

**BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY**

**Writing
GRADES K-5**

CURRICULUM GUIDE

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Dr. Melissa Varley, Superintendent
Mr. Scott McKinney, Assistant Superintendent
Mrs. Jessica Nardi, Principal

Developed by: Karen Bocian, Carolyn Bowden, Sarah Burga, Kim Delatour, Mary Catherine Dendinger, Julie Figlar, Maria Graziano, Gina Holzmann, Lindsay Liguori, Michele Liss, Brenda Marley, Ellen Massa, Stephanie Parrott, Annamarie Simonelli

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individual Education Plan (IEP)

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VISION STATEMENT

Writing is a fundamental skill for all children. It is the goal of our writing program to give students opportunities to write for meaning across a wide range of topics and themes. Ultimately, we strive to help our young writers to be proficient in written communication as well as versed in the craft of artful writing. Exposing students to high quality literature and helping them to see the connection between the reader and the writer is the foundation of our program. Understanding that each learner is unique, the writing program is designed to be structured as well as responsive. By taking time to work with individual students, we are better able to understand our young writers' needs and help scaffold their learning experiences as they move towards independence.

METHODS OF EVALUATION

1. Homework and class work
2. Class participation
3. Writers' Notebooks
4. Published Writing Pieces
5. Activities/Projects
6. Oral Presentations
7. Rubrics/Checklist
8. Teacher Observation/Questions
9. Self-assessment

NEW JERSEY STUDENT LEARNING STANDARDS FOR LANGUAGE ARTS

The Berkeley Heights Writing Curriculum is aligned to the New Jersey Student Learning Standards. The text below is taken from the New Jersey Department of Education website.

Anchor Standards: Writing

Text Types and Purposes

- **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.
- **NJSLS.W9.** Draw evidence from literary or informational texts to support analysis, reflection and research.

Range of Writing

- **NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- **NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- **NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards: Language

Conventions of Standard English

- **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- **NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- **NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEP's)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support

- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELL's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids

- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504's

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking

- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating

- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Writing Scope and Sequence: GRADE K

N. J. Content Area Standard	Progress Indicators for Writing
Text Types and Purposes	<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g. <i>My favorite book is...</i>).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
Production and Distribution of Writing	<p>W.K.4. (Begins in grade 3)</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge	<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p> <p>W.K.9. (Begins in grade 4)</p>
Range of Writing	W.K.10. (Begins in grade 3)

N.J. Content Area Standard	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer in order to seek help, get information, or clarify</p>

	something that is not understood.
Presentation of Knowledge and Ideas	<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>

N.J. Content Area Standard	Progress Indicators for Language
Conventions of Standard English	<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). D. Understand and use question words (interrogatives) (e.g. <i>who, what, where, when, why, how</i>). E. Use the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>). F. Produce and expand complete sentences in shared language activities. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize the first word in a sentence and the pronoun <i>I</i>. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowels (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	L.K.3. (Begins in grade 2)
Vocabulary Acquisition and Use	<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to <i>duck</i>). B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

	<p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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Grade K Writing Pacing Chart

Topics	Scope
Wilson Foundations	14 weeks
Writing for Many Reasons	2 weeks
Launching Writers' Workshop	3 weeks
Nonfiction	3 weeks
Me Stories	3 weeks
Poetry	3 weeks
Opinion Writing	2 weeks
Benchmark 1 (See district assessment calendar for specific dates)	May
* Writing Portfolio must include a draft and a published pieces from two different units of study. One piece is due by January 31st and the second by June 1st.	

