



# Writing Pacing Guide

## Grade 5

<b>MP</b>	<b>Units</b>	<b>Unit TOTAL*</b>	<b>Cumulative TOTAL**</b>
<b>MP1</b>	Unit 1 – School Spirit	<b>25 days</b>	<b>25 days</b>
<b>MP1</b>	FLEX DAYS	<b>5 days</b>	<b>30 days</b>
<b>MP1-2</b>	Unit 2 – Wild Encounters	<b>25 days</b>	<b>55 days</b>
<b>MP2</b>	FLEX DAYS	<b>5 days</b>	<b>60 days</b>
<b>MP2</b>	Unit 3 – Revolution	<b>25 days</b>	<b>85 days</b>
<b>MP2</b>	FLEX DAYS	<b>5 days</b>	<b>90 days</b>
<b>MP3</b>	Unit 4 – What’s Your Story?	<b>25 days</b>	<b>115 days</b>
<b>MP3</b>	FLEX DAYS	<b>5 days</b>	<b>120 days</b>
<b>MP3-4</b>	Unit 5 – Under Western Skies	<b>25 days</b>	<b>145 days</b>
<b>MP4</b>	FLEX DAYS	<b>5 days</b>	<b>150 days</b>
<b>MP4</b>	Unit 6 – Journey to Discovery	<b>25 days</b>	<b>175 days</b>
<b>MP4</b>	FLEX DAYS	<b>5 days</b>	<b>180 days</b>

# Pemberton Township School District

## Fifth Grade Writing

**Unit Title:** Unit 1: School Spirit! – Narrative Writing

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS Grade 5 English Language Arts

W.5.3  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RL.5.1  
RL.5.2  
RL.5.3  
RL.5.4  
RL.5.5  
RL.5.6  
RL.5.7  
RL.5.9  
RL.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2  
L.5.3  
L.5.4  
L.5.5  
L.3.6

#### NJSLS Technology

8.1.2.A.2

#### NJSLS 21<sup>st</sup> Century Life and Careers

CRP1. CRP12.  
CRP2.  
CRP4.

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Understand the parts of a fictional narrative paragraph.
- Understand the parts of a descriptive composition.
- Understand the features of dialogue.
- Understand the parts of a fictional narrative.
- Have clear and focused ideas.
- Add vivid details to writing.
- Write dialogue for a scene in a story.
- Use dialogue to make characters memorable.
- Show attitude and feelings about a topic.
- Clearly define characters' personalities and point of view in a fictional narrative.
- Use complete sentences when I am writing and speaking.
- I will use a variety of sentences when I am writing and speaking.
- I will use proper nouns when writing and speaking.
- Plan, draft, revise, and edit a fictional narrative paragraph.
- Plan, draft, revise, and edit a descriptive composition.
- Plan, draft, revise, edit, and publish a fictional narrative.

### Essential/Guiding Question:

- What is a fictional narrative paragraph?
- What is a descriptive composition?
- What is dialogue?
- What is a fictional narrative?
- Are my ideas clear and focused?
- Did I add vivid details?
- Does my voice bring the story to life?
- Did I make the characters interesting to my readers?
- Did I use complete sentences in my writing?
- Did I use a variety of sentences in my writing?
- Did I use proper nouns in my writing?
- Did I spell plural nouns correctly?

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Narrate
- **Focus Trait:** Ideas, Word Choice, Voice
- **Writing Process:** Plan, draft, revise, edit and publish
- **Graphic Organizer:** Flow Chart, Web Map, Story Map
- **Academic Language:** narrative, details, plot, attitude, sensory words, setting, dialogue, point of view, cause and effect, plot, sentence, simple subject, simple predicate, fragment, declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence, compound sentence, complete subject, complete predicate, common noun, proper noun, initials, acronym, abbreviation, singular noun, plural noun, collective noun
- **Daily Proofreading Practice**

### Skills(Objectives):

- Fictional narrative paragraph
- Descriptive composition
- Dialogue
- Fictional narrative
- Focused ideas
- Vivid details
- Attitude and feelings
- Complete sentences
- Types of sentences
- Subjects and Predicates
- Subject-Verb Agreement
- Common and proper nouns
- Plural nouns

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- **Lesson 1:** Fictional Narrative Paragraph
- **Lesson 2:** Descriptive Composition
- **Lesson 3:** Dialogue for a Scene in a Story
- **Lesson 4 & 5:** Fictional Narrative
  
- **Writing Traits Scoring Rubric in Journeys**

**Other Evidence:**

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Week 1 – Lesson 1 in Journeys

#### Write to Express:

- **Teaching Point: Introduce the Model** – Use the *Writing Model Fictional Narrative Paragraph* to understand the features of a fictional narrative paragraph. T50
- **Teaching Point: Introduce Ideas Trait** – Use *A Package for Mrs. Jewls* and *Focus Trait: Ideas* to demonstrate and practice using focused and clear ideas, as well as vivid details to convey what happened and how the characters felt about it. T51
- **Teaching Point: Planning a Paragraph**– Model brainstorming topics that fit the prompt using *Prewriting Planning a Personal Narrative Paragraph* T51  
**Prewrite:** Students choose a topic for their narrative paragraph and complete Graphic Organizer: Flow Chart
- **Teaching Point: Begin A Draft** – Use the anchor flow chart to discuss the steps for writing a fictional narrative paragraph. T52  
**Draft** – Students will use their completed Flow Chart to draft their fictional narrative paragraph.
- **Teaching Point: Introduce the Student Model** – Using *Revising Eduardo’s Draft*, discuss the revisions made by the student writer. T52, 53  
**Revise** – Students revise their draft.

#### Grammar:

- **Teaching Point: Complete Sentences** – Identify the subject and predicate in a sentence and sentence fragments. T46, 47, 48

#### Resources:

##### Week 1 – Lesson 1 in Journeys

- Projectable 1.9
- Mentor Text: *A Package for Mrs. Jewls* by Louis Sachar
- Student Practice Workbook Vol. 1 pg. 12
- Projectable 1.10
- Graphic Organizer: Flow Chart
- Anchor Flow Chart
- Completed Student Flow Chart
- Projectable 1.11
- Completed Student Draft
- Final Copy of Fictional Narrative Paragraph
- Projectable 1.6, 1.7, 1.8
- Student Practice Workbook pg. 7, 8, 9, 10

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 2 – Lesson 2 in Journeys

#### Write to Express:

- **Teaching Point: Introduce the Model** – Use the *Writing Model Descriptive Composition* to understand the features of a descriptive composition. T24
- **Teaching Point: Introduce Voice Trait** – Use *Blasting Off to Space Academy* and *Focus Trait: Ideas* to demonstrate and practice using vivid details to show attitude and feelings towards experiences.
- **Teaching Point: Planning A Composition** – Use *Prewrite Planning a Descriptive Composition* to model how to complete the Web. T125  
**Prewrite** – Students choose a topic for their descriptive compositions and complete Graphic Organizer: Web Map
- **Teaching Point: Begin A Draft** – Use the anchor flow chart to discuss the steps for writing a descriptive composition. T126  
**Drafting** – Student use their Web Map and the anchor chart to draft a descriptive composition.
- **Teaching Point: Introduce the Student Model** – Use *Revising Natalie’s’ Draft* to discuss the revisions made by the student writer. T126  
**Revise for Voice** – Students revise their descriptive composition.

#### Grammar:

- **Teaching Point: Kinds of Sentences** – Identify declarative, interrogative, imperative, and exclamatory sentences. T120, 121, 122

### Resources:

#### Week 2 – Lesson 2 in Journeys

- Projectable 2.9
- Mentor Text: *Blasting Off to Space Academy* by Susan Goodman
- Student Practice Workbook pg. 24
- Projectable 2.10
- Graphic Organizer: Web Map
- Anchor Chart
- Completed Web Map
- Projectable 2.11
- Student Draft
- Final Copy of Descriptive Composition
- Projectable 2.6, 2.7, 2.8
- Student Practice Workbook pg. 19, 20, 21, 22

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 3 – Lesson 3 in Journeys

#### Write to Express:

- **Teaching Point: Introduce the Model** – Use *Writing Dialogue* to understand the features of dialogue. T198
- **Teaching Point: Introduce Word Choice Trait** – Use *Off and Running* and *Focus Trait: Word Choice* to demonstrate and practice writing dialogue. T199
- **Teaching Point: Prewrite** – Using *Prewriting Support: Planning a Narrative Paragraph* to fill in possible events, details, and dialogue to develop an imagined scene in a story. T199  
**Prewrite** – Students choose a topic for their dialogue using Graphic Organizer: Flow Chart to develop their story.
- **Teaching Point: Planning Dialogue** – Use the anchor flow chart to discuss the steps for writing dialogue. T200  
**Prewrite** – Students use the anchor chart and their completed Flow Chart to draft dialogue for a scene in a story.
- **Teaching Point: Introduce the Student Model** – Use *Revising Brad’s Draft* to discuss the revisions made by the student writer. T200  
**Revise for Ideas** – Students revise their dialogue.

