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.
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.

Lesson 42

SL.5.1 W.5.5 W.5.7

Planning Notes

Before this lesson, we recommend asking a student if they 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 well-being 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' refusal to give 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.