Writing Units of Study
Grade 5

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How To Use the Curricular Resources

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:
1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

Components of Balanced Literacy

Component	Description	Teacher's Role	Students' Role
Interactive Read Aloud & Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies	Teacher 1) models comprehension strategies and 2) prompts students to practice the strategies (often with a partner)	Students 1) listen and observe and 2) practice a comprehension strategy in writing or by discussing it with a partner
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)	Teacher 1) models strategies for comprehension, fluency, or word work and 2) asks students to join in on the work and practice the strategies	Students 1) observe and follow along and 2) practice the strategies in writing or by discussing it with a partner
Reading & Writing Workshop	A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.	Teacher 1) does a mini lesson and teaches an explicit strategy, 2) has conferences with individual students and small groups, and 3) leads a share and conclusion at the end.	Students 1) listen during the mini lesson, 2) actively practice strategies in their independent or partner reading and writing, and 3) teach their classmates by sharing at the end or having discussions.
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work	Teacher guides instruction by co-selecting words to study and leading inquiries so students begin to understand the generalization and meaning of words.	Students often choose words, participate in inquiries about them, and form their own generalizations and meanings. They also discuss them with peers and transfer to reading and writing.
Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).	The teacher leads the discussion by asking for help from the students but then lets them talk and writes what they say.	Students generate the content of the writing through discussion and watch the teacher compose it on the page.
Book Clubs (done during reading workshop)	A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.	Teacher supports the students' skills in reading deeply, writing to prepare for discussions, and then coaches groups as they discuss. The teacher supports conversational skills here as well.	Students 1) read a section, 2) prepare for a conversation, 3) participate in a conversation, and 4) often do some writing about their new thinking.

Strategy Lesson (Reading and Writing)	During the workshop the teacher gathers a small group of students who may or may not be at the same level but all do need the same strategy. The teachers does a small group mini lesson with just the students that need it.	Teacher demonstrates a strategy and then coaches students to try it.	Students observe the strategy and then try it in their own texts with coaching support.

Common Writing Language and Terminology

Claim: the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

Conference: Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

Evidence: Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

Immersion: During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to
  ➔ assess students' prior knowledge and skills with the goals of the unit
  ➔ preview the work that students will be learning to do independently during the workshops
  ➔ pre-teach language, vocabulary, and concepts
  ➔ participate in shared experiences
  ➔ build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include
  ➔ pre-assessments
  ➔ interactive read alouds
  ➔ shared reading

➔ shared and interactive writing
➔ goal-setting conferences with students

Interactive Writing: The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

Mentor Text: A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

Mini lesson: A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

Modeled Writing: The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.
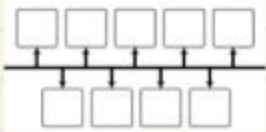
Shared Writing: The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

Shared Reading: The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

Text Features: Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

Text Structure: The choices an author makes about how to organize information for the reader based on their purpose for writing

Text Types:

Informational:
- presents information or explains ideas and concepts
- organized by category
- goal is to be a teacher to others

Opinion/ Argument:
- presents a side, stance, or claim
- provides evidence to support that claim or refute the counter argument
- organized by supports and reasoning
- goal is to prove a

Narrative:
- recounts a story (true or fictional)
- organized by a series of events
- goal is to engage the reader in the journey of the characters

Theme: the lessons or messages readers interpret in an experience or text

Thesis Statement: this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

Writing Process:

Kinder-Grade 2 Process

Primary Process: (using writing folders)
- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts "Better" and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

Grades 3-8 Process

Upper Grade Process (using writing notebooks)
- ★ Generate Ideas
- ★ Collect Entries
- ★ Make Entries "Better" and Try Out New Strategies
- ★ Choose and Plan for the Draft
- ★ Draft (out of the notebook)
- ★ Revise
- ★ Edit
- ★ Publish

Writing Workshop: A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.

Writing Units at a Glance

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
K	We Are All Writers (Personal Narrative)	Sharing Our Opinions	How To (Informational)	Small Moment Stories (Narrative)	All About Books (Informational)	
1	Focused Personal Narrative (Narrative)	How To (Informational)	Author Study/Book Review (Opinion)	Realistic Fiction (Narrative)	All About (Informational)	
2	Family Stories (Narrative)	Persuasive Letters (Opinion)	Question & Answer Books (Informational)	Realistic Fiction (Narrative)	Biography (informational)	
3	Creating a Culture of Learning (Launching)	Small Moments (Narrative)	Show Off Your Expertise (Informational)	Character Essays (Opinion)	Fairytales (Narrative)	
4	Leading an Independent Writing Life (Launching)	Realistic Fiction Picture Books (Narrative)	Articles (Informational)	Literary Essay (Opinion)	Perspective Short Stories (Narrative)	Advertisements (Persuasive)
5	Who Are We as Writers? (Launching)	Fanfiction (Narrative)	Literary Essay (Opinion)	Presentation & Handout (Informational)	Persuasive Letters (Opinion)	Tall Tales (Narrative)
6	Defining Yourself As a Writer (Launching)	Ted Talks (Informational)	Antagonists on Trial (Argument)	Historical Fiction (Narrative)		
7	Photojournalism (Informational)	Mystery (Narrative)	Proposals: Research Paper (Argument)			
8	Writing on a Digital Platform (Informational)	Dystopian Fiction (Narrative)	Research Paper (Argument)			

Grade 5, Unit 1

Unit Overview
Content Area: ELA - Writing
Unit Title: Launching a Learner's Culture
Grade Level: 5
Unit Summary: In this launching unit, writers will develop their writing identity by reflecting on their most-productive writing processes, environments, and communities. This will assist them in understanding their role as an independent writer, setting goals for improvement. Writers will also develop this identity through personalizing and organizing a writer's notebook. All of the aforementioned will give writers some perspective on how to lead an independent writing life. This should only last about two weeks since this is a mini unit.

Learning Targets	
NJ Learning Standards	
CPI#:	**Statement:**
NJSLSA.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.
NJSLSA.L.5.3	Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. 　　a.　Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process

Technology Literacy (standard 8 or 9.4.(TL))	
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.

Interdisciplinary Connection	
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
2.2.5.CR1e	Model ideas and plans in an effective direction.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

SEL:
GROWTH MINDSET: The Power of Yet: Read-alouds and class discussion to develop a growth mindset about writing and learn to persevere through and celebrate struggles.

Unit Essential Question(s):	Unit Enduring Understandings:
● How do we lead an independent writing life?	● Writers recognize successes and set goals for improvement in order to celebrate the process rather than focusing on their destination.

Unit Learning Targets/Objectives:
Students will…
● Differentiate between being an independent writer and writing independently
● Develop a growth mindset toward their writing and learn to celebrate their struggles
● Create a writer's notebook with purpose and intention
● Understand how to be active members of a writing community
● Identify who they are as writers and who they want to become

Evidence of Learning

Formative Assessments:
-conferences with writers
-examining student notebook entries and drafts
-Writer's Profile

Summative/Benchmark Assessment(s):
-Rubric

Alternate Assessments:
-Flip Grid
-We Video
-Peer assessment
-Self assessment
-Project based Assessment
-1:1 conversations
-Oral assessment

Resources/Materials

Modifications:
- **Special Education/504 Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Goals	**Suggested Teaching Points**	**Teaching Ideas and Tips**
Writers understand and develop true independence in workshop.	● **Writers, today we will think about what it really means to be an independent writer. Think about the traits, qualities, and attitudes an independent writer has** ● **Writers, one thing that is important for our community is that we know our roles in each part of workshop. The next few days we will be discussing the different structures and what your role is in each one and my role too. We all have commitments to make!** ○ **Mini-Lesson:** ○ **Conferences/Strategy Groups** ○ **Partnerships** ● **Writers, we know that in order to be independent we also need to continuously make choices that will help us individually grow as writers. We do this by setting a goal/commitment as to how we will carry out our writing time.** ● **Writers, know they will have a time when they get stuck and feel like they are unsure of what to write. When that happens we need to make a choice. What are some choices that might help us pick up speed again?** ○ **Look at an anchor chart** ○ **Look at a mentor text/student samples** ○ **Ask your partner for advice(brief and quick! Don't want to interrupt them!)**	*Note: Discuss the word "independence" to support the first reflection **Mini-Lesson Roles** <table><tr><td>**Mentor Writer/Coach:** - I promise to teach you something that will help you in your writing - I will model and show you the steps in my own writing notebook - I will create time for you to practice it our with your writing partner before trying it out independently</td><td>**Students Roles:** - To be open to understanding the strategy - To actively listen: by asking following up questions - To come to the meeting area ready to learn something new - Bring all writing tools: notebook, folder, pen/pencil - To try out the strategy with your partner - Evaluate if today's mini-lesson is what you need that day or is it something you need later on - Take time to quickly document what was taught that day to refer back to later on</td></tr></table>

- ○ **Reread your draft or even your reflections to help you get ideas**
- ○ **Flipping through the mini-lesson section to see if there is something you might try**
- ○ **Return to your generating idea list and start a whole new entry**
- ● **Writers, we also want to anticipate some struggles we might face during writing workshop. Today, we will generate a list and then problem solve with our partners some solutions to these problems. (SEL MANDATE)**

Keep anchor chart up all year in the same place with a bin of current mentor texts and student samples beneath it.

Conferences/Strategy Groups

Mentor Writer/Coach	Writer's Role:
- I promise to meet you where you are - I am committed to meeting with you often - I promise to be open and patient when you are sharing with me your writing - I will show you something you might want to try in your own work -	- Open to feedback and willing to try out something new - Sharing your writing process and what you are trying out that day - Flexibility and willingness to try out a new strategy and then reflect on how it helped them as a writer and what did it bring to your writing - Be comfortable sharing struggles and also successes

Role of the Rest of the Community:
- Keep moving your writing forward and maintain/grow your stamina
- Find ways to get unstuck without having to go to the mentor writer in the room
- Briefly check in with your partner to see if they have an idea to help get you going again
- Respect the conversation happening with the mentor writer/writer in the conference
-

Partnerships:

		Roles and Commitments of Being a Strong Writing Partner:
		- Provides feedback that is helpful for the writer - Invests in identifying what kind of feedback your partner is seeking and then constructively provide helpful feedback - Giving each other space to do your best work - Helping each other become stronger writers by thinking about what the other partner might need - During turn and talks both commit to staying on topic and talking about your writing - Know your partner's goals and develop action plans to help one another move towards those goals
Writer's develop a growth mindset and become clear on their writer's identity	**Writers today you will create a writing profile/survey. This will help us learn about your feelings as writers and your goals.** **Writers, this year we want to look inward at who we are as writers now and who we want to become. Thinking about:** **" I am the kind of writer who…"** **" I want to become the kind of writer who…"** **"A risk I am willing to take to get there is…"** **Writers, looking at the mentor texts we have read throughout the past few weeks, let's choose one book that stood out to you as a learner and why you might keep this learning motto in mind** - This can be a notebook entry - This can be a partnership reflection	**Note: see samples of writing identities** Books That Discuss Growth Mindset: - The Most Magnificent Thing - The Girl Who Never Made Mistakes - What Do You Do With an Idea - What Do you Do with a Problem - My Fantastic Elastic Brain Immersion Week Conference Tool (gain insights into students as writers) https://docs.google.com/a/mppanthers.org/document/d/1kAYTn0zv2Yb6Es9c7mZlrADq4W5Pu_At89M9iTG4g9I/edit?usp=sharing Help students create a mindset so they see how fortunate they are that as 5th graders they now have the privilege and ability to push harder (privilege and middle school expectations). After students come up with a plan/motto, have them write a reflection in their notebook...maybe have them create their motto in word art or in an image and add to the cover of their notebooks.

Writer's show presence in the community of writers and invest in their writer's partnerships.	- Writers, today you will create seeds. Seeds are ideas that they could write about throughout the year. **Writers, today you are going to meet your writing partner. I partnered you together with someone who had a similar writing profile** **Writers, today we are going to talk about peer conferencing will look like during Writer's Workshop. What are some things we should see/hear during Turn and Talk?** - Anchor Chart - Reader's Theatre **Writers today we will get to meet with our writing partners to share our notebook covers, explain the pictures and get to know the writer as a person.** **Share writing identities** **Set action plans to help one another work towards the goal** **Share the pictures on the notebook** **Reflections from our mentor text and our own learning mottos** **Others? Etc.**	- Accountable Talk Anchor Chart https://www.pinterest.com/pin/487725834624068285/ - Students will model a peer conference (reader's theatre/DARE) "Coffee Talk" period - interview - Students should feel comfortable with their writing partners, and open to revising their work. - Link: Becoming Conversationally Committed: https://docs.google.com/document/d/1B42IGRiL5qjkPG-3RKUUQhm4MeFSTjOY9grsEzehMbM/edit Scavenger Hunt through Profiles https://docs.google.com/a/mppanthers.org/document/d/1_WVHhbteccCGSV61SsoZ8FFeP0nkW3nuLMa9dywsKpY/edit?usp=sharing
Writers create and develop their writer's notebook with purpose and intention.	**Writers, today we are going to decorate our writer's notebooks. This is something that is unique to you and should reflect your personality. While we are decorating, think about things you enjoy and if those things could become topics. When we are finished we will take a quick gallery walk around the room and look at our peers' notebooks. You can leave feedback about their writer's notebook on a post-it on their desk.** **Writer's if this notebook is going to hold all of our ideas and thoughts what sections can we put**	- Homework - bring in pictures/things you would like to use to decorate your writer's notebook - First week of school: Ideas for decorating the notebook - Heart - all things you love https://www.pinterest.com/pin/75224256245459585/ - Hand - emotions https://www.pinterest.com/pin/371828512959953995/ - Favorite Memories - My Shoes and Me https://www.pinterest.com/pin/238127899023854233/ 6 Word Memoir https://www.pinterest.com/pin/238127899023854233/

<table>
<tr><td>

inside? Generate a list and then fold and create the sections together.

</td><td>

- ○ A Day in The Life Of…
  https://www.pinterest.com/pin/94083079687673581/
- ○ Writer's Block Bulletin Board

Pins
http://messyjofu.blogspot.com.au/2012/07/peak-into-my-writers-notebook.html?utm_content=buffer5bf3a&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer&m=1

- Writer's Notebook Sections (fold and title sections)
  - ○ Mini Lessons
  - ○ Drafts/Ideas (T-charts, first moments)
  - ○ Goals/Reflections/Conferences (date/what was uncovered/what the next step is/what they tried)/Feedback
  - ○ Stamina Journaling
  - ○ Conventions
  - ○ Vocab/Admiring Language (tier ⅔)
- Students should come into class excited to start their writing.
- Students should come into class with a clear idea of their writing profile and goals for the year.
- Students will have a clear idea of what sections they need and what the teacher expects of them.
- Call out goals and have them leave the rug according to their goal for the day.

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Grade 5, Unit 2

Unit Overview
Content Area: ELA - Writing
Unit Title: FanFiction (Narrative Writing)
Grade Level: 5
Unit Summary: In this unit writers will immerse themselves in the works of many authors. Selecting a favorite character or style, writers will write a prequel, sequel, retell a story from a supporting character's point of view, or write an original story modeling an author's style.

Learning Targets
NJ Learning Standards (Content and Technology)**:**

CPI#:	Statement:

NJSLSA.W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	    A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	    B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	    D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	    E. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

	A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
NJSLSA.L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of <u>conjunctions</u>*, prepositions, and interjections in general and their function in particular sentences. *conjunctions taught in this unit/prepositions in C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense.
NJSLSA.L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell grade-appropriate words correctly, consulting references as needed.
NJSLSA.L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.CI.3	Participate in a brainstorming session with individual's with diverse perspectives to expands one's thinking about a topic of curiousity

Technology Literacy (standard 8 or 9.4.(TL))	
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.
Interdisciplinary Connections	
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad
Read *Pink and Say* by Patricia Polacco to examine two perspectives of the Civil War. In this story a young black soldier rescues a white soldier, and touches upon the injustices of slavery and the senselessness of war. By witnessing the same war through the experiences of both soldiers, students will grow to understand both the importance of perspective as well as the injustices African-Americans faced and their contributions to the Civil War as well.

Unit Essential Question(s):	Unit Enduring Understandings:
● Why do we study author's craft? ● How do authors develop strong characters? ● What are different ways we can write fan fiction?	● Writers can be inspired by stories and authors they love ● Writers develop strong characters through actions, dialogue, thoughts, feelings, and motives and use interesting language to blend showing and telling details within the story ● Fan fiction can be developed by writing a prequel or sequel including a character from another author's work, rewriting a story from a supporting character's point of view, or modeling the style of another author

Unit Learning Targets/Objectives:

writers will...
- implement a variety of styles to develop their stories and convey their message.
- follow the writing process to compose a piece of fan fiction
- develop plot structure to help convey their story with clarity and develop their characters by using various author's craft.
- apply uniform verb tense to convey various times, sequences, states, and conditions.

Evidence of Learning

Formative Assessments:
- conferences with writers
- examining student notebook entries and drafts

Summative/Benchmark Assessment(s):
- rubric (**https://docs.google.com/document/d/1tKaZQYjRyHtdXMuaZT-GC3WBDNeU-N8XAuS0t99otKE/edit?usp=sharing**)

Alternate Assessments:
-Flip Grid
-1:1 conversations
-Oral assessment

Resources/Materials
- Overview of Fanfiction for parents reference **http://www.huffingtonpost.co.uk/2015/04/08/fanfiction-a-guide-for-parents_n_7325118.html**
- kid friendly Fanfiction site (teachers should preview them for content first) **http://inclusiveclassrooms.org/inquiries/fan-fiction-examples-lessons-and-scaffolding**

Modifications:
- **Special Education/504 writers**
  - Allow errors
  - Rephrase questions, directions, and explanations

- **At-Risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans

- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
● **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
● **Gifted and Talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Lesson Plans		
Goals	**Suggested Teaching Points**	**Teaching Ideas and Tips**
Launching FanFiction	Writers identify what we love about specific authors	First day of Immersion Week: ● writers make a list of authors they love & what specifically they love about them (CRAFT: characters, suspenseful writing, different points of view, etc)in their Writer's Notebook (see Immersion Week) Read *Pink and Say* and discuss the importance of perspectives. Examine how the story might change if specifically told from just one of the soldier's perspectives. (**Amistad**)
	As writers, what are our choices when it comes to writing fan fiction (what structure excites us?)	Revisit *Pink and Say* and discuss how different POV or prequel or sequel could be used to rewrite this story as a piece of FanFiction.

	● point of view ● prequel/sequel ● repetition	

Writer's use a variety of styles to develop their stories and convey their message.	Expose writers to a variety of structures that fan fiction writers use
	Have them uncover the different types of styles that authors use
	● annotate what they notice in the text
	● give it a name or label
	● might make a chart: text/ what we noticed (author's craft)/ what it is called
		This could continue in Immersion Week.
		writers work in groups to read texts and come up with the different structures.
		
		create an anchor chart of different structures & types (add to chart throughout the immersion week)
		Points of View Resources
		    ○ *Wonder* by RJ Palacio
		    ○ *Because of Mr. Terrupt* by Rob Buyea
		    ○ *The View from Saturday* by EL Konigsburg
		    ○ *I am the Dog I am the Cat* by Donald Hall
		    ○ *The True Story of the Three Little Pigs* by Jon Scieszka
		
		Repetition /Parallel Structure Resources
		    ○ *Appelemando's Dreams* by Patricia Polacco
		    ○ *Alexander and the Terrible, Horrible, Very Bad Day* by Judith Voirst
		Prequels/Sequels Resources
		    ○ *The True Story of the Three Little Pigs* by Jon Scieszka
		
		Create a center in the library with all our mentor texts

	Defining Fan Fiction What is it and what does it mean to us	● Create a class definition based on our discoveries during immersion week and hang in the center ● Stuck? Come here! Sign. ● Look at samples of fan fiction written by kids

		○ https://kidfanfiction.pbworks.com/w/page/44891487/Kid%20Fan%20Fiction ○
Writer's use the writing process to help compose a piece of fan fiction.	**Generating Ideas** Writer's have different ways to generate ideas. One way we can do that is to think about ● Characters we love 　● prequel 　● sequel 　● point of view ● Repetition/Parallel Structure	This starts the writing process in their notebooks ● Brainstorming possibilities for each prequel, sequel, point of view, repetition/parallel structure
	Choosing an Idea Writer's choose one of their ideas and begin to draft their first fan fiction in their notebook ● Picking an idea	● Model using my notebook to show writers how I ranked my choices and decided to pick my path
	When Writers Get Stuck generate ideas together about what to do when writer's get stuck ● return to list of ideas and pick a new structure or story to tell ● grab a mentor text and read how other authors do it ● acknowledge that it's okay to abandon a story and start over ● get inspired and carry on	● Create an anchor chart showing ideas for getting unstuck ● Refer writers back to the station of mentor texts
Writers use the	**Plot Structure**	● Find examples in books & record some examples on an Anchor chart

plot structure to help convey their story with clarity and develop their characters by using various author's craft.	● even though we are writing fan fiction we need to hold on to the elements of story (problem, events, solution)	
	Show Don't Tell ● helping your readers picture your characters by blending in physical descriptions or characters and their surroundings ● developing a characters by showing their feelings and motives through actions, thoughts, words	● Find examples of rich descriptive language in books & record some examples on an Anchor chart
	Dialogue & Internal Thinking ● using meaningful dialogue to show a character's feelings & motives through their words and thoughts ● using strong dialogue tags to show character's feelings ● formatting dialogue appropriately	● Dialogue formatting ● Dialogue Tags
Writers use uniform verb tense to convey various times, sequences, states, and conditions.	**Verb Tense** ● stick with one tense throughout the story or use shifts in verb tense purposefully to show shift in time or sequence	

Grade 5, Unit 3

Unit Overview
Content Area: ELA - Writing
Unit Title: Historical Fiction Literary Essay (Opinion Writing)
Grade Level: 5
Unit Summary: In this unit writers will immerse themselves in the historical fiction pieces (novels, short stories, poetry). writers will participate in book clubs while the teacher reads the models thinking through a read-aloud reading through the lens of lessons we learn from history.

