

READINGTON PUBLIC SCHOOL DISTRICT  
Fifth Grade English Language Arts Curriculum 2024

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## I. Purpose and Overview

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) word study, and (3) speaking and listening. The fifth grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurred in third and fourth grade. It helps students move forward in their proficiency as independent readers and writers and capitalizes upon the students' command of the basic processes of reading and writing to lead them to a deeper understanding of text and richer, more thoughtful writing. A combination of fiction and nonfiction texts are used in a variety of instructional settings to help students think deeply about text.

The fifth grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects current educational research through its focus on fostering motivation and independence, developing oral language competence, reading for understanding, word study, and opportunities to express thoughts in writing.

Our curriculum is designed to be responsive to developmental stages. A differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users.

## II. Goals

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## III. ASSESSMENT

Student learning will be assessed through

- Student/teacher conferences
- Running Record Assessments
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word study unit assessments
- Universal Screener
- Diagnostic Assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## IV. Pacing Guide

	Reading		Writing
Unit 1 Sept./Mid-Nov. 9 weeks	Interpretation Book Clubs Analyzing Themes (Unit 1) (Book Clubs) <ul style="list-style-type: none"> <li>Analyzing theme</li> <li>Determining key details</li> <li>Quoting accurately from a text</li> </ul>	Unit 1 Sept./Oct. 5 weeks	The Craft of Narrative Writing (Unit 1) <ul style="list-style-type: none"> <li>Produce clear and coherent writing</li> <li>Develop and strengthen writing as needed by planning, revising, editing and rewriting</li> <li>Use technology, including the Internet, to produce and publish writing</li> </ul>
Unit 2 Mid-Nov./Dec. 6 weeks	Tackling Complexity: Moving Up Levels Of Nonfiction (Unit 2) (Individual Choice) <ul style="list-style-type: none"> <li>Determine the main idea from multiple texts</li> <li>Quoting accurately from the text when drawing inferences</li> <li>Compare and contrast overall text structures</li> </ul>	Unit 2A and B Oct./Nov./Dec. 10 weeks	<div>Literary Essay <ul style="list-style-type: none"> <li>Produce clear and coherent writing appropriate to task</li> <li>Write informative/explanatory texts with organization</li> </ul> </div> <hr/> <div>Comparative Essay <ul style="list-style-type: none"> <li>Produce clear and coherent writing appropriate to task</li> <li>Write informative/explanatory texts with organization</li> <li>Publish a comparative essay</li> </ul> </div>
Unit 3 Jan./Mid-Feb. 6 weeks	Author Study: Reading Like a Fan (If...Then...Unit) (Individual Choice, Books Clubs, or Partnerships) <ul style="list-style-type: none"> <li>Identify author's craft</li> <li>Determine key details to identify theme</li> <li>Compare and contrast story elements</li> </ul>	Unit 2C 2 weeks Jan.	Feature Articles: Research Techniques and Article Structure <ul style="list-style-type: none"> <li>Generate ideas for expert topics</li> <li>Conduct focused research on a topic</li> <li>Plan and organize information into parts or sections</li> </ul>
		Unit 3 Mid-Jan./Feb. 6 weeks	Writing From a Character's Perspective <ul style="list-style-type: none"> <li>Defining perspective</li> <li>Distinguish between point of view and perspective</li> <li>Identify alternate perspectives based on evidence from text</li> <li>Consider theme and how it relates to social issues</li> </ul>
Unit 4 Mid-Feb./Mid-Apr.	Argument and Advocacy: Researching Debatable Issues (Unit 3) (Text Sets & Research Groups)	Unit 4 Mar./Apr.	The Research-Based Argument Essay (Unit 4)

8 weeks	<ul style="list-style-type: none"> <li>Finding the main idea and supporting details</li> <li>Analyze multiple accounts of the same events noting similarities and differences</li> <li>Explain how an author uses reasons and evidence to support ideas in text</li> </ul>	6 weeks	<ul style="list-style-type: none"> <li>Investigating to understand and argue</li> <li>Balancing evidence with analysis</li> <li>Rebuttals, responses, and counterclaims</li> </ul>
Unit 5 Mid-April/ May 6 weeks	Fantasy Book Clubs: The Magic of Themes and Symbols (Unit 4) (Book Clubs) and Myths, Legends, Fables, Tall Tales to be connected to Social Studies <ul style="list-style-type: none"> <li>Understanding the structure of a fantasy story</li> <li>Analyze how point of view impacts the events in the story</li> <li>Analyze meaning and tone of text</li> </ul>	Unit 5 Mid-April/ May 5 weeks	Fantasy <ul style="list-style-type: none"> <li>Character motivation inspires quests</li> <li>Write single arc storylines</li> <li>Develop settings</li> </ul>
Unit 6 June 3 weeks	Poetry (Independent Choice) <ul style="list-style-type: none"> <li>Determine theme</li> <li>Determine the meaning of figurative language</li> <li>Summarize the points the author makes</li> </ul> <hr/> Launching a Summer of Reading: Preparing for Middle School Rigor <ul style="list-style-type: none"> <li>Routinely read while reflecting on your practice</li> </ul>	Unit 6 May/June 6 weeks	Poetry <ul style="list-style-type: none"> <li>Develop and strengthen writing</li> <li>Produce clear and coherent writing</li> </ul> <hr/> Reflections on Our Growth as Authors <ul style="list-style-type: none"> <li>Develop and strengthen writing</li> <li>Routinely write while reflecting on your practice</li> </ul>

5<sup>th</sup> GRADE READING

## Reading Unit 1

## Interpretation Book Clubs: Analyzing Themes

## Enduring Understandings

Writing about reading with voice and investment  
 Good readers turn texts inside out and use them to ground their thinking  
 Reading, writing about, and discussing the content and craft of literature deepens our understanding

## Goals



L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. 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.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.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.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

#### Teaching Points:

#### Bend 1: Writing about reading with voice and investment

1. Taking charge of your reading life

#### Core Materials:

Units of Study for Reading

Unit 1: *Interpretation Book Clubs*

2. Writing well about reading
- 2a. Mid-workshop teaching: Checking on volume and pace of reading
3. Monitor for meaning: Stop to use context clues, affixes, and roots to determine meaning for unknown words and phrases
- 3a. CG: Monitor for meaning: Interpret figurative language, including similes and metaphors, in context
4. Grounding your thinking in the text
- 4a. Mid-workshop teaching: Setting up to reread
5. Considering perspective and its effects
- 5a. CG: Consider how the narrator's point of view influences how events are described
6. Learning to think analytically
- 6a. Mid-workshop teaching: Readers think analytically about cause and effect
7. Revising writing about reading

## **Bend 2: Raising the level of writing and talking about literature**

8. Launching interpretation book clubs
9. Characters-finding meaning in the midst of struggle
- 9a. CG: Describe how characters' struggles relate to theme across texts
- 9b. Mid-workshop teaching: Looking for places where characters seem to realize something or change
10. Seeing text through the eyes of other readers
11. Linking ideas to build larger theories and interpretations
12. Reading on with interpretation in mind
- 12a. CG: Noticing how social issues impact character perspectives
13. Debating to prompt rich book conversation
14. Reflecting on ourselves as book clubs
- 14a. Mid-workshop teaching: Ask clubs to set goals for strengthening their talk before sending them off to read independently

## **Bend 3: Thematic text sets: Turning texts inside out**

15. Two texts, one theme: a comparison study
16. Rethinking themes to allow for more complexity
17. Comparing character's connections to theme: How do they connect to the theme? How do they interact with each other to impact the events of the story?
18. Studying the choices an author did not make to better understand the ones they did
- 18a. CG: Studying the author's purpose for selecting a particular point of view for a character
- 18b. Mid-workshop teaching: Studying texts side by

## **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*When Kids Can't Read: What Teachers Can Do* by Kyrene Beers  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*Daily Café* by Gail Boushey and Joan Moser  
*Conferring with Readers* by Jennifer Serravallo  
*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller  
*Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske  
*Strategies That Work* by Anne Goudvis and Stephanie Harvey  
*Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*Comprehension Connections: Bridges to Strategic Reading* by Tammy McGregor  
*The Artful Read-Aloud* by Rebecca Bellingham  
*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins  
*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates  
*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver

<p>side</p> <p>19. Delving deeper into literary analysis: reading as writers</p> <p><b>Word Study:</b></p> <ol style="list-style-type: none"> <li>1. VALE Units 1-3</li> <li>2. Compound Words: Recognize and use a variety of compound words and hyphenated compound words</li> <li>3. Syllables</li> </ol> <p><b>Integrate test prep into instruction:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate standardized test formats into chapter and unit tests</li> <li>2. Require students to show their work and use test-taking skills during everyday activities</li> <li>3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>4. Highlight test taking skills</li> <li>5. Review test taking vocabulary</li> </ol>	<p>Notice &amp; Note: Strategies for Close Reading by Beers &amp; Probst</p> <p>Reading Nonfiction: Notice &amp; Note Stances, Signposts, and Strategies by Beers &amp; Probst</p> <p>VALE Units</p> <p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Home of the Brave</i> by Katherine Applegate  <i>Lost Boys of Sudan</i> by Mark Bixler  <i>Four Feet, Two Sandals</i> by Karen Lynn Williams and Khadra Mohammed  <i>Fly Away Home</i> by Eve Bunting            Teacher selected texts</p> <p><b>Unit Texts (Texts for students to read in book clubs):</b>            Leveled-texts from bookroom</p> <p><b>Technology:</b>            Google Classroom</p> <p><b>Assessments:</b>  <b>Formative:</b>            Think-Pair-Share            Strategic Questioning            Reader's Notebook Responses            Student/teacher conferences            Learning Progressions</p> <p><b>Summative:</b>            Student presentations            Rubrics</p> <p><b>Benchmark:</b>            Running Record            Reading Diagnostic</p> <p><b>Alternative:</b>            Infographics            Video</p>
Interdisciplinary Connections	
<p><b>Social Studies: 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</b> Activity: Use a graphic organizer to show cultural practices across different native American tribes as described in a read aloud, free choice, or book club book.</p>	

**Art: 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.** Activity: Using the principles of design, draw a character from your reading and identify, label, and sketch the traits of the main character.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.** Activity: In book club discussions, communicate ideas and support them with text evidence on a digital sharing platform.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.** Activity: Write a journal response about how a character solves a problem by using prior knowledge and skills acquired. Discuss in book clubs how these skills translate to a work setting.

### Computer Science & Design Thinking

**8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.** Activity: Using technology, create a journal page reflecting the experiences of a character in your text. Students will share out which form of programming they used to fit their needs.

## Reading Unit 2 Tackling Complexity: Moving Up Levels of Nonfiction Enduring Understandings

Readers need to be prepared for increasing text complexity  
Inquiry projects require knowledge from nonfiction reading and investigation

### Goals

**L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

- C. 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.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
- SL.PE.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.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.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.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Teaching Points:****Bend 1: Working with text complexity**

- The more you know the more you see
- Orienting to more complex texts
- Uncovering what makes a main idea complex
- Strategies determining implicit main ideas
- Using context to determine the meaning of vocabulary
- Inquiry into using morphology of words to tackle vocabulary
- Complex thinking about structure: From sentence

**Core Materials:**

Units of Study for Reading  
Unit 2: *Tackling Complexity*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*When Kids Can't Read: What Teachers Can Do*  
by Kyleene Beers  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written* by Gay



