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.
* L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
* L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
* 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.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).
* L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* 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.
* L.5.2.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?).
* L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.
* L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
* SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
* SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.CivicsDP.2:Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation.
* Use technology to enhance productivity, increase collaboration, and communicate effectively.

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Computing System**   • 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**Life Literacies and Key Skills: Technology Literacy*** 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Career Readiness:*** 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
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| **Essential Questions** |
| * How do writers set goals?
* How do writers write with increased stamina, volume, and independence?
* How do writers collect meaningful personal narrative ideas?
* How do writers plan and draft with focus and organization?
* How do writers write personal narrative stories in first person and past tense?
* How do writers revise and edit independently?
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| **Student Learning Objectives** |
| ***Writers will …*** * learn the routines and expectations of writing workshop.
* set goals for themselves as writers.
* write with stamina and volume.
* collect meaningful personal narrative ideas.
* plan and draft personal narrative stories with focus and organization.
* revise and edit personal narratives independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers learn the routines and expectations of Writing Workshop.**
* Conduct a class inquiry to find out what the students already know about Writing Workshop.
* **Writers set goals for their writing.**
* Demonstrate how writers set goals for their writing, both individual goals and class goals.
* **Writers set goals for increasing their writing stamina.**
* Model how writers set goals for writing stamina, with increasing time and volume of writing.
* **Writers use writers’ notebooks as a place to keep writing ideas.**
* Demonstrate how writers write entries in writers’ notebooks
* **Writers think about strategies they already know about generating personal narrative writing.** (Narrative Craft, pg. 2)
* Conduct a class inquiry and create a chart with personal narrative collecting strategies.
* **Writers think about a person that matters to them, listing small moments stories connected to them.** (Narrative Craft, pg. 5)
* Demonstrate how writers think of a special person, then list small moment story ideas.
* **Writers think about first times, last times, or times you realized something to collect story ideas.** (Narrative Craft, pg. 9)
* Model how writers create lists of first times and last times story ideas.
* **Writers think of a place that matters and list small moment story ideas.** (Narrative Craft, pg. 19)
* Demonstrate how writers think of a place, list small moments that occurred in that place, and write one.
* **Writers think of a strong feeling and list small moment story ideas.** (Narrative Craft, pg. 19)
* Model how writers think of strong feelings, list story ideas, and try one out.
* **Writers live writerly lives, noticing small moments and capture them into writers’ notebook entries.** (Narrative Craft, pg. 22)
* Demonstrate how writers pay attention to things that happen every day and write about them in their writers’ notebooks so they don’t forget about them.
* **Writers choose their seed idea (find their focus) and flash draft.** (Narrative Craft, pg. 54)
* Model how writers reread their writers’ notebooks, find their focus, and draft on paper outside of their notebooks.
* **Writers write personal narrative stories in first person.**
* Demonstrate how writers write in first person by using the correct proper pronouns (I and we) when writing personal narratives.
* **Writers write personal narratives in past tense.**

- Model how writers write in past tense, carefully writing the correct verbs.* **Writers revise by rereading their writing and seeing if it makes sense.**
* Demonstrate how writers reread checking for missing words and confusing parts.
* **Writers edit by checking for capital letters and end punctuation.**
* Model how writers reread their writing to check for proper capitalization and end punctuation.
* **Writers edit by using resources to check spelling.**
* Demonstrate how writers use resources to check to see if their words are spelled correctly.
* **Writers edit by checking for subject verb agreement.**
* Model how writers check for proper verb tense and subject verb agreement.
* **Writers publish and celebrate their writing.**

***Strategies for Differentiated Instruction:*****English Language Learner (ELL):*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to illustrate their writing prior to writing in text.
* Students will work alongside teacher to convert picture story to text.
* Provide picture cards for vocabulary words.

**Special education:*** Provide an alphabet chart in writing folders to help students with letters and sounds.
* Create class charts with picture support to remind students what to do during writing workshop to increase independence.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.

**At-risk:*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to use a combination of text and pictures to tell their story.
* Provide students with graphic organizers to organize their writing.

**Gifted and Talented (G & T):*** Allow students to move to the next step of the writing process as they successfully complete the previous step.
* Encourage students to reread and apply higher level vocabulary in their writing.
* Support more complex stories by providing students with strategies to elaborate and grow their writing.
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| **Materials** |
| **Materials:** * Narrative Craft by Lucy Calkins
* Writers’ notebooks
* Paper
* Writing folders
* Chart paper
* Markers
* Anchor chart post-its

  **Suggested** **Mentor Texts:** * Eleven by Sandra Cisneros (Diversity)
* Fly Away Home by Eve Bunting (Diversity)
* Fireflies by Julie Brinkloe
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| **Assessments** |
| Formative: * Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* Teacher observations
* On-Demand personal narratives
* Grammar Assessment
* IXL open-ended assessments

Summative: * Units of Study Benchmark Assessments
* Personal Essay Rubric/published work
* Essay Rubric/published work
* Literary Essay Draft/published work
* Informative Essay/published work
* Opinion Essay/published work
* On-Demand personal narratives
* Teacher created tests
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners** * + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
* Paper choice
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |