



## Elementary School Lesson Plan 1

**Overview** This elementary school lesson plan is a two-part lesson about the Japanese American incarceration experience during World War II. The overall theme of the lesson is empathy.

This lesson aligns with Common Core English Language Arts standards and the International Society for Technology in Education (ISTE) standards.

In Part 1 of the lesson, students are placed into a Minecraft simulation in which they experience a group of students being isolated into a fenced off area. After the simulation, students are asked to write a reflection on their experience inside and/or outside of the fenced off area.

In Part 2 of the lesson, students learn how the Japanese Americans were taken away from their homes and incarcerated in camps during World War II. Students then use Minecraft to create a Minecraft art card that they would send to a friend in a camp if they were living during World War II.

Part 1 and Part 2 can be done individually if desired.

This lesson can be adapted for non-classroom activities, such as after school programs, clubs, and at-home projects.

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**Subjects** English Language Arts, History/Social Science, Technology

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**Duration** Part 1: Approximately 2-3 hours total, Part 2: Approximately 3-4 hours total. The duration of each activity can be adjusted at the teacher's discretion to allow for more or less time.

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**Learning Objectives** At the end of this lesson, students will be able to:

- Describe and discuss historical experiences of Japanese Americans during World War II
- Describe and discuss themes of empathy and discrimination
- Design a Minecraft art card
- Present in front of a public audience

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**Teacher Preparation**

- Read through the entire lesson plan.
- Acquire the necessary equipment: Minecraft server and clients, computer, projector, projection screen
- Setup Minecraft (see Appendix A).
- Familiarize yourself with the resources listed in Appendix B.
- Peruse the assessment rubric and modify if desired.

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**Project Process** **PART 1: Minecraft Simulation**

Part 1-1 (20 minutes)

**Setup:** Minecraft server with lesson world running (see Appendix A)

**Process:** Students go into a Minecraft world where they find themselves in a village that has many items hidden in chests for students to find. Students spend 15 minutes finding as many items as they can.

Part 1-2 (10 minutes)

**Setup:** Divide the class in half into two groups, Group A and Group B.

**Process:** Teacher reads off Group A names. Tell the Group A students that they have been selected to be in the incarcerated group.

Ask each of the Group A to drop all the items that they have gathered in Part 1-1. You can ask other students to verify that each of the Group A students has dropped all items. Then, ask the Group A students to cross through the gate into the small fenced-off area.

Part 1-3 (20 minutes)

**Process:** Inside the fenced-off area, the Group A incarcerated students can do

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nothing except for watch the other students, who are free to explore anywhere again. After a minute or two, start a discussion with the Group A students about their immediate reactions to being incarcerated. Some possible discussion questions might be:

- How do you feel being stuck inside the fenced-off area?
- How do you think the Group B students feel about your being incarcerated?
- Do you think it's fair to put your group inside the fenced-off area?
- Can you think of examples in real life in which a group was separated out from all of the others?

After 10 minutes, switch Group B to the fenced-off area and allow Group A to be free to explore anywhere. Repeat discussion with Group B after waiting a minute or two.

#### Part 1-4 (1-2 hours)

**Setup:** Determine how students should compose and submit their essays (paper, Google Doc, etc.) or video; Provide students with essay or video requirements (see below)

**Process:** Students write a one-page essay on what they were feeling about being in the incarcerated and free groups.

**Alternative:** Students create a short 2-3 minute self-video in which they express their feelings about being in the incarcerated and free groups.

#### **Essay (or video) requirements:**

- Essay at least one page long (video 2-3 minutes long)
- Describes the student's feelings about being in the incarcerated group
- Describes the student's feelings about being in the free group
- Describes how the Minecraft simulation relates to discrimination
- Describes a personal example similar to this experience in which the student was in a separate group from another group of people.

#### **Deliverables**

(Each student) Completed essay (or video)

#### **Teacher Action Item**

Review each student's essay (or video) and provide feedback.

### **PART 2: Minecraft Art Card**

#### Part 2-1 (15 minutes)

**Setup:** Computer, projector, and projection screen

**Process:** Students watch a short movie about the incarceration of Japanese Americans during World War II. See Appendix B for options.

#### **Scenario for Parts 2-2 and 2-3:**

Students are asked to imagine they were living during World War II and had a

friend who was sent to a Japanese American concentration camp.

#### Part 2-2 (15 minutes)

**Process:** Have a brief class discussion about how students feel about seeing their friend being sent away. The following are some possible question prompts for the discussion:

- How would you feel when you see your friend boarding the bus to go away to the concentration camp?
- What would you say to your friend as he/she is leaving?
- If you had to go away to live in a U.S. concentration camp and could only take one personal item, what would you take?
- Would you offer to join your friend on the bus to the concentration camp?

#### Part 2-3 (1-2 hours)

**Setup:** Minecraft set up on individual devices (computer, tablet/mobile)  
(Minecraft server optional)

**Process:** Students use Minecraft in pairs or individually to create a Minecraft art card to send to the friend who was sent to the camp.