● Grade K Writing Suggested Interdisciplinary Connections

Art

- 1.1.2.D.1
 - Writing portfolio cover art and writing piece illustrations

Science/Social Studies

- 6.1.P.D.2-4
 - Writing about topics covered such as holiday traditions, reptiles, honeybees, lifecycle

Math

- K.MD
 - Coding language incorporated into how-to unit

Reading

- R.L.K.1
 - Use literature related to the topics being covered

Grade K Writing Technology Integration, 21st Century Skills and Career Education

- 8.1.2.A.2
 - Create a document using a word processing application.
- 8.1.2.E.1
 - Use digital tools and online resources to explore a problem or issue.
- CRP 4
 - Communicate clearly and effectively and with reason.
- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade K Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten length of piece requirements
- Utilize graphic organizers
- Use voice dictation to draft writing pieces
- Extended time on assignments/benchmarks
- Repeat, reword, and clarify directions
- Partner writing/conferring
- Self-select from a variety of paper types

Grade K Resources and Materials

- Wilson Foundations Classroom Set
- Various sized paper with assorted line types
- Mentor texts in multiple genres
- Writers' Notebooks

Writing Scope and Sequence : GRADE 1

N. J. Student Learning Standards	Progress Indicators for Writing
Text Types and Purposes	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Production and Distribution of Writing	<p>W.1.4. (Begins in grade 3)</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge	<p>W.1.7 Participate in shared research and writing projects (e.g. explore a number of “hot-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9. (Begins in grade 4)</p>
Range of Writing	W.1.10. (Begins in grade 3)

N.J. Student Learning Standards	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.

	<p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>

N. J. Student Learning Standards	Progress Indicators for Language
Conventions of Standard English	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper and lowercase letters</p> <p>B. Use common, proper, and possessive nouns.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).</p> <p>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>H. Use determiners (e.g. articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response</p>

	<p>to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	L.1.3. (Begins in Grade 2)
Vocabulary Acquisition and Use	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g. <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p>L.1.6. Use word and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)</p>

Note: The New Jersey Student Learning Curriculum Standards can be accessed at <http://www.state.nj.us/education/cccs/standards/6/index.html>

Grade 1 Writing Pacing Chart

Standards Correlation

Topics	Scope
<p><u>Unit 1: Launching the Writers’ Workshop</u> Focus:</p> <ul style="list-style-type: none"> ● Engage in oral storytelling to gather ideas from pictures and artifacts ● Begin to practice the Writerly Life with students viewing themselves as authors ● Introduction to tools, applications, rules, and routines 	2 weeks
<p><u>Unit 2: The Writing Community</u> Focus:</p> <ul style="list-style-type: none"> ● Build a caring writing community ● Get ideas for writing from read alouds ● Practice basic conventions of writing (e.g., writing left to right and putting spaces between words) 	3 weeks
<p><u>Unit 3: Getting Ideas</u> Focus:</p> <ul style="list-style-type: none"> ● Generate ideas for writing from the students’ own lives ● Talk with others to develop ideas ● Use a word wall to spell high -frequency words ● Approximate spelling using letter-sound relationships 	3 weeks
<p><u>Unit 4: Small Moments</u> Focus:</p> <ul style="list-style-type: none"> ● Students will explore various methods of generating ideas ● Write stories out of small moments in their lives 	3 weeks
<p><u>Unit 5: Telling More</u> Focus:</p> <ul style="list-style-type: none"> ● Reread and add details to add more ● Write on assigned and self selected topics ● Explore sentence punctuation and capitalization 	1 week
<p><u>Unit 6: Author Study</u> Focus:</p> <ul style="list-style-type: none"> ● Learn from a mentor author to strengthen writing ● Compare/contrast different writing by the same author 	2 weeks
<p><u>Unit 7: Revisit Small Moments</u> Focus:</p> <ul style="list-style-type: none"> ● Continue writing personal narratives from small moments in the writer's 	1 week

<p>life</p> <ul style="list-style-type: none"> ● Emphasize writing with a beginning, middle, and end 	
<p><u>Unit 8: Telling Stories About Me</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Explore personal narrative by writing autobiographical stories ● Continue to write stories with a beginning, middle, and end ● Informally revise to tell more ● Publish a story 	1 week
<p><u>Unit 9: How To</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Understand that writing can be used to teach others ● Learn how to write in sequential steps using transition words 	3 weeks
<p><u>Unit 10: Poetry</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Generate lists of interesting movement words and sound words ● Explore figurative language ● Write poems about things that make noise, the weather, and objects in the classroom ● Explore different types of poetry 	3 weeks
<p><u>Unit 11: Non-Fiction</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Explore expository (or informative) and functional (or explanatory) nonfiction ● Gather information for nonfiction writing ● Write opening and closing sentences ● Explore writing questions ● Reread writing to make sure it makes sense 	4 weeks
<p><u>Unit 12: Opinion Writing</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Hear and discuss examples of opinion writing ● Explore clearly stating an opinion and supporting it with reasons ● Write closing sentences ● Publish an opinion piece 	2 weeks
<p><u>Unit 13: Poetry (Revisited)</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Continue to explore writing language through poetry 	2 weeks
<p><u>Unit 14: Realistic Fiction</u></p>	3 weeks