#### Grammar:

- **Teaching Point: Complete Subjects and Predicates** – T194, 195, 196
- **Teaching Point – Compound Sentence** – T195, 197

### Resources:

#### Week 3 – Lesson 3 in Journeys

- Projectable 3.9
- Mentor Text: *Off and Running* by Gary Soto
- Student Practice Workbook pg. 36
- Projectable 3.10
- Graphic Organizer – Flow Chart
- Anchor Flow Chart
- Completed Flow Chart
- Projectable 3.11
- Student Draft
- Final Copy of a Dialogue
- Projectable 3.6, 3.7, 3.8
- Student Practice Workbook pg. 31, 32, 33, 34



# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 4 – Lesson 4

#### Write to Express:

- **Teaching Point: Introduce the Model** – Use *Strong Writing Model Fictional Narrative* to study and evaluate fictional narratives. T270
- **Teaching Point: Introduce Ideas Trait** – Use *Double Dutch* and *Focus Trait: Ideas* demonstrate and practice flashback and flash forward to add clarity and interest to a narrative. T271
- **Teaching Point: Exploring A Topic** – Model the planning of a fictional narrative by using a chart to answer who, where, and what questions. T271  
**Prewrite** – Students create a similar chart to explore their fictional narrative topic.
- **Teaching Point: Planning A Fictional Narrative** – Use *Planning a Fictional Narrative* and the *Who? Where? What? Chart* to fill in the story map. T272  
**Prewrite** – Students use Graphic Organizer: Story Map and their completed Who? Where? What? Chart to plan a fictional narrative.
- **Teaching Point: Planning A Fictional Narrative** – Use student book to study how a student writer planned a fictional narrative.  
**Prewrite** – Students continue to work on their Story Map.

#### Grammar

- **Teaching Point: Nouns** – Identify common and proper nouns. T266, 267, 268

### Resources:

#### Week 4 – Lesson 4

- Projectable 4.9
- Mentor Text: *Double Dutch* by Veronica Chambers
- Student Practice Workbook pg. 48
- Who? Where? What? Chart
- Completed Who? Where? What? Chart
- Projectable 4.10
- Graphic Organizer: Story Map
- Student Book pg. 116, 117
- Graphic Organizer: Story Map
- Projectable 4.6, 4.7, 4.8
- Student Practice Workbook pg. 43, 44, 45, 46

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 5 – Lesson 5

#### Write to Express:

- **Teaching Point: Drafting** – Use *What is a Fictional Narrative?* to review the features of a fictional narrative. T342  
**Draft** – Students use their completed Story Map to draft their fictional narrative.
- **Teaching Point: Introduce Voice Trait** – Use *Elisa’s Diary and Focus Trait: Voice* to demonstrate and practice how a character’s voice is often shown through dialogue. T343  
**Draft** – Students continue to draft their fictional narrative using dialogue to develop their story.
- **Teaching Point: Sensory Language/Point of View** – Use student book pg. 128 to show examples of sensory language and point of view. T343  
**Draft** – Students continue to draft their fictional narrative making sure that
- **Teaching Point: Model** – Review the features of a fictional narrative. T344  
**Revise** – Students revise their fictional narrative to include vivid language and dialogue.
- **Teaching Point: Introduce the Student Model** – Use *Revising Chermaine’s Draft* to discuss the revisions made by the student writer. T344  
**Revise, Edit, and Publish** – Students revise, proofread, make a final copy, and share their fictional narrative.

#### Grammar:

- **Teaching Point: Plural Nouns** – Write the plural forms of nouns correctly. T338, 339, 340

### Resources:

#### Week 5 – Lesson 5

- *What is a Fictional Narrative?*
- Student Completed Story map
- Mentor Text: *Elisa’s Diary* by Doris Luisa Oronoz
- Student Practice Workbook pg. 60
- Student Draft
- Student Book pg. 128
- Student Draft
- Student Draft
- Projectable 5.5
- Student Completed Draft
- Final Copy of Fictional Narrative
- Projectable 5.6, 5.7, 5.8
- Student Practice Workbook pg. 55, 56, 57

## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>

**Pemberton Township School District  
Fifth Grade Writing**

**Unit Title:** Unit 2: Wild Encounters – Opinion Writing

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS Grade 5 English Language Arts**

W.5.1  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RL.5.1  
RL.5.2  
RL.5.3  
RL.5.4  
RL.5.5  
RL.5.6  
RL.5.7  
RL.5.9  
RL.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2  
L.5.3  
L.5.4  
L.5.5  
L.3.6

**NJSLS Technology**

8.1.5.A.2

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP1. CRP12.  
CRP2.  
CRP4.

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Understand the parts of a cause and effect paragraph.
- Understand the parts of a response poem.
- Understand the parts of a persuasive paragraph.
- Study and evaluate responses to literature.
- Use transition words and phrases to show cause and effect relationships.
- Use a topic sentence that will grab attention.
- Use alliteration to make a poem enjoyable to read.
- Use figurative language to create a colorful picture for readers.
- Form an opinion and convince readers to take action based on information that supports an opinion.
- State an opinion clearly to capture a reader's attention.
- Use specific details from the selection to support reasons.
- Construct sentences that will clarify a reader's understanding.
- Use main, helping, and linking verbs in writing and speaking.
- Form and use complex sentences in my writing.
- Use proper punctuation and spacing for quotations.

### Essential/Guiding Question:

- What is a cause and effect paragraph?
- What is a response poem?
- What is a persuasive paragraph?
- What is a response to literature?
- Did I use transition words and phrases?
- Did I use a topic sentence that grabs my reader's attention?
- Did I choose my words carefully to make my poem meaningful and enjoyable to read?
- How can I form an opinion about a topic and then convince my audience to see it my way?
- Did I state my opinion clearly in the introduction?
- How can sentences be constructed so my reader will be able to easily connect with the most important points of my opinion?
- Did I use main, helping, and linking verbs in my writing?
- How will correct punctuation with quotations enhance the readability of my writing?

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Plan, draft, revise, and edit a cause and effect paragraph.
- Plan, draft, revise, and edit a response poem.
- Plan, draft, revise, and edit a persuasive paragraph.
- Plan, draft, revise, edit, and publish a response to literature.

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Respond
- **Focus Trait:** Ideas, Word Choice, Sentence Fluency
- **Graphic Organizer:** T-Map, Idea-Support Map
- **Writing Process:** Plan, draft, revise, edit, and publish.
- **Academic Language:** cause, effect, transition words, figurative language, rhyme, rhythm, alliteration, goal, opinion, reason, topic sentence, opinion, conclusion  
  
Action verb, main verb, helping verb, linking verb, direct object, compound direct object, indirect object, coordinating conjunction, subordinating conjunction, complex sentence, direct quotation, quotation marks
- **Daily Proofreading Practice**

### Skills(Objectives):

- Cause and effect paragraph
- Response poem
- Persuasive paragraph
- Responses to literature
- Transition words and phrases
- Topic sentence
- Figurative language – simile and metaphor
- Alliteration
- Support reasons with details from selection
- Main, helping, and linking verbs
- Direct and indirect objects
- Conjunctions
- Complex sentences
- Quotation marks

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- **Lesson 6:** Cause and Effect Paragraph
- **Lesson 7:** Response Poem
- **Lesson 8:** Persuasive Paragraph
- **Lesson 9 & 10:** Response to Literature
  
- **Writing Traits Scoring Rubric in Journeys**

**Other Evidence:**

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences



# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Week 6 – Lesson 6 in Journeys

#### Write to Respond:

- **Teaching Point: Introduce the Model** – Use the *Writing Model Cause and Effect Paragraph* to understand the features of a cause and effect paragraph. T52
- **Teaching Point: Ideas** – Use *Interrupted Journey* and *Focus Trait: Organization* to demonstrate and practice using transition words and phrases to show connections between events in a logical way. T53
- **Teaching Point: Prewrite** – Using *Prewriting Planning a Cause and Effect Paragraph* to provide a way to organize causes and effects. T53  
**Prewrite:** Students choose a topic for their cause and effect paragraph and complete Graphic Organizer: T-Map
- **Teaching Point: Draft** – Use the anchor flow chart to discuss the steps for writing a response poem. T126  
**Draft** – Students use their completed T-Map and the anchor chart to draft a response poem.
- **Teaching Point: Revise** – Using *Revising Barry's Draft*, discuss the revisions made by the student writer. T54  
**Revise** – Students revise their cause and effect paragraph using transition words phrases and to show cause and effect relationships.

#### Grammar:

- **Teaching Point: Verbs** – Identify main, helping, and linking verbs. T48, 49, 50

#### Resources:

Week 6 – Lesson 6 in Journeys

- Projectable 6.9
- Mentor Text: *Interrupted Journey* by Kathryn Lasky
- Student Practice Workbook pg. 72
- Projectable 6.10
- Graphic Organizer: T-Map
- Anchor Chart
- Completed Student T-Map
- Projectable 6.11
- Student Draft
- Final Copy of Cause and Effect Paragraph
- Projectable 6.6, 6.7, 6.8
- Student Practice Workbook pg. 67, 68, 69

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 7 – Lesson 7 in Journeys

#### Write to Respond:

- **Teaching Point: Analyze the Model** – *Writing Model Response Poem* to identify the elements of a response poem. T124
- **Teaching Point: Word Choice** – *Use Old Yeller and Focus Trait: Word Choice* to demonstrate and practice how using alliteration and figurative language creates an image for readers. T125
- **Teaching Point: Prewrite** – *Planning a Response Poem* to model how to organize ideas to plan a response poem. T125  
**Prewrite** – Students choose a topic for their response poem and complete Graphic Organizer: T-Map.
- **Teaching Point: Draft** – Use the anchor flow chart to discuss the steps for writing a descriptive composition. T126  
**Draft** – Student use their T-Map and the anchor chart to draft a descriptive composition.
- **Teaching Point: Revise** – Use *Revising Stefania's Draft* to discuss the revisions made by the student writer. T126  
**Revise** – Students revise their response poem.