The Minecraft art card should include:

- A screenshot of a creation built in Minecraft. The creation can be anything students build in Minecraft, including structures or pixel art.
- Text that describes something about the Japanese American incarceration
- A personal message to your friend to help him/her feel better

#### Part 2-4 (1-2 hours)

**Process:** Students present their Minecraft art card to the class.

#### **Deliverables**

(Each student) Completed Minecraft art card and presentation

#### **Teacher Action Item**

Review each student's Minecraft art card and provide feedback.

Review each student's presentation and provide feedback.

#### **Assessment**

Students receive formative assessment from teacher feedback throughout each phase of the project. In addition, the assessment rubric can be used as a formative feedback tool by providing students with quick feedback on their current levels during each phase.

Students receive summative assessment based on the assessment rubric below.

**Assessment Rubric** Please use the following rubric as a possible guideline for this project.

You may wish to have students participate in developing their own rubric for the project, either by modifying this rubric or simply by starting from scratch.

This rubric can be used as a formative feedback tool (instead of just a summative assessment tool) by showing each student the specific levels they have achieved throughout each phase of the project.

	<b>Novice Level</b>	<b>Adept Level</b>	<b>Expert Level</b>	<b>Master Level</b>
<b>Parts 1-1, 1-2, and 1-3: Minecraft Simulation</b>	Does not participate fully in the Minecraft simulation and discussion, and does not stay on task	Participates fully in the Minecraft simulation and discussion, staying on task some of the time	Participates fully in the Minecraft simulation and discussion, staying on task most of the time	Participates fully in the Minecraft simulation and discussion, staying on task the entire time
<b>Part 1-4: Essay</b>	Essay is not at least one page long (or video is not at least 2 minutes long); Does not sufficiently describe the student's feelings about being in the incarcerated and free groups; Does not sufficiently describe a personal example similar to this experience in which the student was in a separate group from another group of people. planning process	Essay is at least one page long (or video is at least 2 minutes long); Describes with satisfactory details the student's feelings about being in the incarcerated and free groups; Describes with satisfactory details a personal example similar to this experience in which the student was in a separate group from another group of people. planning process	Essay is at least one page long (or video is at least 2 minutes long); Describes with good details the student's feelings about being in the incarcerated and free groups; Describes with good details a personal example similar to this experience in which the student was in a separate group from another group of people. planning process	Essay is at least one page long (or video is at least 2 minutes long); Describes with excellent details the student's feelings about being in the incarcerated and free groups; Describes with excellent details a personal example similar to this experience in which the student was in a separate group from another group of people. planning process
<b>Part 2-3: Minecraft Art Card</b>	Card is not well-designed and/or creative; Card does not include a screenshot of Minecraft, text that describes something about the Japanese American incarceration, or a personal message to the friend to help him/her feel better	Card is somewhat well-designed and creative; Card includes a screenshot of Minecraft, text that describes something about the Japanese American incarceration, and a personal message to the friend to help him/her feel better	Card is well-designed and creative; Card includes a screenshot of Minecraft, text that describes something about the Japanese American incarceration, and a personal message to the friend to help him/her feel better	Card is very well-designed and creative; Card includes a screenshot of Minecraft, text that describes something about the Japanese American incarceration, and a personal message to the friend to help him/her feel better
<b>Part 2-4: Presentation</b>	Speaks in an unclear and disorganized manner; Does not maintains good physical presence or eye contact	Speaks fairly clearly in a semi-organized manner; Maintains adequate physical presence and eye contact	Speaks clearly in an organized manner; Maintains good physical presence and eye contact	Speaks clearly in a well-organized manner; Maintains excellent physical presence and eye contact
<b>Effort and Helpfulness</b>	Does not put effort into tasks; Does not complete tasks on time; Does not help other students	Puts fair effort into most tasks; Completes a majority of tasks on time; Sometimes helps other students	Puts good effort into all tasks; Completes almost all tasks on time; Often helps other students	Puts maximum effort into all tasks; Complete all tasks on time; Regularly helps other students

## Appendix A How to Setup Minecraft

### Minecraft Versions

To enable a classroom of students to use Minecraft, you will need one Minecraft server for the class and Minecraft clients for each student. For this lesson, you can use Minecraft Education Edition (<https://education.minecraft.net>), standard Minecraft (<https://minecraft.net>), or MinecraftEdu (no longer available).

It is recommended that you use Minecraft Education Edition if you do not have MinecraftEdu already. Minecraft Education Edition requires each user to have an Office 365 account.

For Part Two of the lesson, students can use Minecraft Pocket Edition on tablets or mobile devices if desired because no server is necessary.

### Purchasing and Installing Minecraft Education Edition

If you do not have Minecraft Education Edition, please view the following videos for purchasing and installation instructions.

