



Bookworms uses full-length trade books to build knowledge (and for most aspects of literacy instruction) which is deeply satisfying to students. Students engage in reading high-quality grade-level texts through shared reading and read aloud multiple times daily. Each time it is for a different purpose. The differentiated skills block pinpoints student learning of foundational skills in a way that accelerates all students' progress and is straightforward for teachers to implement. The instructional protocols are clear and simple for teachers to follow; they logically connect from one day to another.

In both the Read Alouds and the Writing lessons, students interact with the teacher and with peers. The first set of routines in ELA is Read Alouds. During ELA Read Alouds, teachers build background knowledge, discuss text structure, and model explicit vocabulary instruction. Teachers and students both engage in discussions about the text. The second set of routines in ELA is Writing instruction. Our Writing instruction across grade levels is informed by the research-based writing strategy instruction. We apply that research base to the reading and writing genres in current standards: opinions, narratives, and informational. The research base guides us to identify a specific product for each day, plan specific modeling to show students how to generate that day's product, gradually reduce teacher support over time, and plan for collaborations in small groups and pairs. In kindergarten and first grade, we also focus on the construction of sentences with subjects and predicates as a foundational writing skill for all genres.

Grade 3, Module 3, Unit 3: Exposing Injustice

This Culminating Task allows students to make connections to equal rights and injustice content. Students strengthen their knowledge and become more fluent in opinion writing.

Introduction

This Culminating Task will take five days to complete. Students will apply what they have learned about opinion writing and the overarching theme of injustice in this module to plan and write an opinion text. Successful completion of this task allows students to use writing to demonstrate their literacy skills, knowledge of opinion structure, and ability to support their opinions about injustice with reasons and evidence from the Read-Aloud text, *Shiloh*, from personal experience, or by presenting a counter-argument.









In this Culminating Task, students will plan and write an opinion text about injustice. To successfully complete this task, students must apply what they have learned so far during Shared Reading about how to make meaning from texts and from English Language Arts about how to share their thoughts and understandings in writing.

Building Knowledge

Students read five biography texts in Shared Reading and four in ELA, along with a work of realistic fiction in Module 3. During that time, they were exposed to various examples of injustice and were able to examine how different individuals, both historical and fictional, responded and reacted to it. They synthesized information in each text in order to compare and contrast multiple situations involving injustice and were able to view various examples of injustice from multiple perspectives. Students demonstrated and solidified their knowledge through completing written response tasks and participating in oral discussions as a whole class and with partners.



Opinion Checklist

Element	Check for:				
Beginning	Topic: Did I introduce the topic and tell why the reader should care about it?				
	Opinion: Did I state my opinion clearly?				
Middle	Reason 1: Is this reason connected to the opinion and is it clear and convincing?				
	Evidence: Is there enough evidence to support the reason?				
	Reason 2: Is the second reason connected to the opinion, and is it clear and convincing?				
	Evidence: Is there enough evidence to support the reason?				
	Reason 3: Is the third reason connected to the opinion, and is it clear and convincing?				
	Evidence: Is there enough evidence to support the reason?				
Element	Check for:				
Ending	Closure: Did I restate my opinion and leave the reader with a concluding thought?				
Other	Transition Words: Did I use transition words and phrases?				
	Tone: Is my tone appropriate for the audience?				

Developing Strategic Writers through Genre Instruction: Resources for Grades 3-5, Philippakos, MacArthur, and Coker. 2015. Adapted with permission of The Guilford Press.

Grade 5, Module 2, Unit 2: History of Civil Rights

This Culminating Task shows students using multiple sources to conduct research and write with textual evidence.

Building Skills

We are asking students to demonstrate knowledge in a written product. Collaboratively constructing written daily written response tasks and anchor charts enabled students to learn how to write about content by using features of nonfiction text, posing written questions about text content, using relevant vocabulary and details in writing to demonstrate what they've learned about content, using text evidence to support statements, taking notes on text content, and summarizing text.

Demonstrating Knowledge and Skills

Students will show what they have learned about informative structure and the civil rights movement through their writing. The planning of the introduction, subtopics, and conclusion is a collaboration of teacher and students, using an informative writing graphic organizer. Then, students work independently to research and identify facts and evidence from multiple sources to support each section on their graphic organizers. They have the option of working near a classmate to consult for support, demonstrating their growing ability to speak and listen as they demonstrate knowledge. Students continue to work independently as they use the information in their completed graphic organizers to compose a research paper about the civil rights movement in the form of a newspaper article that could have appeared in the paper in the 1960s, adding a reference list, relevant photograph, and caption to accompany their writing. Finally, students work collaboratively both with the teacher and in partners using checklists to evaluate the quality of their writing in order to revise and edit their informational text.

Lesson 42

SL.5.1 W.5.5 W.5.7

Planning Notes

Before this lesson, we recommend asking a student if you could use their paper as a model for evaluating, revising, and editing an informative writing piece using checklists.

This lesson focuses on evaluating, revising, and editing an informative writing piece using checklists in preparation for publication.

Materials

- Informative Checklist (Appendix A, page 6): for display and student copies
- Editing Checklist (Appendix A, page 8): for display and student copies
- Article drafts (from Lesson 41)

Modeling

Yesterday we spent more time drafting the descriptions. Drafting is the second stage of the writing process. Turn and tell your partner what the first phase is.

Give students a quick chance to share.

You are correct. Planning is the first phase, then drafting. Today, we are going to work on revising and editing our drafts. Turn and talk to your partner about the difference between revising and editing.

Students apply revision and editing skills from prior writing lessons.



Students are able to demonstrate their informative writing skills by conducting research as it relates to the Civil Rights Movement.

African Americans did not have fair treatment from early on. Reform movements pushed for rights and wellbeing of African Americans. There was a true fight for equality which contributed to the civil rights movement from 1940 to 1970. There were many protests for rights. For example Rosa Parks not giving up her seat on the bus this can be one example of a peaceful protest against segregation. Another example would be the March on Washington, which was very effective.