

**Quinton Township School District**  
**English Language Arts Literacy- Writing**  
**Grade 5**

**Pacing Chart/Curriculum MAP**  
**Studies**

**Key: Technology Careers Interdisciplinary**

<b>Marking Period:</b>	One	<b>Unit Title:</b>	Narrative Craft	<b>Pacing:</b>	45 days
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**Unit Summary:** In this unit, students will generate ideas from small moment stories to craft a personal narrative. Students will push their thinking to write big details about a small idea or event. The students will work to elaborate the important parts, and show meaning and emotion as they develop their narrative through the unit bends. During the unit, students will analyze mentor texts, and emulate craft moves in their own writing, as they begin to include figurative language strategies and character moves.

**Objectives:** SWBAT develop ideas for personal narratives by thinking of turning-point moments.  
Generate story ideas by thinking of places that matter to them and episodes that occurred in those places; write effective narratives re-experiencing the episode before writing it.  
Read great stories in order to write great stories, allowing another author’s words to spark ideas of their own.  
Write from inside the skin of the character-which in a personal narrative is oneself (at another time, in another place).  
Use a checklist to assess their own growth and set new goals.  
Write a draft by writing fast and furious, working to capture the experience on the page.  
Ask themselves, “What is my story really about?” and engage in large-scale, whole-new-draft revisions.  
Revise their narratives by bringing out the story structure.  
Determine what their stories are really about and use writing techniques to elaborate on the parts that show that meaning.  
Use scenes from the past or future to bring out the internal story and add power to the narrative.  
Make changes to end their stories in a way that ties back to the big meaning of the story.  
Create final revisions to narrative stories using the tools that have been presented in this unit.

Strengthen their writing by emulating narrative writing that they admire.  
Use their writer's notebooks as a place to try new things, and to work hard at the writing goals they have set.  
Structure their stories by stretching out the problem, telling it bit by bit.  
Write about the actions or images that happened before they felt or thought something.  
Connect every character to the larger meaning of the story.  
Properly utilize commas in their writing.  
Review use of mechanics.  
Share their writing with an audience during a ceremony of celebration.  
Transfer skills explicitly.  
Review/reteach skills identified through observation and anecdotal notes.

**Essential Questions:** Where do seed ideas for writing come from?  
How do regular, varied writing opportunities make stronger writers?  
How do writers craft engaging, vivid, great narratives?  
How do writer's draft and structure their writing?  
How do writers self-assess and set future goals for their writing?

**Common Core State Standards/Learning Targets:** W.5.3, W.5.8, W.5.9, W.5.10, RL.5.2, SL.5.1, SL.5.4, L.5.1, L.5.2, L.5.3  
W.5.4, RL.5.4, SL.5.6, RL.5.10, SL.5.6,  
W5.5, RL.5.6, RL.5.1, SL.5.1, RL.5.5, R.L.5.3  
RFS.5.10, SL.5.2s, SL.5.4, L.5., RFS.5.4, W.5.7  
Other Standards covered: [8.1](#), [9.2](#)

