

Domain: *Strand: Writing*

Cluster: *Text Types and Purposes*

Standards: *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and supply reasons that support the opinion, using linking words(e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section..*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is important to include details to support your opinion?</i></p> <p><i>How can you use linking words to connect opinions and reasons to your writing?</i></p>	<p><i>Details provide a factual foundation to an opinion making it more credible.</i></p> <p><i>The use of linking/conjunction words (because, and, also) help to provide cause/effect, elaboration, and alternatives to opinions.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Generate similar and/or opposite opinions using a t-chart. Present students with a topic that they can relate to whether or not to abolish homework, longer recess etc. Show students sample opinions. Point out the linking words that were used (because, also..) Students must then write their own opinion using linking words. Students will then share their opinions with the class.</i>
<p>Content Statements</p>		
<p>Students will express their opinions by providing a cohesive introduction to their topic and a clear closure by using facts.</p>		

<p>Assessments</p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.readwritethink.org</p> <p style="text-align: center;">www.route21.p21.org</p> <p style="text-align: center;">www.readtennesse.org</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Write a two or more opinion paragraphs about your favorite character from the book.</i></p> <p><i>Write a two or more opinion paragraphs using details about their least favorite character from the book.</i></p> <p><i>Students will use their cause and effect organizer to create a finished written piece.</i></p>	
<p>Equipment Needed</p>	<p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 240, 510–511</p> <p>SE 2: 44–45, 178, 522–523</p> <p>TE 1: SG•50, WP•2–WP•10</p> <p>TE 3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i</p> <p>TE 4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a</p> <p>TE 5: WP•2–WP•9</p> <p>TE 6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p>
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is providing details important to supporting a topic?</i></p> <p><i>How does using facts about your topic provide a sense of closure?</i></p>	<p><i>Recalling details provides proof.</i></p> <p><i>Using facts and definitions provides closure to the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Write a “how to” piece about something students know. Students should choose a topic that they can describe how to do in great detail. (Example: making a peanut butter jelly sandwich) Students will introduce it and write out the steps in explicit detail. Students will share their “How To’s” once they are completed.</i>
Content Statements		
<p>Express their opinions by providing a cohesive introduction to their topic and a clear closure by using facts.</p>		

Assessments	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.readwritethink.org</p> <p style="text-align: center;">www.route21.p21.org</p> <p style="text-align: center;">www.readtennesse.org</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Write a two or more paragraph informative/explanatory essay keeping the audience and their interest and knowledge in mind.</i></p> <p><i>Create written pieces that are interesting and enjoyable to read.</i></p>	
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks	<p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 74–75, 142–143, 242–243, 270–271</p> <p>SE 2: 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491</p> <p>TE 1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i</p> <p>TE 2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7</p> <p>TE 3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10</p> <p>TE 4: 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7</p> <p>TE 6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9</p>
<p style="text-align: center;">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of events.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to include time order words in a written piece?</i></p> <p><i>How does describing actions, thoughts and feelings keep a reader engaged in your writing?</i></p>	<p><i>Time order words convey sequence, signal shifts from one time frame to another.</i></p> <p><i>Adding details, describing actions, thoughts, and feelings will improve your written piece.</i></p> <p><i>Adding details, describing actions, thoughts, and feelings will keep your reader engaged.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Write narratives about a specific moment in time. Students will choose one significant event in their lives. Students will list everything they can remember about the event, and everything they were feeling at that time. Students will use sequencing words to help write their story. Once story is complete student will read their narrative out loud to the class. Classmates should draw a picture of the memory the student read. Students will then share their drawings to see what one another visualized.</i>
Content Statements		
<p>Express sequenced events by providing a cohesive introduction to their topic and a clear closure by using time order words.</p>		

<p>Assessments</p>	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.wvde.state.wv.us/strategybank/VocabularyGraphicOrganizer.html</p> <p style="text-align: center;">http://route21.p21.org</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>SE 1: 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473</p> <p>SE 2: 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520</p> <p>TE 1: 25d, 25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d, 87e, 103c–103d, 107a, 111c–111d, 155d, 173d–173e, 177a, 181c–181d, 183h–183i, WP•1–WP•10</p> <p>TE 2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a</p> <p>TE 3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d</p> <p>TE 4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a</p> <p>TE 5: 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 414–315a, 316–317, 317a, 323h–323i, 347c–347d, 350–351, 351a, 355c–355d</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Based on a 1-4 writing rubric students will write a two or more paragraph informative/explanatory essay keeping the audience and their interest and knowledge in mind.</i></p> <p><i>Create written pieces that contain actions, thoughts, and feelings that are interesting and enjoyable to read.</i></p> <p><i>*be sure to address 21st century themes and skills</i></p>	
<p>Equipment Needed</p>	
<p>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks</p>	
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 	

	<p>TE 6: 365c–365d, 381d–381e, 382–383a, 384–385, 385a, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i, 448–449a, 520–521a</p>
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Domain: <i>Strand: Writing</i>		
Cluster: Production and Distribution of Writing		
Standards: <i>With guidance and support from adults, focus on a topic, and strengthen writing as needed by revising and editing.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is peer and adult revision necessary in contributing to the final product?</i></p> <p><i>How does point of view affect a particular writing piece to make it unique from another writer's perspective?</i></p>	<p><i>The revision process allows for reflection by the students to collaboratively edit their writing pieces.</i></p> <p><i>The point of view affects the tone of the final product.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Apply state's rubric of peer/adult analysis of written draft. (For example, informative/explanatory, and narrative pieces).</i> <i>Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work.</i>
Content Statements		
Coherently develop and organize their written pieces for task purpose and targeted audiences.		

Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.readwritethink.org</p> <p style="text-align: center;">www.route21.p21.org</p> <p style="text-align: center;">www.readtennesse.org</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>TE 1: 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i, 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Write a two or more paragraph informative/explanatory pieces using clear and coherent language and literary elements when applicable.</i></p> <p><i>*Be sure to address 21st century themes.</i></p>		
Equipment Needed		
<p>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks</p>		

NJ Model Curriculum Objective 2013 Alignment

- With guidance and support from adults **and peers**, focus on a topic and strengthen writing as needed by revising and editing.

TE 2: 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9

TE 3: 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9

TE 4: 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9

TE 5: 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9

TE 6: 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9

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Domain: <i>Strand: Writing</i>		
Cluster: Production and Distribution of Writing		
Standards: <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is technology a necessary tool to enhance the appearance of the final product?</i>	<i>Technology allows for a neat, well organized, professional final product in an efficient manner.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Create digital centers for students to extend use of technology i.e. Buddy Venn Diagram, Kidspiration, Photo Booth, Digital Stories, etc.</i> <i>Use Microsoft word to edit and publish writing pieces. Students can use different colored text to edit their writing pieces on the computer. Students can also peer edit each other's pieces. Students will then print their final drafts then present their pieces to the class.</i>
Content Statements		
Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		www.readwritethink.org
<i>Students will be assessed rubrically on their narratives or</i>		

<p><i>explanatory pieces after placing them in their digital folder.</i></p> <p><i>*Be sure to address 21st century themes.</i></p>	<p>www.route21.p21.org</p> <p>www.readtennesse.org</p> <p>Reading Street 2013 Alignment</p> <p>TE 1: WP•9 TE 2: 247j, 302–303, 303a, 311g, WP•9 TE 3: 417i, 507g, 511b TE 4: 187i, WP•9, WP•10 TE 5: 215b, 277g, 347f, 351b, WP•9, WP•10 TE 6: 391i, 457i, WP•3, WP•5, WP•9, WP•10</p>
<p>Equipment Needed</p>	
<p>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks</p>	
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	

Domain: <i>Strand: Writing</i>		
Cluster: Research to Build and Present Knowledge		
Standards: <i>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does reading a number of books on a specific topic support students' abilities to analyze, synthesize and evaluate the information from those books?</i>	<i>Skills needed to write a report using information from several sources (such as comprehension and recall what is read, analysis and synthesis of information, ability to determine main idea and supporting details, and compiling and organizing information) support learning expectations across grade levels and content areas.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Write a scientific explanation with students that encourages students to ask questions about a specific topic, choose a particular question to explore in detail, and research the question using a variety of resources. Groups will then write the answers they have found to answer the question.</i>
Content Statements		
Recall, analyze, synthesize, compile and organize information.		

Assessments	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">www.readwritethink.org</p> <p style="text-align: center;">www.route21.p21.org</p> <p style="text-align: center;">www.readtennesse.org</p> <p style="text-align: center;">Reading Street 2013 Alignment</p> <p>TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f</p> <p>TE 2: 223f, 243b, 245g</p> <p>TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67</p> <p>TE 4: 181b</p> <p>TE 5: SG•33, SG•50, SG•67, 351b, SG•85</p> <p>TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Using scientific method of observation, write a shared research report.</i></p> <p><i>*Be sure to address 21st century themes.</i></p>	
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks	
<p style="text-align: center;">NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 	

Domain: *Strand: Writing*

Cluster: **Research to Build and Present Knowledge**

Standards: *Recall information from experiences or gather information from provided sources to answer a question.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important that students try to connect new information to what they already know from past experience?</i></p> <p><i>What types of questions should students know to ask as they recall or gather information from various sources?</i></p>	<p><i>Recalling details about experiences supports the student's use of long term and working memory during the learning process.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• With a partner create and answer interview questions about a researched topic. Give each partnership one topic to research and create interview questions about. (Topics should be based on their parent/grandparents time so they have someone to interview.) Students will then conduct at least 2 interviews using these questions. Students will present their findings to the class.</i>
<p>Content Statements</p>		
<p><i>When students focus on key ideas and details as they recall information from</i></p>		

<p><i>experiences, they begin to discern what is most important and relevant. This analytical thinking is essential across grade levels and content areas.</i></p>		
<p>Assessments</p>	<p>Teacher Resources</p> <p>www.readwritethink.org</p> <p>www.route21.p21.org</p> <p>www.readtennesse.org</p>	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Respond to an open-ended question based on a 21st century theme.</i></p>		
<p>Equipment Needed</p>	<p>Reading Street 2013 Alignment</p> <p>SE 1: 44, 72, 79, 110</p> <p>TE 1: 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f</p> <p>TE 2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84</p> <p>TE 3: 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3</p> <p>TE 4: 45b, 75g, 79b, 81g, 177f, 185f</p> <p>TE 5: 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80</p> <p>TE 6: 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p>	
<p>NJ Model Curriculum Objective 2013 Alignment</p> <ul style="list-style-type: none"> Recall information from experiences or gather information from provided sources to answer a question. 		