Learning Targets	
NJ Learning Standards	
CPI#:	**Statement:**
NJSLSA.W.5..1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
NJSLSA.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 #1–3 above.)
NJSLSA.W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.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.

NJSLSA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	   a. Apply *grade 5 Reading standards* to literature (e.g., ─Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text‖).
	   b. Apply *grade 5 Reading standards* to informational texts (e.g., ─Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

NJSLSA.W5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL.5.1:	Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
	   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	   b. Follow agreed-upon rules for discussions and carry out assigned roles.
	   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLSA.L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
NJSLSA.L.5.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.7	Identify factors to consider before starting.

9.4.5.DC.1	Explain the need for and use of copyrights.

Technology Literacy (standard 8 or 9.4.(TL))

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.
8.1.5.DA.1	Collect, organize, and display date in order to highlight relationships or support a claim.

Interdisciplinary Connection

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).
6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad
Read texts about Harriet Tubman including the article "From Slavery to Freedom" by Scholastic News and *Moses: When Harriet Tubman Led Her People to Freedom* to model information gathering and forming a claim.

Unit Essential Question(s):	Unit Enduring Understandings:
● How do readers interpret themes from historical fiction texts? ● What lessons can we learn today from historical events? ● How do writers share their opinions with others?	● Reading historical fiction texts help people learn about the past as well as current events. ● Lessons from the past can help us today. ● Writers form claim statements that are based on evidence from more than one text. ● Writers can use an essay structure to share their opinions with others.

● How do writers support and prove their claims to make a compelling argument?	● Writers use their own thinking and specific citations from the text to prove their opinions.

Unit Learning Targets/Objectives:
writers will…
● Write about their reading while they read thinking about lessons learned from the author
● Identify a common theme or message between the two texts
● Make a claim and consistently refer back to it within the essay
● Cite and explain evidence from 2 texts to support the claim
● Quote accurately from a text to support claim
● Order reasons logically and use transition words to move from one to the next
● Connect claim to the real world in the concluding paragraph

Evidence of Learning

Formative Assessments:
● conferences with writers
● examining student notebook entries and drafts
● review of student checklists, graphic organizers, etc.
● participation
● observations
● peer and self assessment

Summative/Benchmark Assessment(s):
● Rubric (**https://docs.google.com/document/d/1oYD09YzxCCcZUOp7xJl6wl46zYtmGMb5yZf2UvWjap8/edit?usp=sharing**)

Alternate Assessments:
-Research claims made in history and how they proved them
-Flip Grid
-Self assessment
-Project based Assessment
-Oral assessment

Resources/Materials
- **http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/6th/Required%20Units/Literary%20Essay.pdf (unit plan with suggestions for mentor texts)**

Modifications:
- **Special Education/504 writers**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

- **At-Risk writers**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented writers**
  - Provide extension activities
  - Build on writers' intrinsic motivations
  - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Lesson Plans

Goals	Suggested Teaching Points	Teaching Ideas and Tips
Write about their reading while they read thinking about lessons learned from the author	Readers write about their thinking for a few helpful reasons. We write: -to remember -to record our thinking -to share our thinking with others -to organize our thinking -to discover our thinking	It is helpful to show writers examples of these types of writing and invite them to share their own examples too. We want to avoid writers simply writing as busy work because we told them they have to write. Read "From Slavery to Freedom" by Scholastic News and *Moses: When Harriet Tubman Led Her People to Freedom.* Generate claims and select one. Continue to use this throughout the unit as a model. (**Amistad**)
	Readers choose the ways they want to write about their thinking that match their purpose. For example if a reader wants to share thinking he may make a list of talking points or if he wants to discover thinking he may write a free form entry down the page like a conversation on the page. If they organize thinking they might make a table or chart.	Here is a link that shows some common types of notebook entries and the reason why the student chose to set them up that way. This is from What Do I Teach Readers Tomorrow? Fiction (Goldberg & Houser) https://docs.google.com/document/d/1hhAB0MLIW7zbUJcDDBtPS5MzMsSX9uLY8VGYm151eBg/edit?usp=sharing
	Readers revisit entries and add or revise their thinking as they get more information about the time period and characters. This means they may add to charts or lists or start a whole new entry because they now have a new idea.	Encourage writers to reread what they wrote previously before beginning to read each day. This helps writers remember where they left off in their thinking and deciding if they need to start a new entry or keep working on the one from the day(s) before.
	Readers take risks with their thinking and form theories based on what they read so far. They use words like maybe or perhaps and write down their thinking so far. (They also remember to read on and see if their theory was actually accurate and if not revise the theory to match the events in the book). An example of a theory might be: "I think Abeline is struggling because of her	This could be done as a whole class or in small group depending on the writers' needs. Some writers need permission to take these risks while other writers may need reminders and help to connect their risk-taking to clues the author is presenting

	father abandoning her and maybe a lesson is we can learn is…"	
Identify a common theme or message between the two texts	Readers interpret themes they are learning from the historical fiction texts. They reread their entries and talk to their book clubs about what themes they think are emerging. Readers may want to start an entry in their notebook that says "Possible Themes" so they can keep track of them and refer back to often. An example:	Refer back to lessons taught on theme & possibly display anchor chart reminding writers Look back at the two texts on Harriet Tubman and consider messages presented. Bring in additional texts on other leaders such as Malala and examine them for common messages.
	Readers take one theme and think about whether it is also evident in another text and in their own lives. They can make a matrix to compare them. An example: 	Lens	Text A	Text B	Today
---	---	---	---
adversity	Theme:	Theme:	Theme:
friendship	Theme:	Theme:	Theme:		Model ways to keep track of possible themes (a matrix showing theme, text1 , text2, connection to life today) Lens: Overarching (one word) concept/what you are looking for in the text (friendship, perseverance, adversity, etc) Theme: interpreted message while looking through the lens (perseverance ~ good things in life come out of hard work, not luck)