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Writing Workshop  Whole Group Mini-lesson  Independent Process Based  Writing Conferences  Mid-workshop Teaching Point  Teaching Share  Strategy Group Instruction  Shared Writing</p> <p>Session 1- Starting with Turning Points</p> <p>Session 2- Dreaming the Dream of the Story</p> <p>Session 3- Letting Other Authors' Words Awaken Our Own</p> <p>Session 4- Telling the Story from Inside It</p> <p>Session 5- Taking Stock and Setting Goals</p> <p>Session 6- Flash-Drafting (Putting Our Stories on the Page)</p> <p>Session 7- Redrafting to Bring Out Meaning</p>	<p><u>Narrative Craft</u> by Lucy Calkins and Alexandra Marron</p> <p>Writing Pathways Grades K-5 Performance Assessments and Learning Progressions by Lucy Calkins</p> <p>“Strategies for Generating Personal Narrative Writing” chart</p> <p>“Techniques for Raising the Level of Narrative Writing” chart</p> <p>“The Luka Story”</p> <p>Individual copy of “Goosebumps”</p> <p><u>Peter’s Chair</u> (by Ezra Jack Keats)</p> <p>Passage and a timeline from “Papa Who Wakes Up Tired in the Dark” by Sandra Cisneros</p> <p>The ending from <u>Charlotte’s Web</u></p> <p><u>Eleven</u> by Sandra Cisneros</p> <p>“Strategies for Generating Personal</p>	<p>Writer’s notebook  Writing tool  Markers  Chart paper  Editing checklist- (Questions to Ask Yourself as You Edit)  Individual “Narrative Writing Checklist”  Paperclips  Loose-leaf, lined paper or a drafting pad for each student  Notecards (3-4 per student)</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Personal Chrome-Books</li> </ul>
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Session 8- Bringing Forth the Story Arc	Narrative Writing” chart		
Session 9- Elaborating on Important Parts	“Techniques for Raising the Level of Narrative Writing” chart		
Session 10- Adding Scenes from the Past and Future	“Thinking Up a Whole New Way to Tell a Story” chart		
Session 11- Ending Stories	“Ways to Be an Effective Partner” chart		
Session 12- Putting On the finishing Touches	“How Stories Tend to Go” chart Story mountain of <i>Peter’s Chair</i> (sketched on paper)		
Session 13- Reading with a Writer’s Eye	“Goosebumps” projected on SmartBoard (Available on the Teaching section of the DVD that comes with the Units of Study)		
Session 14- Taking Writing to the Workbench	“Make a New Paragraph to Signal” chart		
Session 15- Stretching Out the Tension	Passage and a timeline from “Papa Who Wakes Up Tired in the Dark” on chart paper		
Session 16- Catching the Action or Image that Produced the Emotion	Marked-up text of <i>Eleven</i> (powerful parts circled in red)		
Session 17- Every Character Plays a Role			

<p>Session 18- The Power of Commas</p> <p>Session 19- Mechanics</p> <p>Session 20- Reading Your Writing Aloud-A Ceremony of Celebration</p> <p>Session 21- Transferring Learning</p>	<p>Chart paper to create the chart “Lessons from Mentor Narratives”</p> <p>Excerpts from <i>Eleven</i> (one to teach similes and one to teach repeating images)</p> <p>Teacher’s written piece</p> <p><i>Eleven</i> chart</p> <p>Three column chart (examples of commas in mentor texts, what does the comma do, using the comma in my own writing)</p> <p>“Observations About What Internal Punctuation Can Do” chart</p> <p>Poem chart (to be read as a chant)</p> <p>“Ways to Find Turning Points in Our Lives” chart</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b>            Teacher observation            Individual conference            Anecdotal notes            Shared writing            On-demand written piece            Partner shared writing            Self assessment (using the checklist)            Student annotations of <i>Eleven</i> text            Narrative rubric (final draft)</p>	<p><b>Final Assessment/Benchmark/Project:</b> Writing Pathways:            Performance Assessments and Learning Progressions, Grades K-5            Rubric assessment of narrative written piece            Benchmark Assessment- MAP Assessment; Writing</p> <p><b>Suggested skills to be assessed:</b>            Use the structure of a narrative writing            Use paragraphs to organize            Engage the reader with ideas            Use a variety of sentence structure and length            Arrange simple and complex sentences in an easy flow            Revise Edit/Proofread            Publish</p>

**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Google Slides presentations to further explore the setting in a selected novel</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>reading.</p> <ul style="list-style-type: none"><li>• Provide individualized assistance as necessary.</li><li>• Allow for group work (strategically selected) and collaboration as necessary.</li><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			
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**Quinton Township School District**  
**English Language Arts Literacy- Writing**  
**Grade 5**

**Pacing Chart/Curriculum MAP**  
**Studies**

**Key: Technology Careers Interdisciplinary**

<b>Marking Period:</b>	Two	<b>Unit Title:</b>	The Lens of History (Research Reports)	<b>Pacing:</b>	45 Days
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**Unit Summary:** In this unit, students will select quality resources to deepen their understanding of a topic. They will pay attention to geography and ask questions as they research a topic. Students will study the work of mentor authors to produce a cohesive research report that will require them to draw on all they know about writing.

