Domain: _Strand: Writing_	
Cluster: _Text Types and Purposes_	

Standards: _Write opinion pieces on topics or texts, supporting a point of view with reasons and information._

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

B. Provide logically ordered reasons that are supported by facts and details.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. Provide a concluding statement or section related to the opinion presented.

	Enduring Understandings	**Activities, Investigation, and Student Experiences**
Why is it necessary to support a plausible argument with strong reasons and provide supported facts and details in an organized structure?	_Strong judgments and supportive evidence communicate effectively one's point of view as to persuade your audience._	_To assist in meeting this standard, students may:_ • _Engage in a classroom debate to support an argument_ • _Develop an outline_ • _Compare and Contrast introduction and conclusion paragraphs_ • _Create an advertisement._ • _Create a script for a commercial using persuasive techniques learned._ • _Read a few advertisements and locate/highlight persuasive techniques._
Content Statements		
Persuasive reasoning and supportive statements direct the reader into action.		

Assessments		**Teacher Resources**
To show evidence of meeting this standard, students may: • *Write a collaborative essay that supports/opposes a topic of civic nature.* • *Identify the persuasive strategies in an advertisement.*		**www.readwritethink.org** **www.rif.org** **www.scholastic.com** **21st Century Themes and Skills** **Read Write Think!**
Equipment Needed		
Laptop, overhead projector, advertisements, newspapers		

Domain: *Strand:* *Writing*

Cluster: *Text Types and Purposes*

Standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to have relevant information when creating informational/explanatory texts? *Why is precise language necessary in helping to establish and maintain a formal style?*	*Differentiating between relevant and irrelevant information enables writers to full develop/examine a topic.* *Examining formal and informal styles allows a writer to target a specific audience effectively.* *Words have connotative and denotative meanings.*	*To assist in meeting this standard, students may:* • *Create a variety of graphic organizers/ outlines to support your topic.* • *Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information.* • *Create a "how-to" project using transitional words in sequential progression.*
Content Statements		

Making distinctions between relevant and irrelevant information, formal and informal styles, connotative and denotative language allows the writer to examine a topic and convey ideas and information clearly.

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: • *Write an informative essay using precise language that examines/explains a topic.* • *Create an electronic presentation using relevant evidence to explore a topic.* *Be sure to address the 21st Century themes and skills.*	**21st Century Themes and Skills** **Read Write Think!** **Prezi** **Paper Rater** **WebQuest**

Equipment Needed

Laptop, overhead projector, interactive whiteboard, internet

Domain: *Strand:* *Writing*

Cluster: *Text Types and Purposes*

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

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to use imagination when creating a narrative text? *Why is precise and vivid language necessary to create narrative texts?*	*Imagination is important to help the writer create visual images from written text.* *Precise and vivid language allows narratives to "come to life" through sensory details.*	*To assist in meeting this standard, students may:* *Create a narrative using graphic organizers to list sequence of events during brainstorming stage of the writing process.* *Dissect a current reading piece to identify story elements, thus leading to writing.* *Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs.* *Write a class narrative story ("round-robin style").* *Create a graphic novel (comic book style).*
Content Statements		
Using precise and vivid language helps one to create visual images from written text.		

Assessments		**Teacher Resources**
To show evidence of meeting this standard, students may: • *Write a narrative story using sensory language in response to a prompt or text.* **Be sure to address the 21ˢᵗ Century themes and skills.*		**21st Century Themes and Skills** **Read Write Think!** **Graphic Organizer**
Equipment Needed		
Laptop, overhead projector, interactive whiteboard, internet		

Domain:	*Strand:*	*Writing*

Cluster: *Production and Distribution of Writing*

Standards: *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*

Essential Questions	**Enduring Understandings**	**Activities, Investigation, and Student Experiences**
Why is producing a composition appropriate to task, purpose and audience relevant?	*Producing a composition appropriate to task, purpose and audience lends itself to forming a clear and coherent finished product.*	*To assist in meeting this standard, students may:* • *Apply state's rubric of self analysis of written draft. (For example, informative / explanatory, persuasive and narrative pieces).*
Content Statements		
Developing work with a purpose that is geared towards a specific audience produces a coherent piece that is appropriate to the task.		

Assessments	**Teacher Resources**
To show evidence of meeting this standard, students may: • *Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable.* **Be sure to address the 21st Century themes*	**21st Century Themes and Skills** **Read Write Think!** **Graphic Organizer** **NJ State Rubric**

Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet	

Domain: *Strand:* *Writing*

Cluster: *Production and Distribution of Writing*

Standards: *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5 on pages 28 and 29.)*

Essential Questions	**Enduring Understandings**	**Activities, Investigation, and Student Experiences**
How do peer and teacher-guided revision strengthen a student's ability to engage in the writing process?	*Writing as a process including gathering information, drafting, revising, and editing strengthens written communication.*	*To assist in meeting this standard, students may:* • *Apply state's rubric of peer/adult analysis of written draft. (For example, informative / explanatory, persuasive and narrative pieces).* • *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.*
Content Statements		
Peer support allows the writer to coherently develop and organize their written pieces for task purpose and targeted audiences.		