Develop a claim and consistently refer back to it within the essay	Writers review their entries and evaluate their notes. They decide what they feel a connection to, what they feel they can support with sufficient evidence and begin to develop possible claims/purposes for writing. In notebooks, writers list possible claims.	Model using Teacher's Writer's Notebook & chart. Model thinking aboutwrite the ideas as thesis statements/claims. Provide sentence starters & examples. Helpful resources for sentence starters/examples: https://drive.google.com/file/d/0B2Q0VukOKY3LZkp3QTR4d19Bbjg/view?usp=sharing
Cite & explain evidence from 2 texts to support the claim	**Selecting Evidence** Writers select a claim and begin to list possible evidence/author's words as support Writers test their claims by looking for examples in the text that serve as evidence. They look closely at the character's actions, thoughts and dialogue. Writers read and reread to identify connections in the text that confirm or disconfirm their claims and alter their claims based on the evidence they identify and connect	Whole group & small group lessons on what is appropriate/strong evidence. Provide sample claims and lists of possible evidence & have writers evaluate the evidence.
	Quoting from a Text Writers need to give credit when they are using the exact words/ideas of another writer.	Provide rules and examples of citing directly from a text. Show how to "zoom in" on a quote ~ possibly conduct a small group lesson on this for writers who are quoting multiple sentences and including superfluous information.
	Order of Evidence Writers select and organize their evidence to create a plan for drafting. They identify reasons and examples to explain and support their claim.	The order of evidence impacts an argument. Display an anchor chart of transition words and ways to order evidence purposefully (chronological or priority or categorical)

	Writers evaluate their examples to identify which examples best support the claim and if additional or different examples need to be selected from the text	
Develop a closing that summarizes and extends claim	Writers restate their claim and supporting reasons to wrap up their thoughts and leave the reader with something to think about	Provide writers with transition words or phrases to use when concluding their essay Model for writers different ways to rewrite their claim so the ideas are created but the words are not identical Create an anchor chart of ways for writers to conclude the essay by tying it back to the opening or presenting a bigger idea/question to the reader
Edit & revise essay by connecting and expanding on ideas	**Organization of Ideas** Writers blend the selected evidence with explanation and connect back to the claim	Use mentor texts to show different ways to organize the essay. Consider having writers move across their matrix paragraph 1 = introduce the lens paragraph 2 = text A paragraph 3 = text B paragraph 4 = connection to today The text A&B paragraphs could be expanded into multiple paragraphs.
	Prepositions Writers craft sentences in a variety of ways to keep their readers interested. Prepositions can be used to begin phrases that enhance writing.	

Grade 5, Unit 4

Unit Overview
Content Area: ELA - Writing
Unit Title: Handout and Presentation (Informational)
Grade Level: 5
Unit Summary: In this unit students will select a topic of their choice to research. Students will create an informational handout and slides for a presentation on a topic for which they become an expert.

Learning Targets	
NJ Learning Standards	
CPI#:	**Statement:**

NJSLSA.W.5.2:	**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**
	    a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
	    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	    e. Provide a concluding statement or section related to the information or explanation presented.

NJSLSA.W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W.5.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W.5.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NJSLSA.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.

NJSLSA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    a. Apply *grade 5 Reading standards* to literature (e.g., ―Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text‖).
	    b. Apply *grade 5 Reading standards* to informational texts (e.g., ―Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]‖).

NJSLSA.W5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
	    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	    b. Follow agreed-upon rules for discussions and carry out assigned roles.
	    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	    d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLSA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
NJSLSA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
NJSLSA.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.
NJSLSA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
NJSLSA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

NJSLSA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   a. Use punctuation to separate items in a series.*
	   d. Use underlining, quotation marks, or italics to indicate titles of works.
	   e. Spell grade-appropriate words correctly, consulting references as needed.

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

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.1	Explain the need for and use of copyrights.
Technology Literacy (standard 8 or 9.4.(TL))	
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.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Interdisciplinary Connection	
1.2.5.Cr1e	Model ideas and plans in an effective direction
1.2.5.Cr1a	Generate ideas for media artwork, using a variety of tools, methods, and/or materials
Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)	

SEL Lesson on Self Awareness:
In order to identify careers that would suite the individual, students first need to identify what their strengths and weaknesses are.

Unit Essential Question(s):	Unit Enduring Understandings:
● How do readers frame their thinking when researching? ● How do writers organize information to best convey their ideas? ● How do writers use text and graphic features to enhance their written ideas? ● How do writers present their work effectively and meaningfully to an audience? ● How do writers share sources that inspired and educated them?	● Researchers frame their thinking with questions which is an ongoing, evolving process. ● Writers develop categories and key words to organize their information. ● Writers can use text and graphic features to help their audience understand important information. ● Nonfiction writers can still use their own "voice" to present factual information both in their written work and oral presentation

Unit Learning Targets/Objectives:
Students will…
● Generate ideas/topics of research and select topic
● Gather relevant information from multiple print and digital sources to develop the selected topic.
● Group related information by organizing into categories (zooming in & weeding out)
● Cite sources appropriately (give credit by creating a resource page or bibliography)
● Create slides with concise information to enhance presentation
● Organize similar facts under an appropriate heading that helps the reader find the information
● Create a handout with written text and visual aids to highlight key concepts of the topic
● Choose content specific vocabulary in writing to enhance information being presented
● Use commas to separate items in a series

Evidence of Learning

Formative Assessments:
-conferences with writers
-examining student notebook entries and drafts

Summative/Benchmark Assessment(s):
-Rubric

Alternate Assessments:
-Create own graphic features for a book you have read
-Flip Grid
-We Video
-Peer assessment
-Self assessment
-Project based Assessment
-1:1 conversations

-Oral assessment
Resources/Materials:
-seeing pacing guide

Modifications:
- **Special Education/504 Students**
    - Allow errors
    - Rephrase questions, directions, and explanations
    - Allow extended time to answer questions, and permit drawing, as an explanation
    - Accept participation at any level, even one word
    - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
    - Assign a buddy, same language or English speaking
    - Allow errors in speaking

- **At-Risk Students**
    - Provide extended time to complete tasks
    - Consult with Guidance Counselors and follow I&RS procedures/action plans
    - Consult with classroom teacher(s) for specific behavior interventions
    - Provide rewards as necessary
- **Gifted and Talented Students**
    - Provide extension activities
    - Build on students' intrinsic motivations

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Goals	**Suggested Teaching Points**	**Teaching Ideas and Tips**
Generating ideas	Writers record their findings and create lists of topics of things they know a lot about or that interest them.	Immersion Week for students where they brainstorm topics including future careers that might interest them, share ideas with classmates, and explore resources (books, video clips, NEWSELA articles, *Scholastic News)* **SEL Mandate** Conduct an SEL lesson on Self Awareness. Guide students to first recognize their strengths and weaknesses by creating a list showing what makes them unique and special. In this list they must also self reflect and think about their struggles. Students will use this lesson to help guide them on choosing a future career that can highlight their strengths and develop self value.
Framing thinking when researching	Nonfiction writers use specific questions, or criteria, to choose the one topic that is the best topic for their report.	Guide students to generate questions to guide their research. Use model of a future career and generate questions such as: What kind of education or training is needed? What is the average salary?