**Objectives:** SWBAT organize the information that they know about their topic, in order to write about their topic.  
Recall all they know about the kind of writing they are about to do, before they write.  
Conduct their research by shifting between reading to collect information, and writing to grow ideas.  
Recognize that writers pay attention to geography when writing about history.  
Ask questions and figure out answers to those questions, in order to come up with new ideas.  
Draw on an awareness of timelines when writing about history.  
Self-assess their research notes and consider any questions that have emerged.  
Sketch an outline based on their research and create a redraft from their flash-draft.  
Celebrate their written accomplishments, share writing with their parents and invited guests, self-reflect and set new writing goals.  
Draw inspiration for their writing by reading and listening to mentor texts and write a mission statement.  
Analyze primary source documents while conducting their historical research.

Categorize and analyze their research facts in order to begin drafting.  
Build the overall structure of their historical reports using the work of mentor authors.  
Seek out other perspectives to the stories they are researching, asking themselves “What are some other ways to see this story?”  
Utilize patterns and matches in their words, structures, and meanings to create cohesion in their writing.  
Incorporate text features (headings, charts, etc.) to support the reader’s navigation through the text.  
Craft introductions to their historical writing, in order to lure readers into their writing.  
Identify areas in need of revision by examining and analyzing a mentor text.  
Incorporate punctuation into their writing in order to pack facts and information into the sentences they have already written.  
Celebrate their historical research writing by teaching others what they have learned and reflect upon their own writing setting goals for the future.  
Review/reteach skills identified through observation and anecdotal notes.

**Essential Questions:** How do writers draw from their research to support their topic?  
How does the selection of resources impact the quality and validity of the research process?  
How do writers convey information clearly and accurately to deepen the reader’s understanding of the topic?  
How do writers self-assess their writing and set goals for future writing?

**Common Core State Standards/Learning Targets:** W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9., W.5.10,  
RI.5.5, RI.5.7, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9,  
RL.5.2,  
SL.5.1, SL.5.4,  
L.5.1, L.5.2, L.5.3, L.5.6  
Other Standards covered: 8.1, 9.2, 6.1.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Writing Workshop  Whole Group Mini-lesson  Independent Process Based Writing Conferences  Mid-workshop Teaching Point  Teaching Share  Strategy Group Instruction  Shared Writing  Session 1- Organizing for the Journey Ahead  Session 2- Writing Flash-Drafts  Session 3- Note Taking and Idea-Making for Revision  Session 4- Writers of History Pay Attention to Geography  Session 5- Writing to Think  Session 6- Writers of History Draw on an Awareness of Timelines  Session 7- Assembling and Thinking about Information  Session 8- Redrafting Our Research Reports  Session 9- Celebrating and Reaching Toward New Goals  Session 10- Drawing Inspiration from Mentor Texts</p>	<p><u>The Lens of History- Research Reports</u> by Lucy Calkins and Emily Butler Smith</p> <p>Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5</p> <p>Variety of Informational Texts on a related topic  Trade books on Westward Expansion</p> <p>“Tips on Note-Taking” chart</p> <p>Example of a student report from a prior year</p> <p>Drafting and revision charts</p> <p>Information books</p> <p>Beginning of teacher flash-draft</p> <p>Student sample showing revisions</p> <p>Demonstration text/<i>Who Settled the</i></p>	<p>Writer's notebook  Writing tool  Post-It notes/index cards  Loose leaf paper (for drafts)  Individual Information Writing Checklists  Primary source materials related to students' focused topics (within Westward Expansion)</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Personal Chrome Books</li> </ul>