<p>level to text level</p> <ol style="list-style-type: none"> <li>8. Rising to the challenge of nonfiction</li> <li>9. Summarizing as text gets harder</li> </ol> <p><b>Bend 2: Applying knowledge about nonfiction reading to inquiry projects</b></p> <ol style="list-style-type: none"> <li>10. Learning from sources             <ol style="list-style-type: none"> <li>10a. CG: Identifying important similarities and differences in the point of view they represent</li> <li>10b. CG: Brainstorm research questions</li> </ol> </li> <li>11. Learning from primary research             <ol style="list-style-type: none"> <li>11a. CG: Explain similarities and differences in texts and the point of view they represent.</li> <li>11b. CG: Locating evidence to support research questions</li> </ol> </li> <li>12. Coming to text as experts</li> <li>13. Writing about reading in nonfiction</li> <li>14. Lifting the level of questions to drive research forward</li> <li>15. Synthesizing subtopics</li> <li>16. Writing about reading: From big ideas to specifics</li> <li>17. Comparing /contrasting: what authors say and how to quote them</li> <li>18. Critically reading our text, our topics, and our lives</li> </ol> <p><b>Word Study:</b></p> <ol style="list-style-type: none"> <li>1. VALE Units 4-6</li> <li>2. Compound Words- Recognize and use a variety of compound words and hyphenated compound words</li> </ol> <p><b>Integrate test prep into instruction:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate standardized test formats into chapter and unit tests</li> <li>2. Require students to show their work and use test-taking skills during everyday activities</li> <li>3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>4. Highlight test taking skills</li> <li>5. Review test taking vocabulary</li> </ol>	<p>Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey <i>Reading Strategies Book</i> by Jennifer Serravallo <i>A Teacher's Guide to Mentor Texts</i> by Carl Anderson <i>Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills</i> by Julia Lindsey <i>The Megabook of Fluency</i> by Rasinski &amp; Smith <i>Micro Mentor Texts</i> by Penny Kittle <i>Comprehension Connections: Bridges to Strategic Reading</i> by Tammy McGregor <i>The Artful Read-Aloud</i> by Rebecca Bellingham <i>Teaching Interpretation Using Text-Based Evidence to Construct Meaning</i> by Cherry-Paul &amp; Johansen <i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo <i>Phonics &amp; Word Study: Activities for intermediate grades</i> by Wiley Blevins <i>Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom</i> by Burkins &amp; Yates <i>Teaching for Deeper Learning: Tools to engage students in meaning making</i> by McTighe &amp; Silver <i>Notice &amp; Note: Strategies for Close Reading</i> by Beers &amp; Probst <i>Reading Nonfiction: Notice &amp; Note Stances, Signposts, and Strategies</i> by Beers &amp; Probst VALE Units</p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p>
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*When Lunch Fights Back: Wickedly Clever Animal Defenses*  
*Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean*  
 Teacher selected texts

**Technology:**  
 Google Classroom

**Assessments:**  
**Formative:**  
 Graphic organizers  
 3-2-1 countdown  
 Reader's notebook responses  
 Student/teacher conferences  
 Learning progressions

**Summative:**  
 Independent investigation  
 Student presentations  
 Rubrics

**Alternative:**  
 Poster  
 Informational website

### Interdisciplinary Connections

**Social Studies: 6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. Activity: Using information located through research, a free choice book, or a read aloud text, develop a claim for how the development of early government structures impacted the evolution of American politics and institutions.

**Visual and Performing Arts: 1.4.2.Cr3a:** With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: In groups, create a tableau that expresses an important theme from your research.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice:** Use technology to enhance productivity, increase collaboration and communicate effectively. **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Independent investigation on a self-chosen topic.

**9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.**

**9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.** Activity: Based on a text, debate a current issue from student research in teams while adhering to social norms that would be found in the workplace.

### Computer Science & Design Thinking

**8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.** Activity: Pick a product of your choice and research the product. Explain how societal needs and wants influence the development and function of a product and a system.

### Reading Unit 3

#### Author Study

#### Enduring Understandings

When readers read more than one book by the same author, they come to know that author.

Reading many books by a beloved author means apprenticing oneself to the author's craft.

Readers explore the deeper connections that an author inspires in them.

#### Goals

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. 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.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

SL.PE.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.



- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.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.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

#### Teaching Points:

#### **Bend 1: When readers read more than one book by the same author they become a fan of that author**

1. Being a fan of an author
2. Paying attention to settings, themes, and characters authors create, how do they impact the text?
3. Compare/contrast characters from several books from author
4. Think about what settings tell you about the author and the author's books and make inferences
5. Summarize: Readers consider specific parts to determine whether multiple books have similar parts
6. Consider what structural patterns exist across texts
7. Read as writers to determine if patterns emerge

#### **Bend 2: Reading many books by a beloved author means apprenticing oneself to that author's craft**

8. Writing alongside the author
9. Readers apprentice themselves to an author
10. Comparing issues and themes across texts
11. Building a sense of what the author is "known for"
12. What parts of the text are speaking to you
13. Reading and rereading favorite parts, underlining the lines that make us laugh aloud or stop to think again
14. Studying books closely, looking for author's fingerprints
15. Readers pay attention to the settings the author creates in his or her book

#### **Bend 3: Becoming an author expert**

#### **Core Materials:**

Units of Study for Reading

*If...Then...Curriculum*

Author Study: Reading Like a Fan

#### **Supporting Materials & Teacher Resources:**

Leveled Bookroom

Classroom Libraries

*When Kids Can't Read: What Teachers Can Do* by Kyleene Beers

*The Continuum of Literacy Learning Grades*

*PreK-8 A Guide to Teaching Written* by Gay

Su Pinnell and Irene C. Fountas and Published by Heinemann

*Daily Café* by Gail Boushey and Joan Moser

*Conferring with Readers* by Jennifer Serravallo

*Reading with Meaning Teaching*

*Comprehension in the Primary Grades* by

Debbie Miller

*Word Journeys: Assessment Guided Phonics, Spelling, and Vocabulary Instruction* by Kathy Ganske

*Strategies That Work* by Anne Goudvis and Stephanie Harvey

*Reading Strategies Book* by Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Reading Above the Fray: Reliable,*

*Research-Based Routines for Developing*

*Decoding Skills* by Julia Lindsey

*The Megabook of Fluency* by Rasinski & Smith

*Micro Mentor Texts* by Penny Kittle

16. Moving past retelling a story to asking analytical questions about a text
  - a. Reflecting on how culture impacts themes and topics
  - b. Identifying cultural common themes and topics that appear in literature
17. Noting and noticing specific craft moves favorite authors make (i.e., Roald Dahl, Kate diCamillo vs. Jon Scieszka)
18. Noticing the ways authors use repetition and symbolism, how they select specific words in their books, and how they might start or end their books or chapters in similar or different ways
19. Studying the meaning and impact of figurative language (similies and metaphors)
20. Analyzing short sections of a favorite author's text

#### Word Study:

1. VALE Units 7-9

#### Integrate test prep into instruction:

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Comprehension Connections: *Bridges to Strategic Reading* by Tammy McGregor  
*The Artful Read-Aloud* by Rebecca Bellingham  
*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins  
*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates  
*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver

Notice & Note: Strategies for Close Reading by Beers & Probst

Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies by Beers & Probst  
 VALE Units