	Readers take one theme and think about whether it is also evident in another text and in their own lives. They can make a matrix to compare them. An example:	
Organizing Research	**Grouping Information and Writing Headings** Nonfiction writers plan by organizing similar facts under a heading that describes those facts and helps their reader find information.	Mentor texts showing headings and sections Small group lesson to help struggling students (use color coding to help them organize similar ideas in their notes) Create a teacher model in Teacher's Writer's Notebook to show students how researching can be "messy" and organizing is an important step in writing informational pieces
	Citations (Recording your Sources) Writers give credit by creating a Works Cited page or bibliography.	Citation Builder (work with Technology Teacher/Librarian to collaborate on this skill)
	Identifying Key Words Writers identify vocabulary that is important to getting teaching their information. What words need to be defined for your readers? Create a glossary box.	Refer back to Tiered Vocabulary and tell students they now need to identify tier two & three words to help their readers understand their work
	Commas in a Series Writers use commas to separate items in a series.	
Using text & graphic features to organize & enhance content	**Selecting Categories** Writers categorize their ideas to present their information in an organized manner 	category	category	category
slides	slides	slides
handouts	handouts	handouts		-show examples of presentations & handouts as mentors

	Text & Graphic Features? Writers include text and graphic features to help their readers synthesize information and make sense of it more easily. What text features might enhance your handout/slides? (category headings, key vocab words) What graphic features might enhance your handouts/slides? (charts, pics, maps, diagrams, cutaways, etc).	Refer back to what we learned about as readers ~ How do text & graphic features help us as readers? What text and graphic features could be added to our presentation slides & handout to help readers understand the topic better?
	Adding Interest Nonfiction writers look for ways to make their information more interesting and understandable to their reader bsy using organizational patterns in their writing like the problem/solution pattern or comparing and contrasting	Refer back to books, articles, pamphlets, and other handouts (especially examine material on the same topic) to look for various ways authors chose to present the information.
	Double Checking Focus Nonfiction writers can turn their headings into questions and look for answers in the information that follows	

Sharing sources that inspired and educated them	**Creating a Bibliography**
	Nonfiction writers learn from other sources and need to give credit to those writers and their ideas
	  Show students the important information on a
	  title page of a book
		Anchor chart of key details on a title page
		Forms for websites, articles, and books for students to track sources and necessary information to create citation
		
		Show students Citation Builders on-line to assist them

	Create forms	
Presenting effectively and meaningfully to an audience	Making sure you know your material know your slides Make notes to guide you so you don't read slide Make eye contact Practice Reading Rate and Expression Mindful that Body movements are not distracting • Rocking/Swaying • Fidgeting with hands	Speaking and Listening (Body Language & Voice of both presenter and audience) Flocabulary Video Public Speaking https://www.flocabulary.com/unit/public-speaking/ Active Listening https://www.flocabulary.com/unit/active-listening/

Grade 5, Unit 5

Unit Overview
Content Area: ELA - Writing
Unit Title: Persuasive Writing (Opinion Writing)
Grade Level: 5
Unit Summary: In this unit students will write a series of letters regarding a selected topic and craft their ideas to fit the given audiences.

Learning Targets	
NJ Learning Standards	
CPI#:	**Statement:**

NJSLSA.W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	    b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
	    c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
	    d. Provide a conclusion related to the opinion presented.

NJSLSA.W.5.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W.5.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W.5.8.	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.W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.L.5.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions

NJSLSA.L.5.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	     b. Use a comma to separate an introductory element from the rest of the sentence.
	     c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
	     e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L.5.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	     b. Use a comma to separate an introductory element from the rest of the sentence.
	     e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L.5.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
NJSLSA.L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.8	Identify risks that individuals and households face.

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
Technology Literacy (standard 8 or 9.4.(TL))	
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.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Interdisciplinary Connection	
1.2.5.CR1e	Model ideas and plans in an effective direction
1.2.5.CR1a	Generate ideas for media artwork, using a variety of tools, methods, and/or materials
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)	
SEL Mandate: During the introduction model on Food Waste, teachers will be addressing Responsible Decision making and how individuals can make better choices that are mindful of their global community.	

Unit Essential Question(s):	Unit Enduring Understandings:
● What are different strategies writers use to persuade their readers? ● How do we build a strong argument and justify our stance? ● How do we organize our thoughts to be more persuasive?	● Writers tweak their wording and strategies to reach and persuade different audiences ● Writers identify evidence ● The way writers organize their thoughts can affect the impact they have on their readers.

● How do writers adjust language to persuade different audiences?	● Writers use transition phrases and persuasive language to move their writing along and to engage and persuade difference audiences

Unit Learning Targets/Objectives:
Students will…
● Examine a variety of persuasive mentor texts and list characteristics of persuasive writing
● Connect claim to the real world in the concluding paragraph
● Express an opinion and support it with evidence
● Convey opinions using an intentional writing voice
● Use correlative conjunctions

Evidence of Learning

Formative Assessments:
-conferences with writers
-examining student notebook entries and drafts
-review of student checklists, graphic organizers, etc.
-participation
-observations
-peer and self assessment

Summative/Benchmark Assessment(s):
-Rubric

Alternate Assessments:
-Team Debate
-Self assessment
-Project based Assessment
-1:1 conversations
-Oral assessment

Modifications:

- **Special Education/504 Students**
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word

- **At-Risk Students**
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- **Gifted and Talented Students**
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Goals	**Suggested Teaching Points**	**Teaching Ideas and Tips**
Discover different methods of persuasion	Writers study mentor texts to understand the genre of persuasive writing. Writers determine the evidence that supports a point of view in persuasive essays.	Expose writers to different mediums of persuasion using the issue of food waste and how it impacts the environment and climate.Use articles such as "Going to Waste" by Scholastic News and TedEd talks such as "The Global Food Waste Scandal" by Tristram Stuart. **Other Possible Mentor Texts**

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What We Notice About Persuasive Writing
• States an opinion or position
• Gives reasons for opinions
• Backs up opinions with data, evidence, expert quotes, examples, and so on.
• Offers possible solutions
• Restates position in conclusion

What types of persuasion are all around us in our world?
Think about ads, commercials, movie reviews
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Writers generate ideas for writing persuasive letters.

Writers have different ways to generate ideas: We can use these different ways to get ideas for our persuasive pieces.
- Things that you want to change about Highland School or Midland Park and why

(make a T-chart in our notebooks)
- Things that you want to add to the community and why
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Continue using the Food Waste model and tie into decision making and methods needed to persuade different audiences.
How would you persuade…
- Your peers?
- Parents who do the grocery shopping?
- School lunch planners?
- Community leaders?
- Animal activists?
- Environmentalists?
- Global leaders?
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	- Things that annoy me and bother me and why - What's not fair and why do I care Writers experiment with different sides of an issue.	When persuading, it's important to consider different sides of an issue.
Consider an appropriate tone and evidence based on their audience	Writers create strong reasons to support their point of view and organize them depending on their audience. Writers get clear on who their audience is and choose evidence to support that.	Supply writers with a variety of scenarios and ask them to guess who the audience was (what is the angle used?) Appropriate evidence do you include. *Full House* episode clip (DJ convincing her dad she should have her own room & then convincing Stephanie it's a good idea)
Build a strong argument and justify stance	Writers do research to gather information to support their argument.	Writers/researchers use: ● texts ● articles ● databases ● interviews of experts
	Writers write their claim/stance considering how to introduce their opinion with clarity and purpose Writers develop an introduction for their letter. ● Writers we want to begin to look at our topics and make decisions about which ones we might want to write about. By choosing one and writing out our reasons across pages. ● Writers, we can look at our reasons and begin to think about how we might want to write a quick flash draft for each one. Watch how I look at my reasons and make a choice as to which one I	Writers, whenever we write persuasively, we want to make sure that our introduction conveys to our reader that our issue is important. Things to introduce as possible format: ● state issue ● include a counterargument. ● elaborate briefly on the issue. ● use transition words **Anchor Chart:** Where writers make choices and try out different types of openings

want to write first!