<p>Session 11- Primary Source Documents</p> <p>Session 12- Organizing Information for Drafting</p> <p>Session 13- Finding a Structure to Let Writing Grow Into Informational text for read aloud</p> <p>Session 14- Finding Multiple Points of View</p> <p>Session 15- Creating Cohesion</p> <p>Session 16- Using Text Features to Write Well</p> <p>Session 17- Crafting Introductions</p> <p>Session 18- Mentor Texts Help Writers Revise</p> <p>Session 19- Adding Information Inside Sentences</p> <p>Session 20- Celebration</p>	<p><i>West</i></p> <p>“Information Writers” chart</p> <p>Chart paper to create “Possible Geographic Revisions” list</p> <p>Demonstration text</p> <p>Demonstration passage (containing geographical facts)</p> <p>“Writing to Think” prompts on chart paper</p> <p>“Information Writers” chart</p> <p>“Researchers Write and Revise By...” chart</p> <p>Timeline of “Goldilocks and the Three Bears”</p> <p>Copies of teacher original fast draft</p> <p>“Ways to Make Writing More Formal” list</p> <p>Video documentary on the</p>		
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	<p>Transcontinental Railroad (with notes to share)</p> <p>Chart paper to document what the filmmaker did that writers can do as well</p> <p>“Guiding Questions for Writing a Mission Statement” chart</p> <p>Chart paper with the original sentence for a game of Telephone</p> <p>Primary source document (William Swain letter)</p> <p>“The Erie Canal” text with two to three quiz questions</p> <p>“Formats to Let Information Writing Grow” chart</p> <p>Photograph of Pony Express and Transcontinental Railroad</p> <p>“What Make This Powerful Information Writing?” chart</p> <p>Video clip on the Transcontinental</p>		
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	<p>Railroad</p> <p>List of sections for teacher writing (enlarged on chart paper)</p> <p>Examples of sections of writing that did not fit the pattern</p> <p>“Erie Canal” text (enlarged on chart paper)</p> <p>Sample table of contents for the Erie Canal writing (enlarged on chart paper)</p> <p>“Is the Info ‘Big’ Enough to Need Its Own Sentence? If Not, Use...” chart</p>		
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <p>Teacher observation</p> <p>Anecdotal notes</p> <p>Individual student conferences</p>	<p><b>Final Assessment/Benchmark/Project:</b> “Museum” share</p> <p>Rubric assessment of historical research writing</p>

<p>Partner shared writing          Small group conferences          Review of student self-reflection and self-assessments</p>	<p><b>Suggested skills to be assessed:</b> Present ideas clearly and in logical sequence or category          Clearly show topics and subtopics and indicated them with headings and subheadings in expository writing          Introduce ideas followed by supportive details and examples          Support ideas with facts, details, examples, and explanations from multiple authors          Organize information according to purpose          Write in a way that speaks directly to the reader          Writing Process Form questions and located sources for information about a topic          Understand the concept of plagiarism          Use writer’s notebook as a tool for collecting ideas, experimenting, planning, sketching, drafting</p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students’ native</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize</li> </ul>

<p>repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>and spring</p> <ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Google Slides presentation that shows the detailed exploration of the setting in a selected novel</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<ul style="list-style-type: none"><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
English Language Arts Literacy- Writing  
Grade 5**

**Pacing Chart/Curriculum MAP**  
**Studies**

**Key: Technology Careers Interdisciplinary**

<b>Marking Period:</b>	Three	<b>Unit Title:</b>	Shaping Texts-From Essay and Narrative to Memoir	<b>Pacing:</b>	45 Days
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**Unit Summary:** In this unit, students will study their seed entries and life experiences to cultivate a memoir. They will study structures of memoir writing in mentor texts; narrative with reflection, essay like structure, listlike structure, and more. After studying these texts, they will choose the form that best suits the idea of writing they have chosen to write about to produce a compelling story about their life.

**Objectives:** SWBAT identify the specific elements of a memoir (including the ways in which it draws on what they already know about personal narratives and personal essays).  
Identify the themes and issues that appear repeatedly in their notebook entries.  
Incorporate small details into their big ideas and identify examples where writers shift between big meanings and small moments in their writing.  
Incorporate the influence of literature into their own writing.  
Review their previously used strategies for choosing seed ideas and expand upon these strategies in order to devise a writing process that works for them.  
Dive deep into their topics by studying how other authors write with depth.  
Structure their written texts by reading texts other authors have written and studying the structures they have used.  
Elevate the level of first-draft writing by elaborating on a feeling/emotion toward a subject in order to make readers feel it too.  
Self-assess their writing while acting as their own writing teacher (showcasing their independence).  
Revise their memoirs ensuring that each point on the external timeline affects the central character on the inside, creating a parallel internal timeline.  
Review, revise, edit, and celebrate their almost-final drafts.