#### Grammar:

- **Teaching Point: Direct and Indirect Objects**  
T120, 121, 122

### Resources:

#### Week 7 – Lesson 7 in Journeys

- Projectable 7.9
- Mentor Text: *Old Yeller* by Fred Gipson
- Student Practice Workbook pg. 84
- Projectable 7.10
- Graphic Organizer: T-Map
- Anchor Chart
- Graphic Organizer: T-Map
- Projectable 7.11
- Completed Student Draft
- Final Copy of Response Poem
- Projectable 7.6, 7.7, 7.8
- Student Practice Workbook pg. 79, 80, 81

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 8 – Lesson 8 in Journeys

#### Write to Respond:

- **Teaching Point: Introduce the Model** – Use *Writing Model Persuasive Paragraph* to identify the parts of a persuasive paragraph including reasons, facts, and examples. T198
- **Teaching Point: Ideas**– Use *Everglades Forever* and *Focus Trait: Ideas* to demonstrate and practice stating an opinion clearly. T199
- **Teaching Point: Prewrite** – Using *Prewriting Support: Planning a Response Paragraph* fill in the Idea-Support map to organize reasons to support an opinion. T199  
**Prewrite** – Students choose a topic for a persuasive paragraph using Graphic Organizer: Idea-Support Map to support their topic.
- **Teaching Point: Draft** – Use the anchor flow chart to discuss the steps for writing a persuasive paragraph. T200  
**Draft** – Students use the anchor chart and their completed Idea-Support Map to draft a persuasive paragraph.
- **Teaching Point: Revise** – Use *Revising Colin’s Draft* to discuss the revisions made by the student writer. T200  
**Revise and Edit** – Students revise their persuasive paragraph.

#### Grammar:

- **Teaching Point: Coordinating and Subordinating Conjunctions** – Use coordinating and subordinating conjunctions and combine sentences using conjunctions. T194, 195, 196

### Resources:

#### Week 8 – Lesson 8 in Journeys

- Projectable 8.9
- Mentor Text: *Everglades Forever* by Trish Marx
- Student Practice Workbook pg. 96
- Projectable 8.10
- Graphic Organizer – Idea-Support Map
- Anchor Chart
- Completed Idea-Support Map
- Projectable 8.11
- Student Draft
- Final Copy of Persuasive Paragraph
- Projectable 8.6, 8.7, 8.8
- Student Practice Workbook pg. 91. 92, 93

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 9 – Lesson 9

#### Write to Narrate:

- **Teaching Point: Analyze the Model** – Use *Writing Model Response to Literature* to study and evaluate responses to literature. T270
- **Teaching Point: Ideas** – Use *Storm Warriors* and *Focus Trait: Ideas* to demonstrate and practice how to support ideas with reasons and specific details from the selection. T271
- **Teaching Point: Prewrite** – Model the planning of a response to literature by using a chart to list opinion, reason, reason, and reason. T271  
**Prewrite** – Students create a similar chart to brainstorm opinions they have about a text they have read.
- **Teaching Point: Prewrite** – Use *Prewrite: Planning a response to Literature* and the *Opinion, Chart* to fill in the T-Map. T272  
**Prewrite** – Students use Graphic Organizer: T-Map and their completed Opinion, Reason, Reason, Reason Chart to plan response to literature.
- **Teaching Point: Prewrite** – Use student book to study how a student writer planned a response to literature. T272, 273  
**Prewrite** – Students continue to add notes to their T-Map

#### Grammar

- **Teaching Point: Complex Sentences** – Identify and form complex sentences T266, 267, 268

### Resources:

#### Week 9 – Lesson 9

- Projectable 9.9
- Mentor Text: *Storm Warriors* by Elisa Carbone
- Student Practice Workbook pg. 108
- Opinion, Reason, Reason, Reason Chart
- Completed Opinion, Reason, Reason, Reason Chart
- Projectable 9.10
- Graphic Organizer: T-Map
- Student Book pg. 244, 245
- Graphic Organizer: T-Map
- Projectable 9.6, 9.7, 9.8
- Student Practice Workbook pg. 103, 104, 105

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 10 – Lesson 10

#### Write to Respond:

- **Teaching Point: Draft** – Use *What is a Response to Literature?* to review the study and evaluation of a response to literature. T342  
**Draft** – Students begin drafting their response to literature using their completed T-Map.
- **Teaching Point: Sentence Fluency** – Use *Cougars and Focus Trait: Sentence Fluency* to demonstrate and practice how improved sentence fluency will make their opinion easier for readers to understand. T343  
**Draft** – Students review their response to literature draft to improve sentence fluency.
- **Teaching Point: Draft** – Explain that a response to literature should have a strong introduction that gives the writer’s a specific opinion about the text. T343  
**Draft** – Students read their introduction to a peer to get feedback on if their introduction statement is clear.
- **Teaching Point: Revise** – Use the anchor chart to review the steps for writing a response to literature. T344  
**Draft** – Students revise their draft.
- **Teaching Point: Revise, Edit, and Publish** – Use *Revising Josie’s Draft* to discuss the revisions made by the student writer. T344, 345  
**Revise, Edit, and Publish** – Students revise, proofread, make a final copy, and share their response to literature.

#### Grammar:

- **Teaching Point: Quotations** – Use quotation marks to identify dialogue in a story or direct quotations from a text. T338, 339, 340

### Resources:

#### Week 10 – Lesson 10

- What is a Response to Literature?
- Student completed T-Map
  
- Mentor Text: *Cougars* by Patricia Corrigan
- Student Practice Workbook pg. 120
- Student Draft
  
- Completed Student Draft
  
- Anchor Chart
- Completed Student Draft
  
- Projectable 10.9
- Student Draft
- Final Copy of Response to Literature
  
- Projectable 10.6, 10.7, 10.8
- Student Practice Workbook pg. 115, 116, 117

## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>

# Pemberton Township School District

## Fifth Grade Writing

**Unit Title:** Unit 3: Revolution! – Opinion Writing

### Stage 1: Desired Results

#### Standards & Indicators:

#### **NJSLS Grade 3 English Language Arts**

W.5.1  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RL.5.1  
RL.5.2  
RL.5.3  
RL.5.4  
RL.5.5  
RL.5.6  
RL.5.7  
RL.5.9  
RL.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2  
L.5.3  
L.5.4  
L.5.5  
L.3.6

#### **NJSLS Technology**

8.1.5.A.2

#### **NJSLS 21<sup>st</sup> Century Life and Careers**

CRP1. CRP12  
CRP2.  
CRP4.

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Understand the features of an opinion paragraph.
- Understand the features of a problem-solution paragraph.
- Understand the features of a persuasive letter.
- Understand the features of a persuasive essay.
- Use a strong voice to help persuade readers.
- Identify a clear problem and tell how that problem can be best solved.
- Clearly state a goal and support it with reasons and relevant details.
- Paraphrase ideas of others.
- Use subject and object pronouns in speaking and writing.
- Use simple verb tenses in speaking and writing.
- Use regular and irregular verbs in speaking and writing.
- Use active and passive voice in speaking and writing.
- Plan, draft, revise, and edit an opinion paragraph.
- Plan, draft, revise, and edit a problem-solution paragraph.
- Plan, draft, revise, and edit a persuasive letter.

### Essential/Guiding Question:

- What is an opinion paragraph?
- What is a problem-solution paragraph?
- What is a persuasive letter?
- What is a persuasive essay?
- How can I show my attitude in writing towards a topic?
- How can I show my readers how I arrived at a solution?
- How can I convince readers?
- How can I make my opinion more credible?



**Pemberton Township School District**  
**Fifth Grade Writing**

**Central Idea / Enduring Understanding:**

Students will...

- Plan, draft, revise, edit, and publish a persuasive essay.