#### Mentor Texts (Instructional Read Aloud):

Various picture story books and short stories from various authors:

Patricia Polacco

Cynthia Rylant

Gary Soto

Sandra Cisneros

Ralph Fletcher

Katherine Applegate

Teacher selected texts

Possible texts:

Polacco: *Chicken Sunday*, *Pink and Say*, *Thank You Mr. Falker*

Rylant: *Every Living Thing*, *When I Was Young in the Mountains*, *Night in the Country*, *When the Relatives Came*

Fletcher: *Marshall Field Dreams*

Soto: *Baseball in April*

Cisneros: *House on Mango Street*, *Eleven*

**Technology:**

Author blogs

Publishing House author websites

**Assessments:****Formative:**

Reader's response notebook

Student/teacher conferences

Learning Progressions

**Summative:**

Author Presentation

Poster

Pamphlet

Rubrics

**Alternative:**

Blog

Character timeline

**Interdisciplinary Connections**

**Visual and Performing Arts: 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.** Activity: Create a visual representation of an author's craft.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice:** Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. Activity: Research influences in an author's life.

**9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.**

Activity: Journal response on how the author solves issues through theme, and how problem solving is a necessary academic and career skill.

**Computer Science & Design Thinking**

**8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.** Activity: Generate a document to share with others during group work.

**Reading Unit 4****Argument and Advocacy: Researching Debatable Issues****Enduring Understandings**

Different texts have different structures

Genre influences organization, technique, and style

The single central goal of reading is to make meaning from text

Effective readers deliberately use specific strategies to help them better understand text and deepen comprehension

### Goals

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. 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.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.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.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

### Teaching Points:

#### Bend 1: Investigating Issues

1. Argument intensive
- 1a. Mid-workshop teaching: Figuring out when a text is making an argument versus trying to persuade
- 1b. CG: Determine the overall structure of the text and use that information to adjust reading habits
2. Organizing an ethical research life to investigate an issue
  - a. Identifying potential biases while reading
3. Letting nonfiction reading on an issue spur flash debates
4. Mining texts for relevant Information
- 4a. Mid-workshop teaching: Learn even more by connecting new to known
- 4b. CG: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain its purpose in the text
5. Strengthening club work
6. Readers think and wonder as they read
  - a. Keeping author's purpose and bias in mind
- 6a. Mid-workshop teaching: Questions that are always worth asking when reading nonfiction
7. Summarizing to hold on to what is most essential
- 7a. Mid-workshop teaching: Summarizing two sided arguments
8. Arguing to learn

#### Bend 2: Raising the level of research

9. Moving beyond considering one debatable question
10. Raising the level of annotating texts
11. Reaching to tackle more difficult texts
- 11a. CG: Reviewing synonyms and antonyms and investigating homographs
- 11b. CG: Reading with meaning: using the relationship between words (e.g., synonyms, antonyms, homographs) to better understand each of the words
12. Studying perspective
13. Considering craft
- 13a. Mid-workshop teaching: Raising the level of thinking about craft and structure by using learning progressions

### Core Materials:

Units of Study for Reading

Unit 3: *Argument and Advocacy*

### Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

*When Kids Can't Read: What Teachers Can Do* by Kyleene Beers

*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

*Daily Café* by Gail Boushey and Joan Moser  
*Conferring with Readers* by Jennifer Serravallo

*Reading with Meaning Teaching Comprehension in the Primary Grades* by Debbie Miller

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*The Artful Read-Aloud* by Rebecca Bellingham  
*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen

*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by Jennifer Serravallo

*Phonics & Word Study: Activities for*



- 13b. Compare author's craft across two or more texts
- 14. Evaluating arguments
  - a. with a focus on point of view
- 14a. Mid-workshop teaching: Authors can make claims in informational texts, too
- 14b. CG: Finding the author's reasons and evidence that support their claims
- 15. Day of shared learning

### **Bend 3: Researching a new issue with more agency**

- 16. Diving into more research with more agency and independence
- 16a. Mid-workshop teaching: Readers reread parts that fascinate them
- 17. Letting conversations spark new ideas
- 18. Talking and writing analytically across sources
- 19. Reading nonfiction with the lens of power
- 19a. Mid-workshop teaching: Remembering to consider the source
- 20. Advocacy
- 21. Readers take their researcher-debating selves into the world

### **Word Study :**

- 1. VALE Units Review Units 1-4

### **Integrate test prep into instruction:**

- 1. Incorporate standardized test formats into chapter and unit tests
- 2. Require students to show their work and use test-taking skills during everyday activities
- 3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
- 4. Highlight test taking skills
- 5. Review test taking vocabulary

*intermediate grades* by Wiley Blevins  
*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates  
*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver

Notice & Note: Strategies for Close Reading by Beers & Probst

Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies by Beers & Probst  
 VALE Units

### **Mentor Texts (Instructional Read Aloud):**

Links below have to do with topics about health, zoos, and current events.

- <http://www.nytimes.com/2010/https://www.dogonews.com/08/25/dining/25Milk.html>
- [DOGO News](#)
- <https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/Is%20Chocolate%20Milk%20Healthy%20for%20Kids.pdf>
- [http://www.readingandwritingproject.com/public/resources/staff\\_developers\\_a/2011-2012/Resources%20for%20Argument%20Essay/chocolate\\_milk\\_texts.pdf](http://www.readingandwritingproject.com/public/resources/staff_developers_a/2011-2012/Resources%20for%20Argument%20Essay/chocolate_milk_texts.pdf)
- [Chocolate Milk: More Harmful than Healthful](#)
- [Milk and dairy nutrition information backed by evidence-based science.](#)
- [Sugar overload](#)
- [Should There Be Zoos?](#)
- [Vitamins and Minerals \(for Teens\) | Nemours KidsHealth](#)
- [Designing zoo habitats that promote animal well-being | American Veterinary Medical Association](#)
- <https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/The%20Hard%20Facts%20About%20Flavo>