● Writers, we have to consider how to hook the reader in so that they believe this topic is something worth reading about. Today let's look at some of the leads of the mentor texts and persuasive essays we explored last week and jot down some possible ways to lead our reader in.

● Writers, this is all about choices! Today we will look at one of our drafts and decide what order we might put our reasons in. Considering the following:
- Which one is most powerful? Where should it go?
- Is there a logical sequence that makes sense for your reasons?

With your partner discuss some of your choices and justify why that order makes sense.

● Writers, also know that when we are convincing someone of something we can't be wishy washy in our opinion. We want to write in a way that shows power and certainty. Anchor Chart: see below!

● Writers, we also know that the tone of piece can help us convince our reader. We create a tone by thinking about the intensity of our words and being realistic within our topic. We also don't want to be too dramatic where the reader wouldn't trust us and also don't want to be unsure where the reader doesn't believe us. Watch how I go into my piece and create a tone

- Shocking Statement
- Question
- Starting with an alarming statistic
- Mini-Story: Anecdote
- Explaining why the topic matters
- Quote from a person who is connected to the opinion

● Writers, also look to stir up emotions by thinking about how the reader might feel and writing to acknowledge those feelings
  ○ You might be worried that...but I am hear to tell you….
  ○ One might be concerned that….
  ○ It might be exciting to know that…

Anchor chart: common correlative
either...or
neither...nor
not only...but also
so...as

	with the words I choose to use. ● Writers use correlative conjunctions to present counter arguments.	

	Writers develop a conclusion for this letter.
	
	- We can do this by:
	  - Restating all of our reasons
	  - Sharing why it is important for us to consider this change
	  - Quoting an expert or someone who has expertise in this topic
	
	● Writers, we know that evidence and research helps to support our claims, but it is important to get clear on how and what we will research before diving into the sea of information found on the computer. Today let's look at one of our topics and begin to think about:
	  ○ Who might we want to quote? Expert? Doctor? Someone in the field? Voices of authority?
	  ○ What might strengthen our claims? Statistics/personal stories?
	  ○ Research based studies to gather more information
	
	In our notebooks let's set this up so that we can narrow our focus for researching information. Watch how I list
		Types of Conclusions for Persuasive Writing
		
		Restate your lead sentence
		Call to action
		Create a positive or memorable image
		Summarize and connect to central message
		Clever or thought provoking comment

	my 3 reasons on post its and then next to it begin to think about what I might research to strengthen that particular reason.	
	● Writers, as we are researching our topics it is important for us to gather Tier 2 and Tier 3 vocabulary. This means we want to keep track of Tier 2 (academic words we come across) and Tier 3 (Domain Specific words that are relevant to our topic)
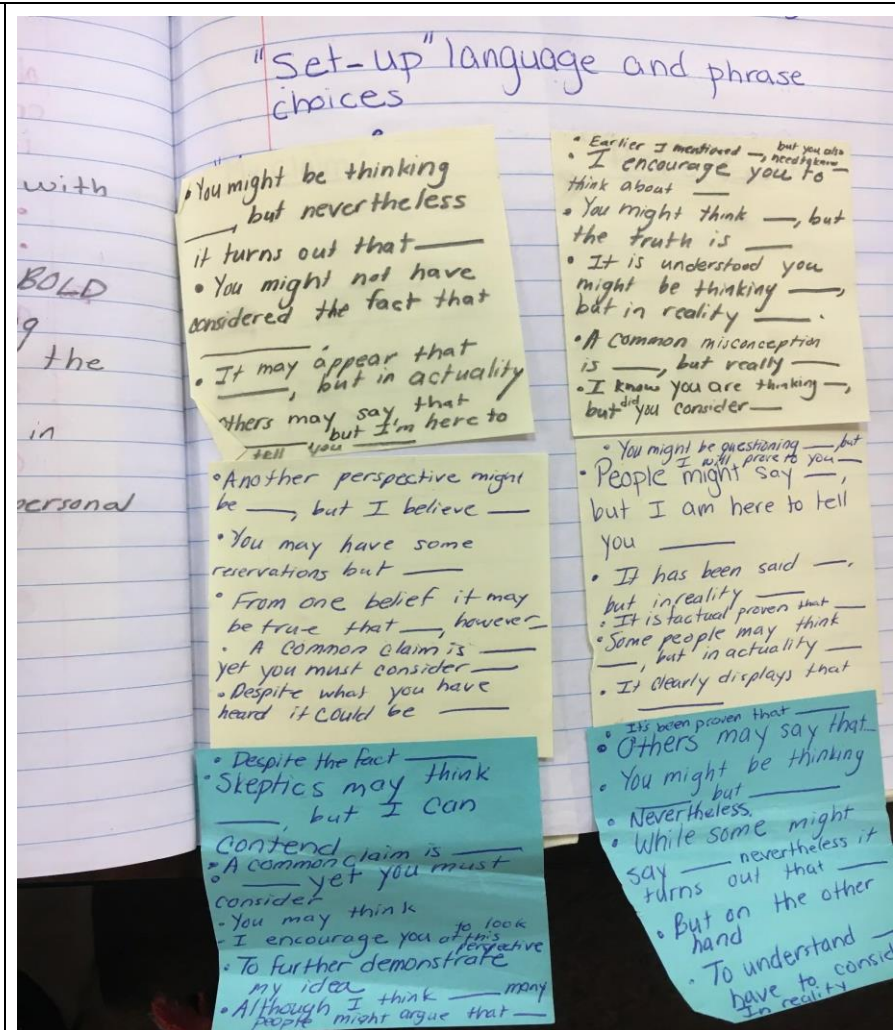
Create a Word Wall for all writers to refer to when writing out their reasons.
● Writers, now that we explored and know vocabulary can really enhance and strengthen our argument today let's rewrite one of our reasons using Tier 2 and Tier 3 words. Then we can compare and notice the differences between the two.	

Organize their work to create cohesion	Writers organize their evidence to best support their argument.	

Writers organize their evidence to best support their argument.
- Writers, also use the research they gathered effectively to strengthen their persuasive letters. We do this by asking which research is most powerful and decide where or which paragraph it would best go.
- Writers, decide specifically which evidence would their reader be most affected by. We look at our research and choose carefully what we want to include knowing we need to balance rich-thinking and research based evidence.
- Writers, we also need to learn how to merge our own thinking with the research not losing sight of our writer's voice. Just like a layered cake has the right balance of frosting and cake we need a balance too!
  - We can use STEMS to merge our thinking.
    - It is clear that….
    - This evidence displays…
    - As the research shows….
    - It is clear that….
    - As you can see...

- Writers also go back and reread their paragraphs and think about which ones have clarity and strength and which paragraphs might need some elaboration
- Writers also return to their openings and their closings and ask questions:
  - "Is my opening clear and strong?"
  - Did I try out a craft that would grab the

reader in the beginning and satisfy the reader at the end?
  - ○ "Do I want to try out a different lead? Or a different closing?