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Persuade
- **Focus Trait:** Voice, Ideas, Organization
- **Graphic Organizer:** Idea-Support Map
- **Writing Process:** Plan, draft, revise, edit, and publish.
- **My Writing Rubric in Journeys: Students' Self-Evaluation**
- **Students' Proofreading Checklist in Journeys**
- **Academic Language:** topic sentence, concluding sentence, position, evidence, persuade, goal, reasons, opinion, logical order, paraphrasing, pronoun, subject pronoun, object pronoun, antecedent, present tense, past tense, future tense, active voice, passive voice, irregular verb, helping verb
- **Daily Proofreading Practice**

### Skills(Objectives):

- Opinion paragraph
- Problem-solution composition
- Persuasive letter
- Persuasive essay
- Facts and details
- Supporting evidence
- Transitions
- State a goal
- Logical order
- Reasons and relevant details
- Paraphrasing ideas of others
- Subject and object pronouns
- Pronoun-antecedent agreement
- Verb tenses (present, past, future)
- Regular and irregular verbs
- Active and passive voice
- Confusing words

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- **Lesson 11:** Opinion Paragraph
- **Lesson 12:** Problem-Solution Paragraph
- **Lesson 13:** Persuasive Letter
- **Lesson 14 & 15:** Persuasive Essay
  
- **Use Writing Traits Scoring Rubric in Journeys**

**Other Evidence:**

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### Week 11 – Lesson 11 in Journeys

#### Write to Persuade:

- **Teaching Point: Introduce the Model** – Use *Writing Model Opinion Paragraph* to understand the features of an opinion paragraph. T52
- **Teaching Point: Introduce Voice Trait** – Use *Dangerous Crossing* and *Focus Trait: Voice* to model and practice using clear and convincing language to show your attitude towards a topic. T53
- **Teaching Point: Planning An Opinion Paragraph** – Use *Planning an Opinion Paragraph* to select a topic and complete the features of an opinion paragraph. T53  
**Prewrite:** Students choose a topic for their opinion paragraph and complete Graphic Organizer: Idea-Support Map
- **Teaching Point: Begin A Draft** – Use the Opinion Paragraph Anchor Chart to discuss the steps for writing an opinion paragraph. T54  
**Draft** – Students use their completed Idea-Support Map to draft their opinion paragraph.
- **Teaching Point: Revising for Voice** – Using *Revising Sonya’s Draft*, discuss the revisions made by the student writer. T54, 55  
**Revise for Voice** – Students revise their opinion paragraph.

#### Grammar:

- **Teaching Point: Subject and Object Pronouns and Pronoun-Antecedent Agreement** – pg. 48, 49, 50, 51

#### Resources:

#### Week 11 – Lesson 11 in Journeys

- Projectable 11.9
- Mentor Text: *Dangerous Crossing* by Stephen Krensky
- Student Practice Workbook pg. 132
- Projectable 11.10
- Graphic Organizer: Idea-Support Map
- Opinion Paragraph Anchor Chart
- Completed Student T-Map
- Projectable 11.11
- Student Draft
- Final Copy of Opinion Paragraph
- Projectable 11.6, 11.7, 11.8
- Student Practice Workbook pg. 127, 128, 129

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 12 – Lesson 12 in Journeys

#### Write to Persuade:

- **Teaching Point: Introduce the Model** – Use *Writing Model Problem-Solution Paragraph* to identify the features of a Problem-Solution Composition. T124
- **Teaching Point: Introduce Organization Trait** – Use *King George and Focus Trait: Organization* to model identifying a problem and thinking about a solution. T125
- **Teaching Point: Planning A Paragraph** – Use *Planning a Problem-Solution Paragraph* to model generating ideas about a problem and how to solve it. T125  
**Prewrite** – Students choose a topic and complete Graphic Organizer: Idea-Support Map to organize a problem-solution paragraph.
- **Teaching Point: Begin A Draft** – Use the *Problem-Solution Paragraph Anchor Chart* to discuss the steps for writing a problem-solution paragraph. T54  
**Draft** – Student use their Idea-Support Map to draft their problem-solution paragraph.
- **Teaching Point: Introduce the Student Model** – Use *Revising Noah’s Draft* to discuss the revisions made by the student writer. T126, 127  
**Revise for Organization** – Students revise and edit their problem-solution paragraph.

#### Grammar:

- **Teaching Point: Present, Past, and Future Verb Tenses** – T120, 121, 122, 123

### Resources:

Week 12 – Lesson 12 in Journeys

- Projectable 12.9
- Mentor Text: *King George* by Jean Fritz
- Student Practice Workbook pg. 144
- Projectable 12.10
- Graphic Organizer: Idea-Support Map
- Problem-Solution Paragraph Anchor Chart
- Graphic Organizer: Idea-Support Map
- Projectable 12.11
- Student Draft
- Final Copy of Problem-Solution Paragraph
- Projectable 12.6, 12.7, 12.8
- Student Practice Workbook pg. 139, 140, 141

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 13 – Lesson 13 in Journeys

#### Write to Persuade:

- **Teaching Point: Introduce the Model** – Use *Writing Model Persuasive Letter* to identify the features of a persuasive letter. T196
- **Teaching Point: Introduce Ideas Trait** – Use *Clearly State a Goal Chart and Focus Trait: Ideas* to model and practice clearly stating a goal and supporting it with reasons. T197
- **Teaching Point: Planning A Persuasive Letter** – Use *Planning a Persuasive Letter* to model listing reasons to support a goal. T197  
**Prewrite** – Students choose a topic for a persuasive letter and complete Graphic Organizer: Idea-Support Map to list reasons.
- **Teaching Point: Draft** – Use the Persuasive Letter Anchor Chart to discuss the steps for writing a persuasive letter. T198  
**Draft** – Students use their completed Idea-Support Map to draft their persuasive letter.
- **Teaching Point: Revise for Ideas** – Use *Revising Ed's Draft* to discuss the revisions made by the student writer. T199, 200  
**Revise and Edit** – Students revise their persuasive letter.

#### Grammar:

- **Teaching Point: Regular and Irregular Verbs** – T192, 193, 194, 195

### Resources:

#### Week 13 – Lesson 13 in Journeys

- Projectable 13.9
- Clearly State a Goal Chart
- Student Practice Workbook pg. 156
- Projectable 13.10
- Graphic Organizer – Idea-Support Map
- Persuasive Letter Anchor Chart
- Completed Idea-Support Map
- Projectable 13.11
- Student Draft
- Final Copy of Persuasive Letter
- Projectable 13.6, 13.7, 13.8
- Student Practice Workbook pg. 151, 152, 153

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 14 – Lesson 14

#### Write to Persuade:

- **Teaching Point: Introduce the Model** – Use *Writing Model Persuasive Essay* to understand the features of a persuasive essay. T268
- **Teaching Point: Introduce Organization Trait** – Use *James Forten* and *Focus Trait: Organization* to model and practice writing main points and supporting evidence from the text in a logical order. T269
- **Teaching Point: Planning A Persuasive Essay** – Model gathering support for an opinion by brainstorming many reasons and then use the strongest support. T269  
**Prewrite** – Students select a topic and brainstorm opinions.
- **Teaching Point: Planning A Persuasive Essay** – Use the Persuasive Essay Anchor Chart to review the steps for writing a persuasive essay. T270.  
**Prewrite** – Students use Graphic Organizer: Idea-Support Map to write an opinion with reasons and details.
- **Teaching Point: Planning A Persuasive Essay** – Use student book pg. 370 to study how a student writer planned a persuasive essay. T270, 271  
**Prewrite** – Students continue to review their Idea-Support Map to include strong reasons supported by relevant details.

#### Grammar

- **Teaching Point: Active and Passive Voice** – pg. 264, 265, 266, 267

### Resources:

#### Week 14 – Lesson 14

- Projectable 14.9
- Mentor Text: *James Forten* by Walter Dean Meyers
- Student Practice Workbook pg. 168
- Mentor Text: *Dangerous Crossing* by Stephen Krensky, *King George* by Jean Fritz, or *Molly Pitcher* by Anne Rockwell
- Persuasive Essay Anchor Chart
- Projectable 9.10
- Graphic Organizer: Idea-Support Map
- Student Book pg. 370
- Graphic Organizer: Idea-Support Map
- Projectable 13.6, 13.7, 13.8
- Student Practice Workbook pg. 163, 164, 165

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 15 – Lesson 15

#### Write to Respond:

- **Teaching Point: Drafting** – Use *What is a Persuasive Essay?* to review the steps for writing a persuasive essay. T342  
**Draft** – Students begin drafting their persuasive essay using their completed Idea-Support Map.
- **Teaching Point: Introduce the Word Choice Trait** – Use *We Were There, Too!* and *Focus Trait: Word Choice* to model and practice using precise words and phrases. T343  
**Draft** – Students continue drafting replacing groups of words with more direct words.
- **Teaching Point: Drafting Reasons** – Use Student Book pg. 381 to model paraphrasing.  
**Draft** – Students continue drafting their persuasive essay to include reasons from experts in their own words.
- **Teaching Point: Teach/Model** – Use the *Persuasive Essay Anchor Chart* to review the steps for writing a persuasive essay. T344  
**Revise** – Students revise their persuasive essay draft.
- **Teaching Point: Introduce the Student Model** – Use *Revising Derek's Draft* to discuss the revisions made by the student writer. T344, 345  
**Edit and Publish** – Students proofread, make a final copy, and share their response to literature.