<p>Focus:</p> <ul style="list-style-type: none"> ● Begin to apply story elements to writing ● Develop a fictional character close to the writers' age ● develop a problem and create suspense in writing <p><u>Unit 15: Revisiting the Writing Community</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Reflect on growth as writers and community members ● Plan for summer writing <p>*Writing Portfolio must include a draft and a published piece from two different units of study. One piece is due by January 31st and the second by June 1st.</p>	<p>2 weeks</p>
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Grade 1 Writing Suggested Interdisciplinary Connections

Art

- 1.1.2.P.D.1
 - Writing portfolio cover art and writing piece illustrations

Social Studies

- 6.1.P.D.2-4
 - Writing about topics covered such as holiday traditions

Reading

- RL.1.1-2
 - Use literature related to the topics being covered

Grade 1 Writing Technology Integration, 21st Century Skills and Career Education

- 8.1.2.A.2
 - Create a document using a word processing application.
- 8.1.2.E.1
 - Use digital tools and online resources to explore a problem or issue.
- CRP 4
 - Communicate clearly and effectively and with reason.
- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade 1 Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten the length of projects
- Additional time on assignments/benchmarks
- Partner writing/conferring
- Accept picture stories as supplements to open ended responses
- Self-select from a variety of paper types
- Utilize graphic organizers
- Use voice dictation to draft writing pieces
- Repeat, reword, and clarify directions

Grade 1 Resources and Materials

- Center for the Collaborative Classroom’s “Being A Writer” Grade 1
 - Assessment Resource Book
 - Student Skill Practice Book
 - Trade Book Set
 - Teacher’s Manual Volume 1 and 2
 - Skill Practice Teaching Guide
 - CCC Digital Learning Hub
- Writer’s Notebook
- Folders
- Chromebooks
- Word Journeys

WRITING SCOPE AND SEQUENCE: GRADE 2

Standards Correlation

N. J. Student Learning Standards for Language Arts	Progress Indicators for Writing
Text Type and Purposes	<p>W.2.1. 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 conclusion.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3. 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>
Production and Distribution of Writing	<p>W.2.4.(Begins in grade 3)</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge	<p>W.2.7. 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).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.9.(Begins in grade 4)</p>
Range of Writing	<p>W.2.10.(Begins in grade 3)</p>

N. J. Student Learning Standards for Language Arts	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	<p>SL.2.1.Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3.Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Presentation of Knowledge and Ideas	<p>SL.2.4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5.Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

N. J. Student Learning Standards for Language Arts	Progress Indicators for Language
Conventions of Standard English	<p>L.2.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>
Knowledge of Language	L.2.3.Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	L.2.4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

	<p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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Note: The New Jersey Student Learning Standards can be accessed at <http://www.state.nj.us/education/cccs/standards/6/index.html>

Grade 2 Writing Pacing Chart

Topics	Scope
<p><u>Unit 1: The Writing Community</u> Focus:</p> <ul style="list-style-type: none"> ● Build a caring writing community ● Get ideas for writing from read-alouds ● Draw, make lists, and write sentences to generate ideas ● Explore descriptive language 	7 weeks
<p><u>Unit 2: Telling More</u> Focus:</p> <ul style="list-style-type: none"> ● Visualize and talk about story ideas before writing ● Reread and add to tell more <p><u>Benchmark 1</u> (See district calendar for specific dates)</p>	4 weeks
<p><u>Unit 3: Fiction</u> Focus:</p> <ul style="list-style-type: none"> ● Explore realistic and purely imaginary fiction ● Generate ideas for fiction stories ● Publish fiction stories 	4 weeks
<p><u>Unit 4: Nonfiction</u> Focus:</p> <ul style="list-style-type: none"> ● Explore expository, functional, and narrative nonfiction ● Write questions, facts, and observations ● Write and publish a short report using information from multiple source 	5 weeks
<p><u>Unit 5: Letter Writing</u> Focus:</p> <ul style="list-style-type: none"> ● Explore audience and purpose for friendly letters ● Identify the parts of a friendly letter ● Address an envelope 	3 weeks
<p><u>Unit 6: Poems and Words</u> Focus:</p> <ul style="list-style-type: none"> ● Generate list of words for different topics ● Explore and use interesting and descriptive words in poems 	3 weeks

- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade 2 Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten the length of projects
- Additional time on assignments/benchmarks
- Partner writing/conferring
- Accept picture stories as supplements to open ended responses
- Self-select from a variety of paper types
- Utilize graphic organizers
- Use voice dictation to draft writing pieces
- Repeat, reword, and clarify directions

Grade 2 Resources and Materials

- Center for the Collaborative Classroom’s “Being A Writer” Grade 2
 - Assessment Resource Book
 - Student Skill Practice Book
 - Student Writing Handbook
 - Trade Book Set
 - Teacher’s Manual Volume 1 and 2
 - Skill Practice Teaching Guide
 - CCC Digital Learning Hub
- Writer’s Notebook
- Folders
- Chromebooks
- Word Journeys

WRITING SCOPE AND SEQUENCE: GRADE 3

N. J. Student Learning Standards	Progress Indicators for Writing
Text Types and Purposes	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion. <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.
Production and Distribution of Writing	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and</p>

	strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge	W.3.7. Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9. (Begins in grade 4)
Range of Writing	W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
N. J. Student Learning Standards	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to D. Explain their own ideas and understanding in light of the discussion. SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3. Ask and answer questions about information from a speaker,

	offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
N. J. Student Learning Standards	Progress Indicators for Language
Conventions of Standard English	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., <i>childhood</i>). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue.

	<p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p>Knowledge of Language</p>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. https://docs.google.com/spreadsheets/d/15IFs2GRCNC1BPYScnFx2Kl8NpwMi6Xrln4C7otpl1VE/edit?usp=sharing</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use</p>	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

	<p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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Grade 3 Writing Pacing Chart
Standards Correlation

Topics	Scope
<u>Unit 1: The Writing Community</u> Focus: <ul style="list-style-type: none"> ● Build a caring writing community ● Get ideas for writing from read-alouds ● Draft many pieces of in a variety of genres 	3 weeks
<u>Unit 2: The Writing Process</u> Focus: <ul style="list-style-type: none"> ● Select drafts to develop and publish ● Revise drafts ● Proofread for spelling and conventions ● Write final versions and publish 	2 weeks
<u>Benchmark 1</u> (See district assessment calendar for specific dates)	October
<u>Unit 3: Personal Narrative</u> Focus: <ul style="list-style-type: none"> ● Write about single, interesting events or topics from the students’ own lives ● Use sensory details 	4 weeks

<ul style="list-style-type: none"> ● Use temporal words ● Explore strong opening sentences and endings that draw a story’s events to a close 	
<p><u>Unit 4: Fiction</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Develop characters using physical descriptions, actions, thoughts, and speech ● Use interesting verbs and adverbs ● Write endings that bring a story’s event to a close 	6 weeks
<p>Narrative Writing Unit from <i>The Writing Performance Task Preparation Guide</i></p>	1 week
<p><u>Unit 5: Expository Nonfiction</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● With a partner, research and write a report about an animal ● Explore expository text features to include in reports (e.g. illustrations, captions, tables of contents) ● Take research notes and organize them by topic 	6 weeks
<p>Informative/Explanatory Writing Unit from <i>The Writing Performance Task Preparation Guide</i></p> <ul style="list-style-type: none"> ● <i>Task Preparation Guide</i> 	1 week
<p><u>Unit 6: Functional Writing</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Write directions for how to do various activities ● Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions 	3 weeks
<p><u>Unit 7: Opinion Writing</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Identify audience and purpose for opinion writing ● Write clear statements of opinion supported by reasons ● Explore clear, direct openings and conclusions that restate the opinion 	3 weeks
<p>Opinion Writing Unit from <i>The Writing Performance Task Preparation Guide</i></p>	1 week
<p><u>Benchmark 2</u> (See district assessment calendar for specific dates)</p>	May