- Writers, we recognize that some people might not agree with our opinion, but we want to acknowledge their hesitations and why they shouldn't worry. **Use "yeah but.." statements to help clarify the different counterclaims
- Writers, use "set-up language" when addressing a counter claim. We chose the 1 counterclaim that we want to argue against. Writers do this so that we can address concerns and give rebuttals.

To increase the validity of an argument, writers alter their language:

If it isn't always true, it might be true...
  - often
  - sometimes
  - usually
  - frequently
  - in many cases
  - in many instances
  - on many occasions
  - commonly
  - ordinarily

Example:
Instead of "Parents prefer uniforms."
Try...
"In many cases parents prefer uniforms."

If it isn't true for everyone, It might be true for...
  - many
  - most
  - countless
  - innumerable
  - a multitude of people
  - numerous people
  - scores of people
  - diverse people

Example:
Instead of "Kids feel the pressure of having to keep up."
Try...
"Many kids feel the pressure of having to keep up."

| Writers create a thread from one paragraph to the next to create a cohesive piece of writing. | Closing sentences that lead into the next paragraph. |

Grade 5, Unit 6

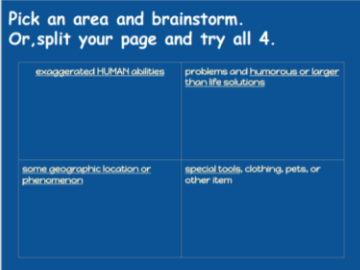| Unit Overview |
|---|
| **Content Area:** ELA - Writing |
| **Unit Title: Tall Tale (Narrative)** |
| **Grade Level:** 5 |
| **Unit Summary:** In this unit, students will learn the characteristics of tall tales and use them to evaluate existing classic American folklore and to create original tall tales of their own. |

Learning Targets	
NJ Learning Standards	
CPI#:	**Statement:**

NJSLSA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	    b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	    e. Provide a conclusion that follows from the narrated experiences or events.

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

NJSLSA.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
NJSLSA.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLSA.L.5.3	Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

NJSLSA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    a. Interpret figurative language, including similes and metaphors, in context.
	    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	    c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.1	Explain the need for and use of copyrights.
Technology Literacy (standard 8 or 9.4.(TL))	
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.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Interdisciplinary Connection	

1.2.5.CR1e	Model ideas and plans in an effective direction.
1.2.5.CR1a	Generate ideas for media artwork, using a variety of tools, methods, and/or materials

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad & Inclusion:
Maniac Magee is a novel written by author Jerry Spinelli which explores themes of racism and inequality. It follows the story of an orphan boy looking for a home in the fictional town of Two Mills. During this read aloud, the class will be having discussions that revolve around these themes.

Lesson Plans		
Goals	**Suggested Teaching Points**	**Teaching Ideas and Tips**
Discover the characteristics of American Folklore/Tall Tales	Writers of tall tales are putting into print stories that have been passed down from generation to generation.This is called folklore. Tall Tales often came about to explain a cultural phenomenon or geographic structure. As we explore some classic American folktales, think about what each one tells us and how the character's larger than life ability connects to the explanations within the story.	**Immersion Week** Expose students to a variety of American Tall Tales including different versions of the same character's story. Draw attention to the character's larger than life abilities, the colorful language, and humor. **Pre-Assessment** Read an example of tall tale on Day One. Then ask students to write their own tall tales. **Read Aloud** *Maniac Magee by Jerry Spinelli* (**Amistad & Inclusion**)

		Continuous Class Discussions
		Resources/Mentor Texts *John Henry by Ezra Jack Keats* *John Chapman by Greene* *Mike Fink, Paul Bunyan, or Pecos Bill by Steve Kellogg* *John Henry by Jerry Pinkney* *Old Stormalong, John Henry, or Paul Bunyan by deLeeuw* *Paul Bunyan and Babe the Blue Ox by Gleiter and Thompson* *The Bunyans by Audrey Wood* *American Tall Tales (an anthology) by Stoutenberg* *American Tall Tales (an anthology) by Mary Pope Osborne* *Pecos Bill and the Long Lasso by Carmer* *Paul Bunyan by Sabin* *The Story of Paul Bunyan by Barbara Emberly* *Swamp Angel by Anne Isaacs* *Big Men, Big Country (an anthology) by James Berna* Discovery Streaming ~ Rabbit Ears picture books & videos
Develop a tall tale character	**Generate Ideas** Writers think about larger than life abilities they could give to their own characters Writers brainstorm geographic or cultural characteristics in the world their characters could be connected to Writers sketch a character with larger than life abilities that could explain some natural, cultural, or geographic aspect of the world.	**Use Nearpod or slides to refresh students memories on qualities of a tall tale** **https://drive.google.com/open?id=1A2LkMlE3KcpJufcozVk7Lu7QxLdpgv13cCrg_5tmh5Q** Writers brainstorm ● human abilities that can be exaggerated ● problems that with humorous solutions Pick an area and brainstorm. Or, split your page and try all 4. exaggerated HUMAN abilities | problems and humorous or larger than life solutions some geographic location or phenomenon | special tools, clothing, pets, or other item

	Writers draft a tall tale using one of their brainstormed ideas.	• geographical locations & world phenomenon that could be explained with exaggerated events
		• special tools, pets, clothing,etc unique to character
		
		Resources
		    • Tall Tale Anchor Charts
		    • Tall Tale Book Bin
		    • World Encyclopedias/Atlas
		
		Writers meet in partnerships to share/develop ideas

Use colorful language to enhance stories	**Figurative Language**
	Writers of tall tales use colorful language to tell their story. They especially use hyperbole since exaggeration is so strong.
		Youtube Video into on Hyperbole
		https://www.youtube.com/watch?v=rUzScx6_lWg
		
		Anchor chart of figurative language within Tall Tales (definitions & examples from stories read)
		    hyperbole
		    simile/metaphor
		    onomatopoeia
		    alliteration
		    personification
		
		Have writers work together to go through classic tall tales and identify a variety of figurative language used.
		
		In a minilesson show students an example of your own tall tale and identify places you might add in figurative language to enhance the story.
		
		In Writer's Notebooks, have students reflect and brainstorm on figurative language they might use within their own stories.

	Story Telling/Exaggerated Language	Anchor chart of descriptive language within Tall Tales

	Writers of tall tale use specific language to make their stories sound authentic to the genre of folklore	● "Storytelling/Exaggeration" phrases 　○ Now, I'm sure you've heard the story…" 　○ some folks say….others claim… 　○ Now here in the south, they say…
Choose a format to present their story	Writers present stories in many ways. Tall Tales began as stories told by word of mouth and were later written down. Today stories can be published in a variety of formats.	Writers could be offered a variety of ways to share their stories ● Typed text ● Graphic Novel (http://www.storyboardthat.com/) ● Storytelling (present it as a "campfire" story) ● Script/Voki　(www.voki.com) **Post Assessment** ● Give students an article about something happening in the world (possibility: *Scholastic News* "Washing Away" (2017) or another article and ask them to create a tall tale character and write a story that connects to what's happening in the article.