	<p><a href="#">red%20Milk.pdf</a></p> <p>Read-aloud text set from online resources in Units of Study for Teaching Reading</p> <p><a href="#">Login - Heinemann   Publisher of professional resources and a provider of educational services for teachers, kindergarten through college</a></p> <p>Teacher selected texts</p> <p><b>Technology:</b>  Google Classroom  Newsela  Databases  Ducksters</p> <p><b>Assessments:</b>  <b>Formative:</b>  Graphic organizers  Venn Diagrams  Reader's notebook responses  Student/teacher conferences  Learning Progressions</p> <p><b>Summative:</b>  Student presentations  Rubrics</p> <p><b>Benchmark:</b>  Running Record Assessment</p> <p><b>Alternative:</b>  <a href="#">Performance Assessment</a>: PARCC like assessments to help students view multiple texts and a video</p>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.</b> Activity: Create an art piece that supports their point of view. Use words and images to create a poster.</p> <p><b>Social Studies: 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</b> Activity: Using facts learned from the research of debatable issues in ELA and Social Studies, begin to craft an argument for debate.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NL.2). 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Create an online system of note-taking.**

**9.2.5.CAP.8: Identify risks that individuals and households face. 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. Activity: Complete online research using appropriate online etiquette. Discuss as a class how our behavior online can impact us in the future.**

### Computer Science & Design Thinking

**8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. Activity: Analyze a note taking system and construct an argument for use in a debate.**

## Reading Unit 5

### Fantasy Book Clubs: The Magic of Themes and Symbols

#### Enduring Understandings

Fantasy authors construct and navigate other worlds  
 Fantasy readers look for metaphors, life lessons, quests, and thematic patterns  
 Fantasy texts connect to other genres

#### Goals

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
 L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  
 A. Read grade-level text with purpose and understanding.  
 B. Read grade-level text orally with accuracy, appropriate rate, and expression.  
 C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
 L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
 A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
 B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
 C. 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.  
 L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
 A. Interpret figurative language, including similes and metaphors, in context.  
 RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.  
 RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.



RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.PE.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.

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.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.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

**Teaching Points:****Bend 1: Constructing and navigating other worlds**

- Researching the setting
- Learning alongside of the main character
  - Tracking how point of view influences events
- Keeping track of problems that multiply
- Suspending judgement
- Reflecting on learning and raising the level of book clubs

**Bend 2: More than dwarves: Metaphors, life lessons, quests, and thematic patterns**

- Here be dragons: Thinking metaphorically
- Readers learn real-life lessons from fantastical characters
- Quests can be internal as well as external
  - How the structure and scenes of the book moves the quest forward
- Comparing themes in fantasy and history
- Self-assessing using learning progressions

**Core Materials:**

Units of Study for Reading  
Unit 4: *Fantasy Book Clubs*

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*When Kids Can't Read: What Teachers Can Do* by  
Kylene Beers  
*The Continuum of Literacy Learning Grades  
PreK-8 A Guide to Teaching* Written by Gay Su  
Pinnell and Irene C. Fountas and Published by  
Heinemann  
*Daily Café* by Gail Boushey and Joan Moser  
*Conferring with Readers* by Jennifer Serravallo  
*Reading with Meaning Teaching Comprehension  
in the Primary Grades* by Debbie Miller  
*Word Journeys: Assessment Guided Phonics,  
Spelling, and Vocabulary Instruction* by Kathy  
Ganske  
*Strategies That Work* by Anne Goudvis and  
Stephanie Harvey  
*Reading Strategies Book* by Jennifer Serravallo

**Bend 3: When fact and fantasy collide**

11. Using information to better understand fantasy stories
12. Using vocabulary strategies to figure out unfamiliar words
- 12a. Analyze the contribution of multimedia elements to the meaning, tone, or beauty of a text
13. Fantasy characters are complex
14. Investigating symbolism
15. Interpreting allegories in fantasy stories

**Bend 4: Literary traditions: Connecting fantasy to other genres**

16. Paying attention to how cultures are portrayed in stories
17. Identifying archetypes
18. Reading across texts with critical lenses
19. The lessons we learn from reading fantasy can lift our reading of everything
20. Celebrating fantasy and our quest to be ever stronger readers

**Word Study:**

1. VALE Review Units 5-7
2. Plurals: Understand the concepts of plurals and plural forms

**Integrate test prep into instruction:**

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey

*The Megabook of Fluency* by Rasinski & Smith

*Micro Mentor Texts* by Penny Kittle

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*The Artful Read-Aloud* by Rebecca Bellingham

*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen

*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by Jennifer Serravallo

*Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins

*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates

*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver

*Notice & Note: Strategies for Close Reading* by Beers & Probst

*Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies* by Beers & Probst

VALE Units

**Mentor Texts (Instructional Read Aloud):**

*The Thief of Always* by Clive Barker

Teacher selected texts

**Unit Texts (Texts for students to read in book clubs):**

*Fantastic Mr. Fox* by Roald Dahl

*Shoebag* by Mary James

*The Spoon in the Bathroom Wall* by Tony Johnston  
*Help, I'm Trapped: In the First Day of Summer Camp* by Todd Strasser

*Spiderwick Chronicles: Book 1 The Field Guide* by Holly Tony & Black Diterlizzi

*James and the Giant Peach* by Roald Dahl

*Charlie and the Chocolate Factory* by Roald Dahl

*Guardians of Ga-Hoole Book 1: The Capture* by Kathryn Lasky

*Poppy* by Avi

*Matilda* by Roald Dahl  
*Borrowers* by Mary Norton-  
*Where the Moon Meets the Mountain* by Lin Grace  
*The Emerald Atlas* by John Stephens  
*The BFG* by Roald Dahl  
*The Fire Chronicles* by John Stephens  
*Tuck Everlasting* by Natalie Babbitt  
*The Guardians of Ga'Hoole Series, Book 1 The Capture* by Kathryn Lasky  
*The Guardians of Ga'Hoole Series, Book 2 The Journey* by Kathryn Lasky  
*The Phantom Tollbooth* by Norton Juster  
*Redwall* by Brian Jacques

**Technology:**

<https://www.fantasynamengenerators.com/>  
<https://self-publishingschool.com/fiction-creative-writing-prompts>

**Assessments:****Formative:**

Reader's response notebooks  
 Student/teacher conferences  
 Learning progressions

**Summative:**

Character trading cards  
 Student presentations  
 Rubrics

**Alternative:**

Poster  
 Fantasy World Map

### Interdisciplinary Connections

**Science: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.** Activity: Draw a character for a fantasy story that describes the traits of the characters within a particular ecosystem.