<u>Unit 8: Poetry</u> Focus: <ul style="list-style-type: none"> ● Explore imagery, sound, and form in poetry ● Tap into creativity 	2 weeks
<u>Unit 9: Revisiting the Writing Community</u> Focus: <ul style="list-style-type: none"> ● Reflect on growth as writers and as community members ● Plan summer writing 	1 week

*Writing Portfolios must include a draft and a published piece from two different units of study. One piece is due by January 31st and the second by June 1st.

Grade 3 Writing Suggested Interdisciplinary Connections

Math

- - Interpret data through nonfiction texts
 - Utilize a rubric as a self-reflection to determine how points are allocated

Reading

- NJSLSA.R3
 - Use mentor texts to support writing lessons

Science/Social Studies

- 6.1.4.A.15
 - Incorporate content-based mentor texts/trade books

Art

- 1.1.2.D.1
 - Draw illustrations to go along with any writing piece

Grade 3 Writing Technology Integration, 21st Century Skills and Career Education

- 8.1.5.A.2
 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.E.1
 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.5.A.3
 - Use a graphic organizer to organize information about problem or issue.

- CRP 4
 - Communicate clearly and effectively and with reason.
- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade 3 Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten length of piece requirements
- Utilize graphic organizers
- Use voice dictation to draft writing pieces
- Extended time on assignments/benchmarks
- Repeat, reword, and clarify directions
- Partner writing/conferring
- Self-select from a variety of paper types

Grade 3 Resources and Materials

- Center for the Collaborative Classroom’s “Being A Writer” Grade 3
 - Assessment Resource Book
 - Student Skill Practice Book
 - Student Writing Handbook
 - Trade Book Set
 - Teacher’s Manual Volume 1 and 2
 - Skill Practice Teaching Guide
 - CCC Digital Learning Hub
- Writer’s Notebook
- Folders
- Chromebooks
- Word Journeys

WRITING SCOPE AND SEQUENCE: GRADE 4

Standards Correlation

New Jersey Student Learning Standards	Progress Indicators for Writing
Text Types and Purposes	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.B. Provide reasons that are supported by facts from texts and/or other sources.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).D. Provide a conclusion related to the opinion presented. <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Provide a conclusion related to the information or explanation presented. <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.C. Use a variety of transitional words and phrases to manage the

	<p>sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>
Production and Distribution of Writing	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some 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 one page in a single sitting.</p>
Research to Build and Present Knowledge	<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
Range of Writing	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

New Jersey Student Learning Standards	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>
Presentation of Knowledge and Ideas	<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>

New Jersey Student Learning Standards	Progress Indicators for Language
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<p>Conventions of Standard English</p>	<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.
<p>Knowledge of Language</p>	<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<p>Vocabulary Acquisition and Use</p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning</p>

words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Grade 4 Writing Pacing Chart

<u>Topics</u>	<u>Scope</u>
<u>Unit 1: The Writing Community</u> Focus: <ul style="list-style-type: none"> ● Build a caring community and get to know one another ● Get ideas for writing from read-alouds ● Draft many pieces in a variety of genres 	3 weeks
<u>Unit 2: The Writing Process</u> Focus: <ul style="list-style-type: none"> ● Select drafts to develop and publish ● Revise drafts ● Proofread for spelling conventions ● Write final versions and publish 	2 weeks
<u>Benchmark 2</u> (See district assessment calendar for specific dates)	October
<u>Unit 3: Personal Narrative</u> Focus: <ul style="list-style-type: none"> ● Write about single events from the students’ own lives ● Use sensory details ● Use transitional words and phrases ● Explore strong opening sentences and endings that draw a story’s events to a close 	4 weeks
<u>Unit 4: Fiction</u> Focus: <ul style="list-style-type: none"> ● Develop interesting posts that make sense ● Use sensory details to develop a story’s setting ● Use interesting adjectives ● Punctuate speech 	6 weeks
Narrative Writing Unit from <i>The Writing Performance Task Preparation Guide</i>	1 week
<u>Unit 6: Expository Nonfiction</u> Focus: <ul style="list-style-type: none"> ● With a partner, research and write a report about a country ● Explore expository text features to include in reports (e.g. author biography sections tables of contents) ● Take research notes and organize them by topic 	6 weeks
Informative/Explanatory Writing Unit from <i>The Writing Performance</i>	1 week