#### Grammar:

- **Teaching Point: Confused Words** –T338, 339, 340, 341

### Resources:

Week 15 – Lesson 15

- What is a Persuasive Essay ?
- Student Completed Idea-Support Map?
- Mentor Text: *We Were There, Too!* by Phillip Hoose
- Student Practice Workbook pg. 180
- Student Draft
- Student Draft
- Persuasive Essay Anchor Chart
- Student Draft
- Projectable 15.9
- Student Final Copy of Persuasive Essay
- Projectable 15.6, 15.7, 15.8
- Student Practice Workbook pg. 175, 176, 177



## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>

**Pemberton Township School District  
Fifth Grade Writing**

**Unit Title:** Unit 4: What's Your Story? – Narrative Writing

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLS Grade 5 English Language Arts**

W.5.3  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RL.5.1  
RL.5.2  
RL.5.3  
RL.5.4  
RL.5.5  
RL.5.6  
RL.5.7  
RL.5.9  
RL.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2  
L.5.3  
L.5.4  
L.5.5  
L.3.6

**NJSLS Technology**

8.1.5.A.2

**NJSLS 21<sup>st</sup> Century Life and Careers**

CRP1. CRP12.  
CRP2.  
CRP4.

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Understand the structure of a friendly letter.
- Understand what to include in a character description.
- Identify the parts of a personal narrative.
- Study and evaluate personal narratives.
- Use informal language to help express one's voice.
- Give examples of what characters say and do.
- Share one's inner thoughts and feelings when writing a personal narrative.
- Write a strong opening to hook the reader's attention and guide them to continue reading.
- Use adjectives and descriptive adjectives in speaking and writing.
- Use adverbs in speaking and writing.
- Use prepositional phrases in speaking and writing.
- Use pronouns in speaking and writing.
- Plan, draft, revise, and edit a friendly letter.
- Plan, draft, revise, and edit a character description.
- Plan, draft, revise, and edit a personal narrative paragraph.
- Plan, draft, revise, and edit a personal narrative.

### Essential/Guiding Question:

- What is a friendly letter?
- What is a character description?
- What is a personal narrative?
- How can my feelings and personality come through in my writing?
- How can I bring a character's description to life?
- What is one way I can sound like myself when writing?
- How can I present ideas in a way that helps readers understand why I feel a certain way?
- Does my personal narrative get the reader's interest from the very beginning?

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Narrate
- **Focus Trait:** Voice, Word Choice, Ideas
- **Graphic Organizer:** Idea-Support Map, Column Chart, Flow Chart
- **Writing Process:** Plan, draft, revise, edit, and publish.
- **My Writing Rubric in Journeys: Students' Self-Evaluation**
- **Students' Proofreading Checklist in Journeys**
- **Academic Language:** friendly letter, heading, salutation, closing, character, vivid detail, dialogue, narrative, personal, personal narrative, body, main idea, descriptive details, voice, adjective, descriptive adjective, adverb, adverb of frequency, adverb of intensity, preposition, prepositional phrase, indefinite pronoun, possessive pronoun, interrogative pronoun, contraction, apostrophe, negative
- **Daily Proofreading Practice**

### Skills(Objectives):

- Friendly letter
- Character description
- Personal narrative paragraph
- Personal narrative
- Formal/informal language
- Exact words
- Thoughts and feelings
- Main idea
- Events and details
- Dialogue
- Strong opening
- Adjectives and descriptive adjectives
- Adverbs
- Prepositions
- Pronouns
- Contractions

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

Performance Task(s):

- **Lesson 16:** Friendly Letter.
- **Lesson 17:** Character Description.
- **Lesson 18:** Personal Narrative Paragraph
- **Lesson 19 & 20:** Personal Narrative
  
- **Use Writing Traits Scoring Rubric in Journeys**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Week 16 – Lesson 16 in Journeys

#### Write to Narrate:

- **Teaching Point: Introduce the Model** – Use *Writing Model Friendly Letter* to understand the characteristics of a friendly letter. T50
- **Teaching Point: Introduce Voice Trait** – Use *Lunch Money* and *Focus Trait: Voice* to model and practice using clear friendly and casual informal language. T51
- **Teaching Point: Planning A Friendly Letter** – Use *Planning A Friendly Letter* to select a topic and supporting details for a friendly letter. T51  
**Prewrite:** Students choose a topic for their friendly letter and complete Graphic Organizer: Idea-Support Map.
- **Teaching Point: Begin A Draft** – Use the *Friendly Letter Anchor Chart* to discuss the steps for writing a friendly letter. T52  
**Draft** – Students use their completed Idea-Support Map to draft their friendly letter.
- **Teaching Point: Introduce The Student Model** – Using *Revising Nicole’s Friendly Letter*, discuss the revisions made by the student writer. T52, 53  
**Revise for Voice** – Students revise their friendly letter.

#### Grammar:

- **Teaching Point: Adjectives and Descriptive Adjectives** – T46, 47, 48, 49

#### Resources:

Week 16 – Lesson 16 in Journeys

- Projectable 17.9
- Mentor Text: *Lunch Money* by Andrew Clements
- Student Practice Workbook pg. 192
- Projectable 16.10
- Graphic Organizer: Idea-Support Map
- Friendly Letter Anchor Chart
- Completed Student T-Map
- Projectable 16.11
- Student Draft
- Final Copy of Friendly Letter
- Projectable 16.6, 16.7, 16.8
- Student Practice Workbook pg. 187, 188, 189

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 17 – Lesson 17 in Journeys

#### Write to Narrate:

- **Teaching Point: Introduce the Model** – Use *Writing Model Description* to understand writing a character description. T126
- **Teaching Point: Introduce Word Choice Trait** – Use *LAFFF and Focus Trait: Organization* to model using exact words. T127
- **Teaching Point: Planning A Character Description** – Use *Planning A Description* to model giving examples of what a character says and does. T127  
**Prewrite** – Students choose a person and complete Graphic Organizer: Column Chart to reveal character traits.
- **Teaching Point: Begin A Draft** – Use the *Column Chart* to discuss the steps for writing a character description.  
**Draft** – Student use their Column Chart to draft their character description.
- **Teaching Point: Introduce the Student Model** – Use *Revising Theo’s Character Description* to discuss the revisions made by the student writer. T128, 129  
**Revise for Word Choice** – Students revise their character description.

#### Grammar:

- **Teaching Point: Adverbs** – T122, 123, 124, 125

### Resources:

#### Week 17 – Lesson 17 in Journeys

- Projectable 17.9
- Mentor Text: *LAFFF* by Lensey Namioka
- Student Practice Workbook pg. 204
- Projectable 17.10
- Graphic Organizer: Column Chart
- Graphic Organizer: Column Chart
- Projectable 17.11
- Student Draft
- Final Copy of Character Description
- Projectable 17.6, 17.7, 17.8
- Student Practice Workbook pg. 199, 200, 201

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 18 – Lesson 18 in Journeys

#### Write to Narrate:

- **Teaching Point: Introduce the Model** – Use *Writing Model Narrative Paragraph* to identify the parts of a persuasive letter. T196
- **Teaching Point: Introduce Voice Trait** – Use *The Dog Newspaper and Focus Trait: Voice* to model and practice creating a voice that shows one’s personality. T197
- **Teaching Point: Planning A Paragraph** – Use *Planning a Personal Narrative Paragraph* to model listing events and details. T197  
**Prewrite** – Students choose a topic for a personal narrative paragraph and complete Graphic Organizer: Flow Chart to list events and details.
- **Teaching Point: Begin A Draft** – Use the Anchor Flow Chart to discuss the steps for writing a personal narrative. T198  
**Draft** – Students use their completed Flow Chart to draft their personal narrative.
- **Teaching Point: Introduce the Student Model** – Use *Revising Amanda’s Narrative Paragraph* to discuss the revisions made by the student writer. T198, 199  
**Revise for Voice** – Students revise their personal narrative paragraph.

#### Grammar:

- **Teaching Point: Prepositions and Prepositional Phrases** – T192, 193, 194, 195

### Resources:

#### Week 18 – Lesson 18 in Journeys

- Projectable 18.9
- Mentor Text: *The Dog Newspaper* by Peg Kehret
- Student Practice Workbook pg. 216
- Projectable 18.10
- Graphic Organizer – Flow Chart
- Anchor Flow Chart
- Completed Flow Chart
- Projectable 18.11
- Student Draft
- Final Copy of Personal Narrative Paragraph
- Projectable 18.6, 18.7, 18.8
- Student Practice Workbook pg. 211, 212, 213



# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 19 – Lesson 19

#### Write to Narrate:

- **Teaching Point: Introduce the Model** – Use *Writing Model Personal Narrative* to study and evaluate personal narratives. T270
- **Teaching Point: Introduce Ideas Trait** – Use *Darnell Rock Reporting* and *Focus Trait: Ideas* to model and practice adding details that show thoughts and feelings. T271
- **Teaching Point: Exploring A Topic** – Model by creating an events chart. T271  
**Prewrite** – Students brainstorm a list of ideas, events, and details.
- **Teaching Point: Planning A Personal Narrative** – Use *Darnell Rock Reporting* and *Planning a Narrative* to review how descriptive details support the main idea. T272  
**Prewrite** – Students use Graphic Organizer: Flow Chart to choose a topic and events for a personal narrative.
- **Teaching Point: Planning A Personal Narrative** – Use Student Book pg. 500 to study how a student writer planned a personal narrative. T272  
**Prewrite** – Students continue to review their Flow Chart to include details that support the main idea in their personal narrative.