Identify ideas and theories that can lead to new memoir ideas by studying themselves as they would study characters in a book.  
Complete a flash-draft in preparation for major revision (during next session).  
Revise the portions of their memoir flash-drafts that explain their ideas by linking the ideas, one to the next.  
Continue revising memoir drafts adding small, true details which reveal the bigger meaning.  
Continue revising memoir drafts by rereading and examining the text with close attention to the writing; move from the role of writer to 'reader of writing'.  
Incorporate a tiny detail from their lives and let that one ordinary detail represent the whole 'big' message of their writing.  
Edit their written piece by listening to their writing and then choosing words, structures, and punctuation that help convey the mood, tone, and feeling of the written piece.  
Read aloud their memoirs to family and friends during a ceremony of celebration.  
Review/reteach skills identified through observation and anecdotal notes.

**Essential Questions:** How can moments of a writer's life become compelling stories?

How do writers learn lessons from their lives and prior experiences?

How can mentor texts be used to enhance the writing process?

How do writers use revision to make their writing more powerful?

How do writers self-assess and set goals for future writing?

**Common Core State Standards/Learning Targets:** W.5.1, W.5.3, W.5.4, W.5.5, W.5.10, W.6.1.d,

RL.5.2, RL.5.9, RL.5.10, , RL.5.3, RL.5.5,

SL.5.1, SL.5.2, SL.5.4,

RI.5.1, RI.5.2, RFS.5.4,

, L.5.1, L.5.2, L.5.3, L.5.5a, L.5.6

SL.5.3

Other Standards covered: [8.1](#), [9.2](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Writing Workshop  Whole Group Mini-lesson  Independent Process Based Writing Conferences  Mid-workshop Teaching Point  Teaching Share  Strategy Group Instruction  Shared Writing</p> <p>Session 1- What Makes a Memoir?  Session 2- Interpreting the comings and Goings of Life  Session 3- Writing Small about Big Topics  Session 4- Reading Literature to Inspire Writing  Session 5- Choosing a Seed Idea  Session 6- Expecting Depth from Your Writing  Session 7- Studying and Planning Structures  Session 8- The Inspiration to Draft  Session 9- Becoming Your Own Teacher  Session 10- Revising the Narrative Portion of a Memoir</p>	<p><u>Shaping Texts From Essay and Narrative to Memoir</u> by Lucy Calkins and Alexandra Marron</p> <p>Opening portion of <i>Eleven</i> on chart paper</p> <p>Full text of <i>Eleven</i></p> <p>“Strategies for Generating Personal Narrative Writing” chart</p> <p>“Strategies for Generating Essay Entries” chart</p> <p>“What We Notice About Memoir” chart (to be compiled during the lesson)</p> <p>Teacher’s writing notebook</p> <p>Basket of exemplar memoirs (examples include <i>Been to Yesterdays: Poems of Life</i> and <i>When I Was Your Age: Original Stories about Growing Up</i>)</p>	<p>Writer’s notebook  Writing tool  Folders with samples of memoir texts for each table  Chart paper/markers for each table  Post-it notes  List of strategies for selecting a seed idea created during the interview with an adult  Mentor texts  Individual copies of Memoir Writing Checklist  Individual “Questions Writing Teachers Ask” charts  Individual copies of student writing containing internal and external story lines  Example of writing that shows specific action</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Personal Chrome Books</li> </ul>