Purchasing: <https://www.youtube.com/watch?v=7uqqH9x6NSk>

Installation: <https://www.youtube.com/watch?v=NItdbb7bvQM>

Optional: You can install Classroom Mode that has various features, including managing game settings, teleporting students, and viewing students on the world map. Classroom mode is not a requirement for this lesson. For information about installing Classroom Mode, please visit <https://education.minecraft.net/trainings/install-use-classroom-mode-for-minecraft/>.

### Setting Up Minecraft Education Edition

To use Minecraft Education Edition, you will need to setup a computer to serve as the “host.” For Part One of the lesson, you will need the following map to run on the host computer: <http://gametrainlearning.org/minecraft/buildinghistoryelementary-ee.mcworld>. Download the map and save it on the host computer’s hard drive. Then, please view the following short video for instructions on how to setup the host computer:

(video link)

After your host computer is setup, your students can join the game by doing these steps in the following short video:

(video link)

### Part One World Maps for Minecraft and MinecraftEdu

If you are using Minecraft or MinecraftEdu, please download the appropriate map below:

Minecraft: <http://gametrainlearning.org/minecraft/buildinghistoryelementary-standard.zip>

MinecraftEdu: <http://gametrainlearning.org/minecraft/buildinghistoryelementary-mcedu.zip>

### Griefing

Griefing in Minecraft is the deliberate destruction of someone else's creation. It is likely that you will have one or more students who display some form of griefing, especially early on in the project. Here are some strategies to deal with griefing:

Discuss griefing prior to the project.

- Make (or have the students make) a griefing agreement that each student must sign prior to the project.
- Make sure that TNT and fire/water-related blocks are disabled on the server.
- Utilize Education Edition's Classroom Mode (<https://education.minecraft.net/trainings/install-use-classroom-mode-for-minecraft>) or MinecraftEdu teacher controls to control student behavior. These controls include the ability to freeze, teleport, and/or mute students.
- Make each griefing incident a teachable moment to discuss social skills-related topics such as digital citizenship, respect, responsibility, and empathy.

## Appendix B Japanese American History

### Videos

- [Yamashita](#) (10 minutes)
- [Japanese American internment camps created 75 years ago](#) (ABC 7, 5 minutes)
- [A Flicker In Eternity DVD](#) (25 minutes)
- [The Bracelet](#) (VHS) (25 minutes)
- [Dear Miss Breed](#) (13 minutes)

### Japanese American World War II History

- [Densho](#)
- Reading: [The Incarceration Years](#)
- [Sites of Shame](#)
- Smithsonian's [A More Perfect Union](#)
- [National Veterans Network](#)
- [Go For Broke National Education Center](#)
- [Heart Mountain Interpretive Center](#)
- [Manzanar](#) - National Park Service
- [National Japanese American Historical Society](#)

## Appendix B Academic Content Standards

### Common Core Standards

<http://www.corestandards.org/ELA-Literacy>

The following are the English Language Arts Common Core standards that are covered during this lesson for grades 3-5.

### Grade 3

#### Writing

##### *Text Types and Purposes*

CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.

##### *Production and Distribution of Writing*

CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### *Research to Build and Present Knowledge*

CCSS.ELA-Literacy.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.

#### Speaking & Listening

##### *Comprehension and Collaboration*

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules 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).

CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### *Presentation of Knowledge and Ideas*

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Language

##### *Conventions of Standard English*

CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.

CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., childhood).

CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent

agreement.\*

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.

CCSS.ELA-Literacy.L.3.2d Form and use possessives.

CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### *Knowledge of Language*

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.\*

CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

#### *Vocabulary Acquisition and Use*

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CCSS.ELA-Literacy.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., After dinner that night we went looking for them).

### Grade 4

#### Writing

##### *Text Types and Purposes*

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1a 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.

CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to

the opinion presented.

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.2a 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.

CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

#### *Production and Distribution of Writing*

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.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.

#### *Research to Build and Present Knowledge*

CCSS.ELA-Literacy.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.

### Speaking & Listening

#### *Comprehension and Collaboration*

CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1c 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.

CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

#### *Presentation of Knowledge and Ideas*

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

### Language

#### *Conventions of Standard English*

CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.

CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2a Use correct capitalization.

CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.\*

CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

*Vocabulary Acquisition and Use*

CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.4c 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.

CCSS.ELA-Literacy.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 5**Writing*Text Types and Purposes*

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1a 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.

CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

#### *Production and Distribution of Writing*

- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### *Research to Build and Present Knowledge*

- CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### Speaking & Listening

##### *Comprehension and Collaboration*

- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making

comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### *Presentation of Knowledge and Ideas*

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Language

##### *Conventions of Standard English*

CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

##### *Knowledge of Language*

CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### *Vocabulary Acquisition and Use*

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.5.4c 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.

CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### International Society for Technology in Education (ISTE) Standards

[https://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-S\\_PDF.pdf](https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.