#### Grammar

- **Teaching Point: Pronouns** – pg. 266, 267, 268, 269

### Resources:

#### Week 19 – Lesson 19

- Projectable 19.9
- Mentor Text: *Darnell Rock Reporting* by Walter Dean Meyers
- Student Practice Workbook pg. 228
- Events Chart
- Mentor Text: *Darnell Rock Reporting* by Walter Dean Meyers
- Events Chart
- Projectable 19.10
- Graphic Organizer: Flow Chart
- Student Book pg. 500
- Graphic Organizer: Flow Chart
- Projectable 19.6, 19.7, 19.8
- Student Practice Workbook pg. 223, 224, 225

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 20 – Lesson 20

#### Write to Narrate:

- **Teaching Point: Drafting** – Use *What is a Personal Narrative?* to review the steps for writing a personal essay. T342  
**Draft** – Students begin drafting their personal essay using their completed Flow Chart.
- **Teaching Point: Introduce the Voice Trait** – Use *Don Quixote and the Windmills and Focus Trait: Voice* to model and practice how dialogue helps to give a story voice. T343  
**Draft** – Students continue drafting their personal narrative to include their thoughts and feelings.
- **Teaching Point: Openings** – Use Student Book pg. 509 to model strong openings. T343  
**Draft** – Students continue drafting their personal narrative by making sure they have an interesting opening.
- **Teaching Point: Introduce the Student Model** – Use the Student Book pg. 524 to discuss the revisions made by a student writer. T344  
**Revise** – Students revise their personal narrative.
- **Teaching Point: Model** – Use *Revising Rama's Personal Narrative* to discuss the revisions made by the student writer. T344, 345  
**Revise, Edit, and Publish** – Students proofread, make a final copy, and share personal narrative.

#### Grammar:

- **Teaching Point: Apostrophes in Contractions and Contractions with Pronouns** – T338, 339, 340, 341

### Resources:

#### Week 20 – Lesson 20

- What is a Persuasive Essay?
- Student Completed Flow Chart
  
- Mentor Text: *Don Quixote and the Windmills* by Eric Kimmel
- Student Practice Workbook pg. 240
- Student Draft
  
- Student Book pg. 509
- Student Draft
  
- Student Book pg. 524
- Student Draft
  
- Projectable 20.9
- Final Copy of Personal Narrative
  
- Projectable 20.6, 20.7, 20.8
- Student Practice Workbook pg. 235, 236, 237

## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>

# Pemberton Township School District

## Fifth Grade Writing

**Unit Title:** Unit 5: Under Western Skies – Informational Writing

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS Grade 5 English Language Arts

W.5.2  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RI.5.1  
RI.5.2  
RI.5.3  
RI.5.4  
RI.5.5  
RI.5.6  
RI.5.7  
RI.5.8  
RI.5.9  
RI.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2  
L.5.3  
L.5.4  
L.5.5  
L.3.6

#### NJSLS Technology

8.1.5.A.2

#### NJSLS 21<sup>st</sup> Century Life and Careers

CRP1. CRP4.  
CRP2. CRP12.

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Understand the features of a procedural paragraph.
- Identify the parts of a compare-contrast paragraph.
- Identify the parts of a cause and effect paragraph.
- Study and evaluate research reports.
- Use transition words to make the sequence of events clear.
- Provide details and facts to develop the topic.
- Use a Venn Diagram to compare and contrast.
- Use transition words and phrases to signal a cause and effect relationship.
- Make an outline to organize ideas for a research report.
- Restate facts from sources into my own words.
- Use transition words and phrases to connect events and facts in a research report.
- Use the verbs *be* and *have* in speaking and writing.
- Use perfect tenses in speaking and writing.
- Use transition words in speaking and writing.
- Use comparative and superlative forms in speaking and writing.
- Write titles correctly.

### Essential/Guiding Question:

- What is a procedural paragraph?
- What is a compare-contrast paragraph?
- What is a cause and effect paragraph?
- What is a research report?
- How do I organize writing into a logical sequence?
- What details and facts did I use to support the topic?
- What can a writer use to compare and contrast?
- What can a writer use to signal a cause and effect relationship?
- Why is it important to present information in an organized way?
- What tool do writers use to organize a research report?
- How does my introduction catch a reader's attention?
- What transitions did I use to make informational writing clearer for the reader to follow?

# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Plan, draft, revise, and edit a procedural paragraph.
- Plan, draft, revise, and edit a compare-contrast paragraph.
- Plan, draft, revise, and edit a cause and effect paragraph.
- Plan, draft, revise, edit, and publish a research report.

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Write to Inform
- **Focus Trait:** Organization, Ideas, Word Choice
- **Graphic Organizer:** Flow Chart, Venn Diagram, Inference Map, Idea-Support Map
- **Writing Process:** Plan, draft, revise, edit, and publish.
- **My Writing Rubric in Journeys: Students' Self-Evaluation**
- **Students' Proofreading Checklist in Journeys**
- **Academic Language:** procedure, transitions, transition words, transitional phrases, organized, compare, contrast, similarities, differences, cause, effect, precise details, research, source, introductory paragraph, main verbs, helping verbs, irregular verbs, verb phrases, perfect tense, past perfect tense, present perfect tense, future perfect tense, comparative adjective, superlative adjective, comparative adverb, superlative adverb, underline, italics
- **Daily Proofreading Practice**

### Skills(Objectives):

- Procedural paragraph
- Compare-contrast paragraph
- Cause and effect paragraph
- Research report
- Logical sequence
- Sequence words
- Details and facts
- Transition words
- Precise details
- Main idea and supporting details
- Outline
- Introduction
- Put information into own words
- Synonyms
- Verbs *be* and *have*
- Verb tenses
- Perfect tenses
- Comparative and superlative forms
- Writing titles

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

Performance Task(s):

- **Lesson 21:** Procedural Paragraph
- **Lesson 22:** Compare-Contrast Paragraph
- **Lesson 23:** Cause and Effect Paragraph
- **Lesson 24 & 25:** Research Report
  
- **Use Writing Traits Scoring Rubric in Journeys**

Other Evidence:

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences



# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Week 21 – Lesson 21 in Journeys

#### Write to Narrate:

- **Teaching Point: Introduce the Model** – Use *Writing Model Procedural Paragraph* to understand the features of a procedural paragraph. T126
- **Teaching Point: Introduce Organization Trait** – Use *The Birchbark House* and *Focus Trait: Ideas* to model and practice using details to compare and contrast. T127
- **Teaching Point: Planning A Procedural Paragraph** – Use *Planning A Procedural Paragraph* to organize events for a procedural paragraph. T55  
**Prewrite:** Students choose a topic for their procedural paragraph and complete Graphic Organizer: Flow Chart.
- **Teaching Point: Begin A Draft** – Use the *Flow Chart* to discuss the steps for writing a procedural paragraph. T56
- **Draft** – Students use their completed Flow Chart to draft their procedural paragraph.
- **Teaching Point: Introduce the Student Model** – Use *Revising Dan's Procedural Paragraph* to discuss the revisions made by the student writer. T56, 57  
**Revise for Organization** – Students revise their procedural paragraph.

#### Grammar:

- **Teaching Point: Verbs *be* and *have* and Verb Tenses** – T50, 51, 52, 53

#### Resources:

Week 21 – Lesson 21 in Journeys

- Projectable 21.9
- Mentor Text: *The Birchbark House* by Louise Erdrich
- Student Practice Workbook pg. 264
- Projectable 21.10
- Graphic Organizer: Flow Chart
- Flow Chart
- Completed Student Flow Chart
- Projectable 21.11
- Student Draft
- Final Copy of Procedural Paragraph
- Projectable 21.6, 21.7, 21.8
- Student Practice Workbook pg. 247, 248, 249

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 22 – Lesson 22 in Journeys

#### Write to Inform:

- **Teaching Point: Introduce the Model** – Use *Writing Model Compare-Contrast Paragraph* to identify the parts of a compare-contrast paragraph. T126
- **Teaching Point: Introduce Ideas Trait** – Use *The Birchbark House* and *Focus Trait: Ideas* to model using details and facts to compare and contrast. T127
- **Teaching Point: Planning A Compare-Contrast Paragraph** – Use *Planning Compare-Contrast Paragraphs* to model listing things that are alike and different. T127  
**Prewrite** – Students choose a topic and complete Graphic Organizer: Venn Diagram to compare-contrast details.
- **Teaching Point: Begin A Draft** – Use the *Flow Chart* to discuss the steps for writing a compare-contrast paragraph. T128  
**Draft** – Student use their Venn Diagram to draft their compare-contrast paragraph.
- **Teaching Point: Introduce the Student Model** – Use *Revising Carleasa’s Compare-Contrast Paragraph* to discuss the revisions made by the student writer. T128, 129  
**Revise for Ideas** – Students revise their compare-contrast paragraph.