<p>Session 11- Editing for Voice  Session 12- Seeing Again, with New Lenses  Session 13- Flash-Drafting  Session 14- Revising the Expository Portions of a Memoir  Session 15- Reconsidering the Finer Points  Session 16- Rereading Your Draft and Drawing on All You Know to Revise  Session 17- Editing to Match Sound to Meaning  Session 18- An Author’s Final Celebration</p>	<p>Exemplar piece of writing that uses a small moment to convey a larger ‘life topic’</p> <p>Excerpt from Jean Little’s memoir (on chart paper)</p> <p>“Ways to Bring Out the Big Ideas in a Story” chart</p> <p>Evocative published text Example of teacher writing inspired by the chapter “From the Notebooks of Melanain Sun” (from the text <i>Alone</i>)</p> <p>Passage from <i>Journey</i> (for read-aloud)</p> <p>Examples of student writing</p> <p>An adult to interview (can be the teacher)</p> <p>“Strategies for Writing with Depth” chart</p> <p>“Ways to Push Our Thinking” chart</p> <p>Example of writing that contains</p>	<p>Excerpts of writing that show how skilled writers capture feelings</p> <p>Individual Editing Checklists</p> <p>Individual copies of student memoirs used throughout the unit</p>	
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	<p>several small moments</p> <p>Example of writing that asks and explores important questions about a 'life topic'</p> <p>List of strategies that pertain to 'writing-to-learn'</p> <p>Example of writing that explores a topic using quotes, a memory, a poem, or statistics</p> <p>Excerpt from a memoir organized like a list (<i>Invention of Solitude</i>)</p> <p>Excerpt from a memoir that uses exposition and narrative writing (<i>The House on Mango Street</i>)</p> <p>Example of a memoir that is structured as an essay (<i>Quietly Struggling</i>)</p> <p>"Memoir Writing" checklist</p> <p>Draft from a student who chose to write about a struggle in his or her life Draft from a student who asked,</p>		
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	<p>“What do I really want to say?” and narrowed their writing accordingly</p> <p>“Questions Writing Teachers Ask” chart</p> <p>Published text that shows internal and external story-lines (<i>Mama Sewing</i>)/chart of timelines within the text</p> <p>Copies of student writing containing internal and external story-lines</p> <p>Editing Checklist chart</p> <p>“Thought-Prompts to Help Us Better Understand Ourselves” chart</p> <p>“Thought-Prompts to Help Us Better Understand Character”</p> <p>Excerpt of teacher writing that students are familiar with</p> <p>Examples of published writing that contains inspiring images or symbols</p>		
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	<p>“Prompts to help students maintain their writing momentum” chart</p> <p>Example of writing that contains both exposition and narration</p> <p>Example of writing that shows multiple writing strategies</p> <p>Drafts of the same memoir written two different ways</p> <p>Example of writing that could be rewritten to include revealing details</p> <p>Example of writing that includes emblematic details</p> <p>Transitional Phrases: Moving from Exposition to Narration chart</p> <p>Two samples of writing to edit for sound</p> <p>“Communicating Ideas through the Sound of Our Sentences’ chart</p> <p>Example of writing that uses</p>		
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	punctuation to create sound ( <i>Night in the Country</i> )		
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Teacher observation            Anecdotal notes            Individual student conferences            Student self-reflections</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Rubric assessment of final written memoir piece            Benchmark Assessment- MAP Assessment- Writing</p> <p><b>Suggested skills to be assessed:</b> Use paragraphs to organize            Engage the reader with ideas            Use a variety of sentence structure and length            Arrange simple and complex sentences in an easy flow            Revise Edit/Proofread            Publish</p>

<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Google Slides presentation that shows the detailed exploration of the setting in a selected novel</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>reading.</p> <ul style="list-style-type: none"> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine</li> </ul>			
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**Quinton Township School District**  
**English Language Arts Literacy- Writing**  
**Grade 5**

**Pacing Chart/Curriculum MAP Studies**

**Key: Technology Careers Interdisciplinary**

<b>Marking Period:</b>	Four	<b>Unit Title:</b>	The	<b>Pacing:</b>	45 Days
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			Research-Based Argument Essay		
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**Unit Summary:** In this unit, students will build a strong case as argument writers. Students will gather evidence to support their claim, and incorporate all that they know about writing critically to offer a powerful persuasive essay. Students will incorporate various sources to persuade the reader using voice, structure, and precise language.