**Visual and Performing Arts: 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.** Activity: Using the principles of design, draw a character for a fantasy story that describes the traits of the characters.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.TL.3: Format a document using a word**

processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Create a map of the world in the fantasy book students are reading or creating in their fantasy writing.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.** Activity: As students read and write fantasy texts, discuss how the career of an author has evolved.

### Computer Science & Design Thinking

**8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.** Activity: Research ideas to develop trading cards based on the narrative elements of a fantasy story and produce them.

## Reading Unit 6 Making Meaning from Poems and Poetic Craft in Literature

### Enduring Understandings

Discovering poetry in poems and prose  
Looking at life and literature through the lens of poetry  
Readers continue the habits they have set up this year through the summer and maintain their stamina by reading long and strong  
Readers think deeply about an author's work and become more passionate and informed

### Goals

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  
A. Read grade-level text with purpose and understanding.  
B. Read grade-level text orally with accuracy, appropriate rate, and expression.  
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
C. 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.  
L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
A. Interpret figurative language, including similes and metaphors, in context.  
B. Recognize and explain the meaning of common idioms, adages, and proverbs.  
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.  
RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a

particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.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.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

#### Teaching Points:

1. Poems come in many shapes and sizes
2. Poems have a specific structure different from dramas and prose
3. Poetry readers notice the poem's mood
4. Poetry readers pay attention to the sound of the poem
5. Poets are allowed to use language in ways that break the rules with language to create rhyme and rhythm
6. Readers of poetry often encounter unfamiliar words
7. All the parts of a poem work together to make meaning
8. Readers look back across several powerful passages to think about how they go together
9. Readers of poetry think hard to create mental images
10. Poems often make the reader stop and consider the unusual
11. Poem endings often offer new insights into the rest of the text
12. Every poem has a theme and that message is in the words, images, and mood
13. Readers of poetry learn to pay attention to the world around them and to be reflective

#### Word Study:

1. VALE Review Units 8-9

#### Core Materials:

Units of Study for Reading

*If...Then...Curriculum*

Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature

#### Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

*When Kids Can't Read: What Teachers Can Do* by  
Kylene Beers

*The Continuum of Literacy Learning Grades  
PreK-8 A Guide to Teaching* Written by Gay Su  
Pinnell and Irene C. Fountas and Published by  
Heinemann

*Daily Café* by Gail Boushey and Joan Moser  
*Conferring with Readers* by Jennifer Serravallo  
*Reading with Meaning Teaching  
Comprehension in the Primary Grades* by  
Debbie Miller

*Word Journeys: Assessment Guided Phonics,  
Spelling, and Vocabulary Instruction* by Kathy  
Ganske

*Strategies That Work* by Anne Goudvis and  
Stephanie Harvey

*Reading Strategies Book* by Jennifer Serravallo

**Launching a Summer of Reading:  
Preparing for Middle School Rigor**

**Teaching Points:**

**Making Future Reading Plans**

1. Setting students up to read two, or even more, books by their favorite authors this summer
2. Thinking about an author's style while reading this summer
3. Establish summer reading habits to continue to read over the summer
4. Self-select books based on interest and readability
5. Complete a summer log of titles read
6. Present book talks

CG: Recognize and understand common idioms, adages, and proverbs

*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Reading Above the Fray: Reliable, Research-Based Routines for Developing Decoding Skills* by Julia Lindsey  
*The Megabook of Fluency* by Rasinski & Smith  
*Micro Mentor Texts* by Penny Kittle  
*Comprehension Connections: Bridges to Strategic Reading* by Tammy McGregor  
*The Artful Read-Aloud* by Rebecca Bellingham  
*Teaching Interpretation Using Text-Based Evidence to Construct Meaning* by Cherry-Paul & Johansen  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*Phonics & Word Study: Activities for intermediate grades* by Wiley Blevins  
*Shifting the Balance (Grades 3-5): 6 ways to bring the science of reading into the upper elementary classroom* by Burkins & Yates  
*Teaching for Deeper Learning: Tools to engage students in meaning making* by McTighe & Silver  
*Notice & Note: Strategies for Close Reading* by Beers & Probst  
*Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies* by Beers & Probst  
 VALE Units

**Mentor Texts (Instructional Read Aloud):**

Create packets of poems and poetry compilations  
 Possible authors:

Frost

Nash

Nesbitt

Creech

Carroll

Nye

"I Am Every Good Thing" by Derrick Barnes

"Black is a Rainbow Color" by Angela Joy

"I, Too, Am America" by Langston Hughes

Teacher selected texts

**Unit Texts (Texts for students to read in book clubs):**



*This is Just to Say: Poems of Apology and Forgiveness* by Joyce Kilmer  
*The Death of the Hat: A Brief History of Poetry in 50 Objects* by Paul Janeczko

**Technology:**

Electronic Poetry Project  
 Poetry Slam

**Assessments:****Formative:**

Reader's response notebook entries  
 Student/teacher conferences  
 Learning progressions

**Summative:**

Student generated poetry books  
 Student presentations  
 Rubrics

**Benchmark:**

- Reading Diagnostic

**Alternative:**

Video  
 Skit

### Interdisciplinary Connections

**Visual and Performing Arts: 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.** Activity: Flash draft the similarities and differences between music and poetry.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation. 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.** Activity: After researching various authors and their influences, students create poetry to demonstrate creativity and innovation. Students will also search current poets and see how they use social media to promote themselves and discuss their work.

**9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.** Activity: Students will work in groups to identify the different structures of poetry. Results are presented digitally with voiceovers. After the projects have been presented, students will discuss the collaboration and leadership skills needed to accomplish the task and how these skills will serve them in the future.

## Computer Science &amp; Design Thinking

**8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.** Activity: Enhance a digital copy of a poem using graphics to illustrate the theme.

5<sup>th</sup> GRADE WRITING

## Writing Unit 1

## The Craft of Narrative Writing

## Enduring Understandings

Good writers communicate ideas clearly in an organized structure

Good writers write personal narratives focusing on small moments and engaging the reader from beginning to end

## Goals

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A. Avoid fragments, run-ons and rambling sentences, and comma splices.

F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.

