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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. | | | | |
| **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 | | |
| **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? | | | | |
| **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. | | | | |
| **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. | | | | |
| **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 | | | | |
| **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 | | | | |
| **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 |
| **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 | | | | |