**Objectives:** SWBAT compose a flash-draft argument letter to the principal.  
Add relevant quotes to their arguments to make them more potent; conduct inquiries into what makes a quote powerful.  
Redraft their rough draft letters, incorporating the new evidence they have acquired.  
Examine various formats (e-mail, fancy stationery, notecards, loose leaf paper) for letter writing and choose one for their letter to the principal.  
Incorporate all that they know about reading critically into writing critically.  
Strengthen their claims by including evidence supporting the opposing viewpoint and then offering a rebuttal.  
Evaluate evidence to ensure that their own arguments are solid.  
Conduct an inquiry into how writers tailor their arguments to appeal to a particular audience.  
Present their positions on chocolate milk in school to a variety of preselected audiences by conducting panel presentations throughout the school.  
Debate their opinions orally after listening to a read-aloud text.  
Build a strong case as argument writers by drawing on all they have learned.  
Fuel their arguments by collecting persuasive evidence in their everyday lives.  
Evaluate (take stock of) their draft making sure that it is progressing and leaving time for significant revision.  
Employ small moments in their writing, in order to make their point.  
Present their evidence in a way that is incontestable by making sure their evidence doesn't depend on flawed reasoning.  
Introduce a new part, new idea, or new reason into their nonfiction drafts by starting a new paragraph.  
Celebrate the writer's strengths and growth by sharing and reflecting upon their written pieces.

**Essential Questions:** How do writers use their research to craft their opinions into evidence-based arguments?

How do writers support their point of view with evidence?

How does knowledge of an audience shape writer’s decisions in presenting their opinions?

How do writers change the reader’s point of view or ask the reader to accept the writer’s opinion?

How do writers self-assess and set goals for future writing?

**Common Core State Standards/Learning Targets:** W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10 L.5.1, L.5.2c, L.5.2c, L.5.2d, L.5.2e, L.5.3, L.5.6  
 Other Standards covered: [8.1](#), [9.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Writing Workshop Whole Group Mini-lesson Independent Process Based Writing Conferences Mid-workshop Teaching Point Teaching Share Strategy Group Instruction Shared Writing Session 1- Investigating to Understand an Argument Session 2- Flash-Drafting Arguments Session 3- Incorporating Evidence Into Arguments	<p><u>The Research-Based Argument Essay</u> by, Lucy Calkins, Mary Ehrenworth, and Annie Taranto</p> <p>Videos and articles about the topic (Sugar Overload, Chocolate Milk More Harmful than Healthful, Nutrition in Disguise, Flavored Milk: Tasty Nutrition)</p> <p>Groups of 3-4 students sitting based on their stance toward the topic                      “How to Write an Argument’ chart</p>	Writer’s notebook Writing tool Student note cards from session 1 Index cards/spider-leg strips of paper Individual copies of the “Opinion Writing Checklist” Colored pencils/markers Adhesive labels Small chart paper for	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• Personal Chrome Books</li> </ul>