B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Teaching Points:****Bend 1: Generating Personal Narratives**

1. Starting with turning points
2. Dreaming the dream of the story
3. Letting other author's words awaken our own

**Core Materials:**

Units of Study for Writing

Unit 1: *Narrative Craft*

**Supporting Materials & Teacher Resources:**



4. Telling the story from inside it
5. Taking stock and setting goals

### **Bend 2: Moving Through the Writing Process: Rehearsings, Drafting, Revising and Editing**

6. Flash-drafting: Putting our stories on the page
7. What's this story really about?: Redrafting to bring out meaning
8. Bringing forth the story arc
9. Elaborating on important parts
10. Adding scenes from the past and future
11. Ending stories
12. Putting on the final touches

### **Bend 3: Learning from Mentor Texts**

13. Reading with a writer's eyes
14. Taking writing to the workbench
15. Stretching out the tension
16. Catching the action or image that produced the emotion
17. Every character plays a role
18. Editing: The power of commas: Use commas in a series of phrases or clauses
19. Mechanics of writing: Avoid fragments, run-ons and rambling sentences, and comma splices
20. A ceremony of celebration

### **Optional teaching points:**

1. Elaborate on ideas and thoughts for narrative writing
2. Use detail and description when writing narrative writing
3. Use a variety of narrative techniques to develop the story, and more specifically, the characters
4. Manage the story, conveying the experiences and events precisely and vividly, and the pacing of events
5. Draw on strategies with increasing independence and facility
6. Use interpretation skills to bear on emerging drafts
7. Highlight the central ideas that are to be drawn from the written text

### **Integrate test prep into instruction:**

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities

### **Leveled Bookroom**

#### **Classroom Libraries**

*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson

*The Continuum of Literacy Learning Grades*

*PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and

Published by Heinemann

*The Writing Strategies Book* by Jennifer Serravallo

*Teaching Writing in Small Groups* by Jennifer Serravallo

*Micro Mentor Texts* by Penny Kittle

Grammar Inquiry Lesson Framework

### **Mentor Texts (Instructional Read Aloud):**

*When I Was Your Age, Volume Two: Original Stories About Growing Up* by Amy Ehrlich

*Knots on a Counting Rope* by Jerry Spinelli

*Waiting to Waltz* by Cynthia Rylant

*We Had a Picnic This Last Sunday Past* by Jacqueline Woodson

*Chicken Sunday* by Patricia Polacco

*When I Was Young in the Mountains* by Cynthia Rylant

*Saturday and Teacakes* by Lester L. Laminack

*The Matchbox Diary* by Paul Fleischman

*Eleven and Papa Who Wakes Up Tired in the Dark: Two short stories* by Sandra Cisneros

### **Technology:**

Microsoft Word

Word Cloud

### **Assessments:**

#### **Formative:**

Write from a character's perspective

Narrative checklist

Student/teacher conferences

Writing notebooks

Student Performance Checklists for Writing Learning progressions

#### **Summative:**

Writing samples and student writing portfolios

Student presentations

Standards Based Writing Rubrics

Rubrics

#### **Benchmark:**

3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying 4. Highlight test taking skills 5. Review test taking vocabulary	Narrative Benchmark Assessment  <b>Alternative:</b>  Create a narrative timeline Create a concept map
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies: 6.1.5.HistoryCC.4:</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. Activity: The students will work in partnership using appropriate collaborating skills to fortify and enhance understanding of individual narrative perspectives.</p> <p><b>Visual and Performing Arts: 1.4.5.CrIc:</b> Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Activity: Students will choose a fictional character and create a skit based on the book's climax.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice:</b> Demonstrate creativity and innovation. <b>9.4.5.DC.4:</b> Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). <b>9.4.5.IML.5:</b> Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.RIa). <b>9.4.5.TL.5:</b> Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). Activity: Students will create a virtual world to reflect the settings in their stories.</p> <p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. <b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. Activity: Through collaboration and communication, students will lead each other in the revision process to develop a narrative for publishing. Discuss the careers that students' roles equated to and how their likes and dislikes might guide them in selecting one of those jobs.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.5.DA.3:</b> Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will use Word Cloud to create a cloud about a character in their narrative.</p>	

Writing Unit 2A and 2B  
Literary and Comparative Essay Writing  
Enduring Understandings

Ideas can be grown from the expert use of author's craft Writers are selective about the text evidence they choose Universal ideas form the foundation of comparative essays
<b>Goals</b>

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

- A. 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.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### **Literary Essay Teaching Points:**

##### **Bend 1: Crafting a Literary Essay around a Shared Text**

1. Inquiry into essay
2. Growing ideas means reading with a writerly wide-awakeness
3. Trying on various theses for size
4. Angling mini-stories to support a point
5. Flash-drafting a literary essay

##### **Bend 2: Lifting the Level of Interpretive Essay**

6. Writing to grow ideas
7. Analyzing how characters respond to trouble
8. Developing stronger thesis statements
9. Choosing and setting up quotes
10. Supporting a claim with an analysis of craft
11. Beginnings and endings

#### **Core Materials:**

Units of Study for Writing  
*Literary Essay: Opening Texts and Seeing More*

#### **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*The Writing Strategies Book* by Jennifer Serravallo  
*Teaching Writing in Small Groups* by Jennifer

12. Revising: Expand, combine, and reduce sentences to improve meaning and style
13. Editing seminar sessions: Maintain consistency in verb tense, select adjectives and adverbs carefully

### **Bend 3: Writing for Transfer**

14. Transferring what you know to any opinion text
15. Tackling any challenges that come your way
16. Logically ordering reasons and evidence
17. Applying your past learning to today's work
18. Analyzing writing and goal setting
19. Editing: Ensure agreement between subject and verb
20. Editing: Ensure agreement between pronoun and antecedent
21. Becoming essay ambassadors

### **Comparative Essay Teaching Points**

**Write across Texts:** A comparative essay in which one explores two texts

1. Collect big ideas and important details by digger deeper into texts to write more sophisticated interpretations
2. Use literary language to sound like an expert
3. Noticing the subtle nuances and details of a text in order to uncover themes
4. Making complex interpretations of texts—moving past single descriptions of characters, such as “Gabriel is a lonely boy.”
5. Looking for a single object or image and thinking about why and how it is used to bring out the significance of the text
6. Noticing when characters have strong feelings or reactions and thinking about why the character is feeling or reacting this way
7. Paying close attention to when characters have insights or learn something
8. Find evidence to support a thesis statement
9. Study a theme and its development across two texts
10. Searching for universal lessons in moments of insight
11. Editing: Distinguish between frequently confused words (e.g., their/they're/there, it's/its, loose/lose )
12. Editing: Spell grade appropriate words correctly, consulting references as needed
13. Write comparative essays using a second text
14. Draft, revise, and edit with independence
15. Vary sentence structure