#### Grammar:

- **Teaching Point: Perfect Tenses** – T122, 123, 124, 125

### Resources:

Week 22 – Lesson 22 in Journeys

- Projectable 22.9
- Mentor Text: *The Birchbark House* by Louise Erdrich
- Student Practice Workbook pg. 264
- Projectable 22.10
- Graphic Organizer: Venn Diagram
- Flow Chart
- Graphic Organizer: Venn Diagram
- Projectable 22.11
- Student Draft
- Final Copy of Compare-Contrast Paragraph
- Projectable 22.6, 22.7, 22.8
- Student Practice Workbook pg. 259, 260, 261

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 23 – Lesson 23 in Journeys

#### Write to Inform:

- **Teaching Point: Introduce the Model** – Use *Writing Model Cause and Effect Paragraph* to identify the parts of a cause and effect paragraph. T198
- **Teaching Point: Introduce Organization Trait** – Use *Vaqueros: America’s First Cowboys* and *Focus Trait: Organization* to model and practice using precise details to support ideas. T199
- **Teaching Point: Planning A Cause and Effect Paragraph** – Use *Planning a Cause and Effect Paragraph* to model organizing causes and an effect. T199  
**Prewrite** – Students choose a topic for a cause and effect paragraph and complete Graphic Organizer: Inference Map to list causes and an effect.
- **Teaching Point: Begin A Draft** – Use the Anchor Flow Chart to discuss the steps for writing a cause and effect paragraph. T200  
**Draft** – Students use their completed Inference Map to draft their cause and effect paragraph using transition words.
- **Teaching Point: Introduce the Student Model** – Use *Revising Sara’s Cause and Effect Paragraph* to discuss the revisions made by the student writer. T200, 201  
**Revise for Organization** – Students revise their cause and effect paragraph.

#### Grammar:

- **Teaching Point: Transition Words** – T194, 195, 196, 197

### Resources:

#### Week 23 – Lesson 23 in Journeys

- Projectable 23.9
- Mentor Text: *Vaqueros: America’s First Cowboys* by George Ancona
- Student Practice Workbook pg. 276
- Projectable 23.10
- Graphic Organizer – Inference Map
- Anchor Flow Chart
- Completed Inference Map
- Projectable 23.11
- Student Draft
- Final Copy of Cause and Effect Paragraph
- Projectable 23.6, 23.7, 23.8
- Student Practice Workbook pg. 271. 272. 273

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 24 – Lesson 24 in Journeys

#### Write to Inform:

- **Teaching Point: Introduce the Model** – Use *Writing Model Research Report* to study and evaluate research reports. T270
- **Teaching Point: Introduce Organization Trait** – Use *Rachel's Journal* and *Focus Trait: Organization* to model and practice organizing main ideas with supporting details. T271
- **Teaching Point: Exploring A Topic** – Use chart to model creating an outline. T271  
**Prewrite** – Students use prompt and brainstorm ideas related to the topic.
- **Teaching Point: Planning A Research Report** – Review steps for organizing a research report and use *Planning a Research Report* to model how to make an outline. T272  
**Prewrite** – Students use Graphic Organizer: Idea-Support Map to complete their own outline.
- **Teaching Point: Planning A Research Report** – Use Student Book pg. 628, 629 to study how a student writer planned a research report. T272  
**Prewrite** – Students continue to review their outlines to make sure they have included facts and details, evidence, and examples about their topic.

#### Grammar

- **Teaching Point: Comparative and Superlative Forms** – T266, 267, 268, 269

### Resources:

Week 24 – Lesson 24 in Journeys

- Projectable 24.9
- Mentor Text: *Rachel's Journal* by Marissa Moss
- Student Practice Workbook pg. 288
- Outline Chart
- Projectable 24.10
- Graphic Organizer: Idea-Support Map
- Student Book pg. 628, 629
- Graphic Organizer: Idea-Support Map
- Projectable 24.6, 24.7, 24.8
- Student Practice Workbook pg. 283, 284, 285

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 25 – Lesson 25 in Journeys

#### Write to Inform:

- **Teaching Point: Introduce the Model** – Use *What is a Research Report?* to review steps for writing a research report. T342  
**Draft** – Students use their outline to begin drafting an introduction.
- **Teaching Point: Introduce Word Choice Trait** – Use *Lewis and Clark and Focus Trait: Word Choice* to model and practice putting information from sources into one’s own words. T343  
**Draft** – Students continue drafting their research report using different wording than used in the original source.
- **Teaching Point: Transitions** – Use Student Book pg. 639, 640 to model use of transitions. T343  
**Draft** – Students continue drafting their research report making sure points of transition are clear in their writing.
- **Teaching Point: Revise A Draft** – Review the parts of a research report and use Student Book pg. 638 to identify words that can be replaced with synonyms. T344  
**Revise** – Students revise research report to include words that were not used in sources.
- **Teaching Point: Introduce the Student Model** – Use *Revising Kira’s Research Report* to discuss the revisions made by the student writer. T344, 345  
**Revise, Edit, and Publish** – Students proofread, make a final copy, and share research report.

#### Grammar:

- **Teaching Point: Mechanics of Writing Titles** – T338, 339, 340, 341

### Resources:

Week 25 – Lesson 25 in Journeys

- What is a Research Report?
- Student Completed Idea-Support Map
- Mentor Text: *Lewis and Clark* by Conrad Stein
- Student Practice Workbook pg. 300
- Student Draft
- Student Book pg. 639, 640
- Student Draft
- Student Book pg. 638
- Student Draft
- Projectable 25.9
- Final Copy of Research Report
- Projectable 25.6, 25.7, 25.8
- Student Practice Workbook pg. 295, 296, 297

## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>

# Pemberton Township School District

## Fifth Grade Writing

**Unit Title:** Unit 6: Journey to Discovery – Multigenre Writing

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS Grade 5 English Language Arts

W.5.1  
W.5.2  
W.5.3  
W.5.4  
W.5.5  
W.5.6  
W.5.7  
W.5.8  
W.5.9  
W.5.10  
RL.5.1  
RL.5.2  
RL.5.3  
RL.5.4  
RL.5.5  
RL.5.6  
RL.5.7  
RL.5.9  
RL.5.10  
RI.5.1  
RI.5.2  
RI.5.3  
RI.5.4  
RI.5.5  
RI.5.6  
RI.5.7  
RI.5.8  
RI.5.9  
RI.5.10  
SL.5.1  
SL.5.2  
SL.5.3  
SL.5.4  
SL.5.5  
SL.5.6  
L.5.1  
L.5.2

# Pemberton Township School District

## Fifth Grade Writing

### Standards & Indicators:

L.5.3

L.5.4

L.5.5

L.5.6

### NJSLS Technology

8.1.5.A.2

### NJSLS 21<sup>st</sup> Century Life and Careers

CRP1.

CRP2.

CRP4.

CRP12.



# Pemberton Township School District

## Fifth Grade Writing

### Central Idea / Enduring Understanding:

Students will...

- Identify and use poetic techniques such as simile and sensory details.
- Study a journal entry to learn how to convey thoughts and feelings about an experience.
- Summarize the main ideas and supporting details in a text.
- Study and evaluate writing in multiple genres.
- Write with a voice to show enthusiasm for ideas.
- Provide readers with interesting details to make a summary useful.
- Make logical connections between ideas in a text in order to write a summary.
- Select different genres that have similar information from different points of view.
- Plan, draft, revise, and edit a poem.
- Plan, draft, revise, and edit a journal entry.
- Plan, draft, revise, and edit a summary.
- Plan, draft, revise, and edit a multigenre collage.

### Essential/Guiding Question:

- What is a poem?
- What is a journal entry?
- What makes a great summary?
- What is a multigenre collage?
- What language did I use so that my writing is vivid and comes alive to the reader?
- How does my voice add to the reader's enjoyment and understanding?
- What information would be useful to include in a summary?
- How can genres work together to showcase a topic?

# Pemberton Township School District

## Fifth Grade Writing

### Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Multigenre Writing
- **Focus Trait:** Word Choice, Voice, Ideas
- **Graphic Organizer:** Column Chart, Web Map
- **Writing Process:** Plan, draft, revise, edit, and publish.
- **My Writing Rubric in Journeys: Students' Self-Evaluation**
- **Students' Proofreading Checklist in Journeys**
- **Academic Language:** sensory details, simile, stanza, imagery, summarize, main idea, supporting detail, genre possessive nouns, abbreviations, commas, colons, parentheses
- **Daily Proofreading Practice**

### Skills(Objectives):

- Poem
- Journal entry
- Summary
- Multigenre collage
- Sensory details
- Simile
- Factual details
- Main idea
- Supporting details
- Summarize
- Genre
- Singular and plural possessive nouns
- Abbreviations
- Commas
- Colons
- Parentheses

**Pemberton Township School District  
Fifth Grade Writing**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

- **Lesson 26:** Poem
- **Lesson 27:** Journal Entry
- **Lesson 28:** Summary.
- **Lesson 29 & 30:** Multigenre Collage
  
- **Use Writing Traits Scoring Rubric in Journeys**

**Other Evidence:**

- Completion of Grammar Practice Book Pages
- Weekly Grammar Tests
- Daily Proofreading Practice
- Verbal Responses
- Participation in Discussions
- Conferences

# Pemberton Township School District

## Fifth Grade Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Week 26 – Lesson 26 in Journeys

#### Multigenre Writing:

- **Teaching Point: Introduce the Model** – Use *Writing Model Poem* to identify and use poetic techniques. T40
- **Teaching Point: Review Word Choice Trait** – Use *The Whale* and *Focus Trait: Word Choice* to model and practice using words that appeal to the senses. T41
- **Teaching Point: Planning a Poem** – Use *Planning a Poem* to brainstorm vivid details T41  
**Prewrite:** Students choose a topic and use Graphic Organizer: Column Chart to brainstorm words and ideas for their own poem.
- **Teaching Point: Begin A Draft** – Use the *Anchor Flow Chart* to discuss the steps for writing a poem. T42.  
**Draft** – Students use their completed Column Chart to draft their poem using sensory details.
- **Teaching Point: Revise Final Draft** – Use *Revising a Poem* to discuss the revisions made by the student writer. T42  
**Revise and Edit** – Students revise their poem.