<p>Session 4- Inquiry Into Using Quotations to Bolster an Argument</p> <p>Session 5- Adding More Evidence to Arguments</p> <p>Session 6- Balancing Evidence with Analysis</p> <p>Session 7- Signed, Sealed, Delivered</p> <p>Session 8- Taking Arguments Up a Notch</p> <p>Session 9- Taking a Critical Perspective to Writing</p> <p>Session 10- Rehearsing the Whole, Refining a Part</p> <p>Session 11- . Rebuttals, Responses, and Counterclaims</p> <p>Session 12- . Evaluating Evidence</p> <p>Session 13- Appealing to the Audience</p> <p>Session 14- A Mini-Celebration: Panel Presentations, Reflections, and Goal Setting</p> <p>Session 15- Argument across the Curriculum</p> <p>Session 16- Taking Opportunities to Stand and Be Counted</p> <p>Session 17- Everyday Research</p> <p>Session 18- Taking Stock and Setting Writing Tasks</p> <p>Session 19- Using All You Know</p>	<p>“Schools Should Serve Chocolate Milk/Schools Should Not Serve Chocolate Milk” chart</p> <p>“A Position Statement Often Goes Like This” chart</p> <p>“How to Write an Argument” chart</p> <p>“Questions Writers Ask Themselves when Connecting Reasons and Evidence” chart</p> <p>“Opinion Writing Checklist” chart</p> <p>Student sample essay</p> <p>“What Makes a Quotation Powerful?” chart</p> <p>“Phrases that Set Up Quotations” chart</p> <p>Transcript of a report on a school-yard event from an eyewitness to the event</p> <p>Example of student writing that uses transitional phrases to move between quotes, and the writer’s own writing</p>	<p>each group</p> <p>Construction paper/post-its (for note-taking on charts)</p> <p>Deck of cards</p> <p>Pens/ pencils for underlining evidence</p> <p>Buzzer or Bell</p> <p>Chart paper</p> <p>Markers</p>	
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<p>From Other Types of Writing to Make Your Argument More Powerful</p> <p>Session 20- Evaluating the Validity of One's Argument</p> <p>Session 21- Paragraphing Choices</p> <p>Session 22- Celebration: Taking Positions, Developing Stances</p>	<p>“Body paragraphs Often Go Like This” chart</p> <p>Revised excerpt of a student essay which includes evidence and analysis</p> <p>“Questions to Help Writers Analyze Evidence/Fortify Their Thinking” chart</p> <p>“Ways to Push Our Thinking” chart</p> <p>Example of a block quote to whittle down</p> <p>Examples of students’ note-taking systems</p> <p>Sample set of notes (enlarged on chart paper)</p> <p>“Chocolate Milk: More Harmful Than Helpful” chart</p> <p>Example of one point stated two different ways</p> <p>Copies of letters that were sent to the principal</p>		
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	<p>“Powerful Instructions Often Include” chart</p> <p>Two thesis statements, including claims and evidence, from students’ chocolate milk letters (enlarged on chart paper)</p> <p>Conclusion from a sample student essay that students will examine for qualities of strong endings</p> <p>Excerpt of sample essay on letting dogs loose in the park (enlarged on chart paper)</p> <p>“Phrases to Use to Acknowledge and Rebut Counterclaims” chart</p> <p>Deck of cards (claim/counterclaim)</p> <p>Sample student essay with counterclaim and rebuttals</p> <p>“Where Can Argument Writers Address and Rebut Counterclaims in</p>		
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	<p>Their Essays?” chart</p> <p>YouTube video of a house of cards collapsing</p> <p>Demonstration set of arguments on the Smart Board</p> <p>“Common Flaws in Reasoning” chart</p> <p>Sample of student writing that lets the reader know when evidence is problematic</p> <p>“Ways to Sway an Audience to Take Your Stance” chart</p> <p>“Steps Involved in Arguing about Texts” chart</p> <p>Text for read aloud (short story <i>Stray</i>)</p> <p>Story of a time something bothered you, so you gathered research and made an argument, fighting until you caused circumstances to change</p> <p>“To Increase the Validity of an Argument, Writers Alter Their Language and Tone” chart</p>		
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	<p>“Common Flaws in Reasoning” chart Excerpts from mentor teacher essay</p> <p>Video clip of a scene from <i>The Great Debater</i></p>		
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Teacher observation            Anecdotal notes            Individual student conferences            Student self-reflection/goal planning            Small group student conferences</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b> Rubric assessment of final argument essay            Benchmark Assessment- MAP Assessment- Writing</p> <p><b>Suggested skills to be assessed:</b> Understand an essay as a short literary composition used to clearly state the author’s point of view            Understand structure and purpose of an essay</p>

<p>Shared reading of written pieces Assessment using the “Opinion Writing” checklist</p>	<p>Begin with a title or opening that tells the reader what is going to be argued and finish with a summary Use opinions supported by facts Use quotes to support point of view Provide a series of clear arguments or reasons to support the argument</p>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students’ native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized</li> </ul>

<p>often as possible</p> <ul style="list-style-type: none"> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as</li> </ul>	<p>translator present</p> <ul style="list-style-type: none"> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>		<p>resources.</p> <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Google Slides presentation that shows the detailed exploration of the setting in a selected novel</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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• Establish a consistent and daily routine