Assessments	**Teacher Resources**
To show evidence of meeting this standard, students may: • *Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable.*	**21st Century Themes and Skills** **Read Write Think!** **Graphic Organizer**

Be sure to address the 21st Century themes.	**NJ State Rubric**
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet	

Domain:	*Strand:*	*Writing*

Cluster: *Production and Distribution of Writing*

Standards: *With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single session.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does technology assist in the writing process? *How can teachers guide students to use technology in assisting with the writing process?* *In what ways can interactive tools help to enhance the final product?*	*Using technology assists the writer in exploring digital tools to produce a writing piece.* *Technology allows for a neat, well-organized, professional final product in efficient manner.*	*To assist in meeting this standard, students may:* • *Generate graphic organizer for a writing piece using Kidspiration* • *Create story element graphics using Microsoft Word* • *Practice keyboarding skills online* • *Engage in an Internet scavenger hunt to become acclimated with surfing the web for supporting information* • *Engage in creating blogs, wikis, etc. for the purpose of collaboration*
Content Statements		
Demonstrate sufficient command of keyboarding skills and be able to use the internet.		

Assessments	**Teacher Resources**
To show evidence of meeting this standard, students may: • *Type narrative, persuasive, and informative/explanatory pieces using technology effectively* • *Electronic portfolios.* **Be sure to address the 21st Century skills.*	**21st Century Themes and Skills** **Read Write Think!** **Keyboard Practice**
Equipment Needed	
Laptop, overhead projector, interactive white board, internet, computers	

Domain:	*Strand:*	*Writing*

Cluster: *Research to Build and Present Knowledge*

Standards: *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to draw information from several sources when conducting a short research project? *How does research guide students to focus their ideas on a specific topic?*	*It is important to draw information from several sources to add validity to your final product.*	*To assist in meeting this standard, students may:* • *Create a list of focused questions to be answered throughout the research paper.* • *Provide students with a list of sources and then have students determine their credibility.* • *Perform peer conferences to ensure focus is on task.*

Content Statements

Drawing information from several sources adds validity to a final product.

Assessments	Teacher Resources

To show evidence of meeting this standard, students may:
- *Write a short research project using several sources (i.e. library, internet)*
- *Include proper citation format for credible sources used.*
- *Include research to support personal responses.*

*Be sure to address the 21st Century skills.

Equipment Needed

Laptop, overhead projector, interactive whiteboard, internet, computers

Domain: *Strand:* *Writing*

Cluster: *Research to Build and Present Knowledge*

Standards: *Recall relevant information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is paraphrasing an essential component to writing? *When is it more effective to quote or to paraphrase?*	*Paraphrasing enables the writer to synthesize and avoid plagiarism.* *Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple ideas.*	*To assist in meeting this standard, students may:* • *Create a list of focused questions centered on a thesis statement to be answered throughout the research paper.* • *Engage in identifying and citing credible sources* • *Engage in teacher-led conferences to ensure focus is on task.* • *Create a bibliography.* • *Paraphrase an article to identify a main idea.* • *Read an article and place quotes around one essential idea.* • *Using the same article, extrapolate a quote and paraphrase.*
Content Statements		
Drawing information from several sources to adds validity to a final product.		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: • *Write a short research project using several sources (i.e. library, internet)* • *Include proper citation format for credible sources used.* • *Include research to support personal responses.*	**21st Century Themes and Skills** **Read Write Think!**

	Graphic Organizer
Be sure to address the 21st Century skills.	NJ State Rubric
	Citation
Equipment Needed	Edmodo
Laptop, overhead projector, interactive whiteboard, internet, computers	Teacher generated research rubric

Domain: *Strand:* *Writing*

Cluster: *Research to Build and Present Knowledge*

Standards: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
a. Apply grade 5 Reading standards to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text. (e.g. how characters interact)
b. Apply grade 5 Reading standards to informational text (e.g. "explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point.")

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How do analysis, reflection and research incorporate a response to the text? *Why is evidence important in generating responses to different reading genres?*	*Extrapolating evidence from literary or informational text produces a response to support evidence.* *Text-to-text, text-to-real world, and text-to-self connections demonstrate a readers' ability to draw conclusions beyond what is read.*	*To assist in meeting this standard, students may:* • *Create a list of focused questions centered around a thesis statement to be answered throughout the research paper.* • *Engage in identifying and citing credible sources* • *Engage in teacher-led conferences to ensure focus is on task.*
Content Statements		
Support evidence for open-ended questions or inference statements via information gathering from the text.		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: • *Write a short research project using several sources (i.e. library, internet)* • *Include proper citation format for credible sources used.* • *Include research to support personal responses.*	**21st Century Themes and Skills** **Read Write Think!**

• *Respond to teacher generated open-ended questions using NJ ASK rubric of thematic genres.* *Be sure to address the 21ˢᵗ Century skills.*	**Graphic Organizer** **NJ State Rubric** **Citation** **Edmodo** **Teacher generated research rubric**
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet, computers	

Domain:	*Strand:*	*Writing*

Cluster:	*Range of Writing*

Standards: *Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does an author improve their craft?	*An author improves their craft by writing routinely over extended time frames as well as a range of discipline-specific tasks, purposes, and audiences.*	*To assist in meeting this standard, students may:* • *Create a list of focused questions centered around a thesis statement to be answered throughout the research paper.* • *Engage in identifying and citing credible sources* • *Engage in teacher-led conferences to ensure focus is on task.*
Content Statements		
Writing as a process or a skill-based activity improves written communication skills.		

Assessments	**Teacher Resources**
To show evidence of meeting this standard, students may: • *Write a short research project using several sources (i.e. library, internet)* • *Include proper citation format for credible sources used.* • *Include research to support personal responses.* *Be sure to address the 21st Century skills.*	**21st Century Themes and Skills** **Read Write Think!** **Graphic Organizer** **NJ State Rubric** **Citation**
Equipment Needed	

Laptop, overhead projector, interactive whiteboard, internet, computers	**Edmodo** **Teacher generated research rubric**