

Name(s): <span style="background-color: black; color: black;">[REDACTED]</span>		
Grade Level: 5th	Subject: English	Lesson Length: 55 minutes

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	<p>Writing (5.W) Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</p> <p>Standard 5.W.2: Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.</li> <li>b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.</li> <li>c. Use precise language and content-specific vocabulary to inform about or explain the topic.</li> <li>d. Use appropriate conventions when writing, including text cohesion, sentence structure, and phrasing.</li> </ol>
Summative Assessment:	Rise test (assessment focused on writing skills)
Goal Statement/Rationale:	Develop clear and organized informative writing

II. Intended Learning Outcomes	
Learning Objective/Goal:	<p>Know: SWBAT understand the components of an informative essay, including the need to develop a clear topic, structure paragraphs logically, and support their claims with facts and details.</p> <p>Do: SWBAT write an informative essay on cyberbullying, incorporating the use of appropriate vocabulary, supporting evidence, and a clear structure.</p>

III. Assessment of Student Progress	
Pre-assessment:	Progress Check: Quickly review students' drafts from the previous two days, focusing on their understanding of the topic (cyberbullying) and how well they have structured their essays so far.

Informal assessment(s):	During the Nearpod activity, observe students' ability to identify the main idea and supporting details. Monitor student progress as they work on their writing, providing individualized feedback.
Formal assessment:	The final writing assignment on cyberbullying will be assessed based on clarity, organization, accuracy of supporting details, and adherence to the writing conventions (grammar, punctuation, and structure).

IV. Preparation	
Students' prior knowledge, skills and assets:	<p><b>Prior Knowledge:</b> Students have already been introduced to the concepts behind the main ideas and supporting details. They have been given a resource on cyberbullying and are familiar with writing informative essays.</p> <p><b>Personal Assets:</b> Students may have personal experiences or knowledge of cyberbullying, making the topic relatable and impactful.</p> <p><b>Cultural Assets:</b> The diversity in the class may offer a range of perspectives on how bullying and cyberbullying manifest in different communities.</p> <p><b>Community Assets:</b> Students may have access to local anti-bullying programs or campaigns that they can refer to in their writing.</p>
Student preparation:	Students should have their resource paper on cyberbullying in their folders. They should be familiar with the expectations for writing an informative essay based on a single resource.
Teacher preparation:	Ensure students have access to their cyberbullying resource paper. Be prepared to assist with the structure of their writing and help with organization and the writing process.
Technology integration:	Quizlet for vocabulary practice. Nearpod for reviewing main ideas and supporting details. Google Classroom for organizing and sharing writing resources.

V. Instructional Procedures
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**Quizlet (10 minutes):**

Start with a Wonders' vocabulary practice session using Quizlet. Students will work individually to review and practice vocabulary words they are studying for their Wonders unit. The words they will practice are:

Bedrock  
Embark  
Excavation  
Exquisite  
Intriguing  
Intrinsic  
Methodical  
Meticulously

Students will access the Quizlet through Google Classroom, and this will help reinforce their vocabulary skills for their overall English curriculum, though it won't be directly connected to their cyberbullying writing project.

**Nearpod (20 minutes):**

Students will complete a Nearpod activity focused on identifying the main idea and supporting details in a short passage. This will reinforce their ability to extract key points for their writing assignment.

At the end of the session, they will take a quiz to assess their comprehension.

**Writing (20 minutes):**

Students will continue writing their informative essays on cyberbullying using the provided resource paper. There is also extra support through Google Slides linked to the students' Google Classroom.

Teachers will circulate to provide individualized support as needed, helping students with paragraph structure, transitions, and content organization.

VI. Academic Language		
Language Function:		The language function is to inform and explain, as students will be writing an informative essay on cyberbullying.
Language Supports		
	Vocabulary:	Cyberbullying Online harassment Empathy Prevention Consequences Digital footprint
	Syntax:	Encourage students to use complex sentences to connect ideas logically. Provide examples of transitional phrases to improve cohesion between paragraphs.
	Discourse:	The discourse will be academic and informational, focusing on presenting factual details about cyberbullying in a clear and organized manner.

VII. Addressing Learners' Needs - Use what you have learned in these courses to respond to these items.	
Differentiation /	Provide additional time for students who may need it.

Individualization:	Use peer collaboration for feedback and idea generation. Use graphic organizers to help students structure their essays.
Support for ELLs: Fluency Stage Specific Support: <ol style="list-style-type: none"> <li>1. Entering</li> <li>2. Emerging</li> <li>3. Developing</li> <li>4. Expanding</li> <li>5. Bridging</li> <li>6. Reaching</li> </ol>	Entering: Provide visuals or a bilingual dictionary to assist with vocabulary. Emerging: Use sentence frames and offer simplified writing prompts. Developing: Provide examples of well-structured sentences and writing samples. Expanding: Encourage the use of more complex vocabulary and sentences. Bridging: Focus on writing fluency and grammatical accuracy. Reaching: Encourage independent writing with minimal support.
Accommodations/Modifications for IEPs/504s:	Allow for extended time on assignments. Provide alternative formats for the resource paper (e.g., audio or larger print). Use speech-to-text technology for students with writing difficulties. Provide graphic organizers to help with writing structure.