<i>Task Preparation Guide</i>	
<u>Unit 6: Functional Writing</u> Focus: <ul style="list-style-type: none"> • Write directions for recipes, drawing cartoons, and games • Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions 	3 weeks
<u>Benchmark 2</u> (See district assessment calendar for specific dates)	May
<u>Unit 7: Opinion Writing</u> Focus: <ul style="list-style-type: none"> • Identify audience and purpose for opinion writing • Write clear statements of opinion supported by reasons • Explore strong openings and conclusions that restate the opinion 	3 weeks
Opinion Writing Unit from <i>The Writing Performance Task Preparation Guide</i>	1 week
<u>Unit 8: Poetry</u> Focus: <ul style="list-style-type: none"> • Explore imagery, sound, and form in poetry • Tap into creativity 	2 weeks
<u>Unit 9: Revisiting the Writing Community</u> Focus: <ul style="list-style-type: none"> • Reflect on growth as writers and as community members • Plan summer writing 	1 week
*Writing Portfolio must include a draft and a published piece from two different units of study. One piece is due by January 31st and the second by June 1st.	

Grade 4 Writing Suggested Interdisciplinary Connections

Math

- - Utilize a rubric as a self-reflection to determine how points are allocated
 - Interpret data through nonfiction texts

Reading

- NJLSA.R3
 - Use mentor texts to support writing lessons

Social Studies/Science

- 6.1.4.A.15
 - Incorporate content based mentor texts/trade books

Grade 4 Writing Technology Integration, 21st Century Skills and Career Education

- 8.1.5.A.2
 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.E.1
 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.5.A.3
 - Use a graphic organizer to organize information about problem or issue.
- CRP 4
 - Communicate clearly and effectively and with reason.
- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade 4 Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten length of piece of requirements
- Utilize graphic organizers
- Use voice dictation to draft and publish writing pieces
- Extended time on assignments/benchmarks
- Repeat, reword, and clarify directions
- Partner writing/conferring

Grade 4 Resources and Materials

- Center for the Collaborative Classroom’s “Being A Writer” Grade 4
 - Assessment Resource Book
 - Student Skill Practice Book
 - Student Writing Handbook
 - Trade Book Set
 - Teacher’s Manual Volume 1 and 2
 - Skill Practice Teaching Guide
 - CCC Digital Learning Hub
- Writer’s Notebook
- Folders
- Chromebooks
- Word Journeys

WRITING SCOPE AND SEQUENCE: GRADE 5

Standards Correlation

N. J. Student Learning Standards for English Language Arts	Progress Indicators for Writing
Text Types and Purposes	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).D. Provide a conclusion related to the opinion presented. <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Provide a conclusion related to the information of explanation presented. <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

	<ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use concrete words and phrases and sensory details to convey experiences and events precisely. C. Provide a conclusion that follows from the narrated experiences or 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. F. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<p>Production and Distribution of Writing</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). D. Provide a conclusion related to the opinion presented. <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	<p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
<p>Research to Build and Present Knowledge</p>	<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>B. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons</p>

	and evidence support which point[s]”).
Range of Writing	W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: The New Jersey Student Learning Standards can be accessed at <http://www.state.nj.us/education/cccs/standards/6/index.html>

SPEAKING AND LISTENING SCOPE AND SEQUENCE: GRADE 5

N. J. Student Learning Standards for English Language Arts	Progress Indicators for Speaking and Listening
Comprehension and Collaboration	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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Note: The New Jersey Student Learning Standards can be accessed at <http://www.state.nj.us/education/cccs/standards/6/index.html>