#### Grammar:

- **Teaching Point: Singular and Plural Possessive Nouns** – T38, 39

#### Resources:

Week 26 – Lesson 26 in Journeys

- Projectable 26.8
- Mentor Text: *The Whale* by Douglas Florian
- Student Practice Workbook pg. 309
- Projectable 26.9
- Graphic Organizer: Column Chart
- Anchor Flow Chart
- Student Completed Column Chart
- Projectable 26.10
- Student Draft
- Final Copy of Poem
- Projectable 26.6, 26.7
- Student Practice Workbook pg. 304, 305, 306

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 27 – Lesson 27 in Journeys

#### Multigenre Writing:

- **Teaching Point: Introduce the Model** – Use *Writing Model Journal Entry* to study how to convey thoughts and feelings about an experience. T86
- **Teaching Point: Review Voice Trait** – Use *Mysteries at Cliff Palace* and *Focus Trait: Voice* to model and practice how to clearly express thoughts and feelings to a reader. T87
- **Teaching Point: Planning A Journal Entry** – Use *Planning a Journal Entry* to model using factual and sensory details. T87  
**Prewrite** – Students use prompt and complete Graphic Organizer: Column Chart to brainstorm factual and sensory details for their journal entry.
- **Teaching Point: Begin A Draft** – Use the *Flow Chart* to discuss the steps for writing a journal entry. T88  
**Draft** – Students use their Column Chart to draft their journal entry to include thoughts and feelings and vivid details about the events.
- **Teaching Point: Revise Final Draft** – Use *Revising a Journal Entry* to discuss the revisions made by the student writer. T88  
**Revise and Edit** – Students revise their journal entry.

#### Grammar:

- **Teaching Point: Abbreviations** – Practice writing, proofreading, and capitalizing abbreviations. T84, 85

### Resources:

Week 27 – Lesson 27 in Journeys

- Projectable 27.8
- Mentor Text: *Mysteries at Cliff Palace*
- Student Practice Workbook pg. 318
- Projectable 27.9
- Graphic Organizer: Column Chart
- Flow Chart
- Student Completed Column Chart
- Projectable 27.10
- Student Draft
- Final Copy of Journal Entry
- Projectable 27.6, 27.7
- Student Practice Workbook pg. 313, 314, 315

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

#### Week 28 – Lesson 28 in Journeys

#### Multigenre Writing:

- **Teaching Point: Introduce the Model** – Use *Writing Model Summary* to identify the important aspects of a summary. T130
- **Teaching Point: Review Ideas Trait** – Use *Trapped in Tar!* and *Focus Trait: Ideas* to model and practice using interesting details to support ideas. T131
- **Teaching Point: Planning A Summary** – Use *Planning a Summary* to model planning a summary. T131  
**Prewrite** – Students choose an informational text and use Graphic Organizer: Web Map to begin prewriting.
- **Teaching Point: Begin A Draft** – Use the Anchor Flow Chart to discuss the steps for writing a summary. T132  
**Draft** – Students use their completed Web Map to draft their summary.
- **Teaching Point: Revise Final Draft** – Use *Revising a Summary* to discuss the revisions made by the student writer. T132  
**Revise and Edit** – Students revise their summary.

#### Grammar:

- **Teaching Point: Commas** – Use commas with introductory words and phrases, names, and to combine sentences. T128, 129

### Resources:

#### Week 28 – Lesson 28 in Journeys

- Projectable 28.8
- Mentor Text: *Trapped in Tar!*
- Student Practice Workbook pg. 327
- Projectable 28.9
- Graphic Organizer – Web Map
- Anchor Flow Chart
- Student Completed Web Map
- Projectable 28.10
- Student Draft
- Final Copy of a Summary
- Projectable 28.6, 28.7
- Student Practice Workbook pg. 322, 323, 324

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 29 – Lesson 29 in Journeys

#### Multigenre Writing:

- **Teaching Point: Introduce the Model** – Use *Writing Model Multigenre Collage* to study and evaluate writing in multiple genres. T174
- **Teaching Point: Introduce Organization Trait** – Use *The Case of the Missing Deer* and *Encounter* and *Focus Trait: Organization* to model and practice choosing genres to use in a collage. T175
- **Teaching Point: Exploring A Topic** – Model creating a word web around a topic. T175  
**Prewrite** – Students generate more ideas to add to the word web.
- **Teaching Point: Planning A Multigenre Collage** – Review steps for exploring features of genres and topics and use *Planning a Multigenre Collage* to model how genres work together to communicate ideas about a topic. T176
- **Teaching Point: Planning A Multigenre Collage** – Review the sample topics and different genres that have been explored. T176  
**Prewrite** – Students use Graphic Organizer: Column Chart to choose a topic and three genres for a multigenre collage.

#### Grammar

- **Teaching Point: More Commas** – Use commas with appositives, in series, in dates, between cities and states, and combining sentences. T172, 173

### Resources:

Week 29 – Lesson 29 in Journeys

- Projectable 29.8
- Mentor Text: *The Case of the Missing Deer* and *Encounter* by Lillian Moore
- Student Practice Workbook pg. 336
- Word Web
- Projectable 29.9
- Graphic Organizer: Column Chart
- Projectable 29.6, 29.7
- Student Practice Workbook pg. 331, 332, 333

# Pemberton Township School District

## Fifth Grade Writing

### Learning Opportunities/Strategies:

Week 30 – Lesson 30 in Journeys

#### Multigenre Writing:

- **Teaching Point: Drafting** – Use *What is a Multigenre Collage?* to review steps for writing a multigenre collage. T220  
**Draft** – Students use their Column Chart to begin drafting their first genre.
- **Teaching Point: Introduce Ideas Trait** – Use *Get Lost! The Puzzle of Mazes* and *The Best Paths* to review how different genres can be used to communicate related ideas and *Focus Trait: Ideas* to model and practice identifying the main focus of each genre. T221  
**Draft** – Students draft their second genre.
- **Teaching Point: Combining Genres** – Review the how *Journey to Cuzco*, *Get Lost! The Puzzle of Mazes* and *The Best Paths* to discuss how each genre relates to the same topic. T221  
**Draft** – Students draft their third genre.
- **Teaching Point: Model** – Use *Get Lost! The Puzzle of Mazes* to model using words carefully to convey related ideas. T222  
**Revise** – Students revise their drafts to elaborate ideas.
- **Teaching Point: Review Revisions** – Use *Proofread and Edit a Multigenre Collage* to model and practice editing. T222  
**Revise, Edit, and Publish** – Students edit and complete a final copy of their multigenre collage.

#### Grammar:

- **Teaching Point: Colons and Parentheses in Sentences** – T218, 219

### Resources:

Week 30 – Lesson 30 in Journeys

- What is a Multigenre Collage?
- Student Completed Column Chart
- Mentor Text: *Get Lost! The Puzzle of Mazes* and *The Best Paths* by Kristine George
- Student Practice Workbook pg. 222
- Student Draft
- Mentor Text: *Get Lost! The Puzzle of Mazes, The Best Paths* by Kristine George, and *Journey to Cuzco*
- Student Draft
- Mentor Text: *Get Lost! The Puzzle of Mazes*
- Student Drafts
- Projectable 30.8
- Student Draft
- Final Copy of Multigenre Collage
- Projectable 30.6, 30.7
- Student Practice Workbook pg. 340, 341, 342



## Pemberton Township School District Fifth Grade Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain above grade level proficiency</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Feedback to push student to maintain on grade level proficiency</li> <li>• Prewriting Graphic Organizers</li> <li>• Peer editing and revising</li> <li>• Rubrics and Writer’s Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing to develop ideas and details</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Portable word wall with sequencing &amp; transition words</li> <li>• Rubrics and Writer’s Checklists</li> <li>• Flexible time allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate using a Think Aloud approach</li> <li>• Minilesson Strategy Charts</li> <li>• Provide writing exemplars</li> <li>• Utilize technology</li> <li>• Guided Writing: Small-group lessons during all phases of the writing process</li> <li>• Prewriting – Quick drawing/talk out loud to develop ideas</li> <li>• Use of sentence frames to jumpstart writing</li> <li>• Spell-checkers</li> <li>• Rubrics &amp; Writer’s Checklists</li> <li>• Flexible time allotment</li> <li>• Journeys ELL Scaffolds</li> </ul>