LANGUAGE SCOPE AND SEQUENCE: GRADE 5

N. J. Student Learning Standards for English Language Arts	Progress Indicators for Language
Conventions of Standard English	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<ul style="list-style-type: none"> A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.
<p>Vocabulary Acquisition and Use</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

Note: The New Jersey Student Learning Standards can be accessed at <http://www.state.nj.us/education/cccs/standards/6/index.html>

Grade 5 Writing Pacing Chart

Topic	Scope
<p><u>Unit 1: The Writing Community</u> Focus:</p> <ul style="list-style-type: none"> ● Build a caring community and get to know one another. ● Get ideas for writing from read-alouds. ● Draft many pieces in a variety of genres <p><u>Benchmark 1</u> (see district assessment calendar for specific dates)</p>	<p>3 weeks</p> <p>Fall</p>
<p><u>Unit 2: The Writing Process</u> Focus:</p> <ul style="list-style-type: none"> ● Select a draft to develop and publish ● Revise drafts ● Proofread for spelling and conventions ● Write final versions and publish 	<p>2 weeks</p>
<p><u>Genres:</u></p> <p><u>Personal Narrative</u> Focus:</p> <ul style="list-style-type: none"> ● Write about significant experiences that resulted in learning or change ● Use sensory details ● Proofread for consistent verb tense ● Explore strong opening sentences and endings that draw a story’s events to a close 	<p>4 weeks</p>
<p><u>Fiction</u> Focus:</p> <ul style="list-style-type: none"> ● Develop interesting plots that make sense ● Informally explore conflict in plot ● Use descriptive, sensory details to convey character and setting ● Develop character through dialogue ● Explore verb tenses and first- and third- person points of view and apply them consistently 	<p>6 weeks</p>
<p><u>Expository Nonfiction</u> Focus:</p>	<p>6 weeks</p>

<ul style="list-style-type: none"> ● With a partner, research and write about nonfiction ● Topic of interest ● Expository text features to include in reports (ex. author biography sections, bibliographies) ● Take research notes and organize them by topic 	
<p><u>Functional Writing</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Write directions to a specific location ● Explore audience, purpose, sequence, accuracy, completeness, and clarity in directions 	3 weeks
<p><u>Benchmark 2</u> (see district assessment calendar for specific dates)</p>	Spring
<p><u>Opinion Writing</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Identify audience and purpose for opinion writing ● Write clear statements of opinion supported by reasons ● Explore strong openings and conclusions that restate the opinion 	3 weeks
<p><u>Poetry</u></p> <p>Focus:</p> <ul style="list-style-type: none"> ● Explore imagery, sound, and form in poetry ● Tap into creativity 	2 weeks

*Writing portfolio must include a draft and published piece from two different units of study. One piece is due by January 31st and the second by June 1st.

Grade 5 Writing Suggested Interdisciplinary Connections

Math

- 5.MD
 - Utilize a rubric as a self-reflection to determine how points are allocated
 - Interpret data through nonfiction texts

Reading

- NJSLSA.R3
 - Use mentor texts to support writing lessons

Science/Social Studies

- 6.1.4.A.15
 - Incorporate content-based mentor texts/trade books

Grade 5 Writing Technology Integration, 21st Century Skills and Career Education

- 8.1.5.A.2
 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.E.1
 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.5.A.3
 - Use a graphic organizer to organize information about problem or issue.
- CRP 4
 - Communicate clearly and effectively and with reason.
- CRP 8
 - Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 12
 - Work productively in teams while using cultural global competence.

Grade 5 Writing Suggested Modifications

- Break down the writing assignment into smaller increments
- Vocabulary enhancement with pictures to clarify
- Shorten length of piece requirements
- Utilize graphic organizers
- Use voice dictation to draft writing pieces
- Extended time on assignments/benchmarks
- Repeat, reword, and clarify directions
- Partner writing/conferring
- Self-select from a variety of paper types

Grade 5 Resources and Materials

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 - Trade Book Set
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 - CCC Digital Learning Hub
- Writer’s Notebook
- Folders
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- Word Journeys