**Integrate test prep into instruction:**

Serravallo  
*Micro Mentor Texts* by Penny Kittle  
 Grammar Inquiry Lesson Framework

### **Mentor Texts (Instructional Read Aloud):**

Short Stories from various authors  
*Henry's Freedom Song*  
*Uncle Jed's Barbershop* by Margaree Mitchell  
*Every Living Thing* by Cynthia Rylant  
*Stray* by Cynthia Rylant  
*Those Shoes* by Maribeth Boelts  
 Cynthia Rylant picture books (i.e., *Fly Away Home*)  
*Because of Winn Dixie* by Kate di Camillo  
 Patricia Polacco picture books  
*“The Marble Champ”* from *Baseball in April* by Gary Soto  
*House on Mango Street* by Sandra Cisneros  
*Alone* by Jacqueline Woodson  
*“Statue”* by Ralph Fletcher  
*“Eating the World”* by Ralph Fletcher  
*“Regrets”* by Richard Margolis  
*“Mr. Entwistle”* by Jean Little  
 Sample Essay 1 (pg. 53 Grade 5 *If... Then... Assessment Based Instruction* )  
 Sample Essay 2 (pg. 53 Grade 5 *If... Then... Assessment Based Instruction* )

### **Technology:**

Google Classroom

### **Assessments:**

#### **Formative:**

Write from a character's perspective Narrative checklist  
 Student/teacher conferences  
 Writing Notebooks  
 Student Performance Checklists for Writing Learning Progressions

#### **Summative:**

Published essay on two texts  
 Writing samples and student writing portfolios  
 Student presentations  
 Standards Based Writing Rubrics  
 Rubrics

<ol style="list-style-type: none"> <li>1. Incorporate standardized test formats into chapter and unit tests</li> <li>2. Require students to show their work and use test-taking skills during everyday activities</li> <li>3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>4. Highlight test taking skills</li> <li>5. Review test taking vocabulary</li> </ol>	<b>Alternative:</b> Create a journal from a character's perspective Draw a scene from a character's perspective of an event
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</b> Activity: Students will listen to and assess various forms of musical compositions for mood and tone.</p> <p><b>Social Studies: 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</b> Activity: Students will analyze the differing cultural and existences of Native American groups focusing on the perspective of each group.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Use technology to enhance productivity, increase collaboration and communicate effectively.</b> 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5). 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. Activity: Students will use technology to organize their notes on a digital platform for their thesis statement.</p> <p><b>9.2.8.B.7 Evaluate the impact of online activities and social media on employers decisions.</b> Activity: Discuss the perspective of characters and their real-world behaviors as seen on social media.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</b> Activity: Students will create a Venn Diagram comparing and contrasting texts. Discuss the usability of the software chosen for the activity.</p>	

Writing Unit 2C  
Feature Articles

**Enduring Understandings**

Articles require organization of information and planning  
 Writers draft and revise in ways that teach others



## Goals

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Teaching Points:**

1. Generate ideas for expert topics to prepare for feature article writing
  - a. Use of texts from reading on topic of choice
2. Prepare to teach others information about a topic
3. Channel students to plan and then revise a feature article
4. Guide students as they conduct focused research on a topic
5. Help students plan and organize information into parts or sections
6. Channel students to revise and elaborate on sections with anecdotes, examples, and facts
7. Teach students to use linking words to connect information and use commas as needed
8. Channel students to think about the audience when drafting an introduction and conclusion
9. Revise articles and format text structure

**Core Materials:**

Units of Study for Writing  
*If...Then Curriculum Information Writing*: Feature Articles

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*The Writing Strategies Book* by Jennifer Serravallo  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Micro Mentor Texts* by Penny Kittle

**Integrate test prep into instruction:**

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

## Grammar Inquiry Lesson Framework

**Mentor Texts (Instructional Read Aloud):**

Various articles of personal interest  
*If...Then Curriculum Information Writing: Feature Articles*  
 Teacher selected texts

**Technology:**

Microsoft Word  
 Google Classroom  
 Google Docs/Slides  
 FlipGrid

**Assessments:****Formative:**

Informational checklist  
 Student/teacher conferences  
 Writing notebooks  
 Student Performance Checklists for Writing  
 Learning Progressions

**Summative:**

Writing samples and student writing portfolios  
 Student presentations  
 Standards Based Writing Rubrics  
 Rubrics

**Benchmark:**

Informational Benchmark Assessment

**Alternative:**

Design a brochure  
 Flip Grid or Glogster to combine graphics and audio

**Interdisciplinary Connections**

**Science: 5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues. Activity: Students research topics of interest.

**Social Studies: 6.1.5.CivicsDP3:** Describe the role of religious freedom and participatory government in various North American colonies. Activity: Share a feature article related to the above topic.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice:** Use technology to enhance productivity, increase collaboration and communicate effectively.  
**9.4.5.DC.8:** Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). **9.4.5.IML.4:** Determine the impact of implicit and explicit media messages on individuals,

groups, and society as a whole. **9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).** Activity: Research articles using online resources.

**9.2.5.CAP.2: Identify how you might like to earn an income.** Activity: Choose articles that pertain to future career goals and identify information that supports that goal.

### Computer Science & Design Thinking

**8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.** Activity: Identify and locate feature articles of interest then organize the information in a digital format.

## Writing Unit 3 Writing From a Character's Perspective

### Enduring Understandings

Analyzing elements of the story, including the character's motives and actions, provides a deeper understanding of the text

Investigation into story structure provides insight into plot development, sequence of events, and deeper meaning of text

### Goals

**L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the

words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

**W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

**W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker,



evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Teaching Points:

1. Defining perspective: reading through a lens that is not based in just opinion: A character's experiences, values/beliefs, and traditions/culture impacts their perspective
2. Identify alternate perspectives based on evidence from text
3. Distinguish between point of view and perspective
4. A narrator's point of view influences events (character, setting, etc.)
5. Controlling time
6. Use the character's actions and words to determine their feelings
7. Construct questions to dig deep into a character's perspective
8. Utilize dialogue correctly to portray character's perspective
9. Locate author's perspective by looking at the mood and setting of the text (why did the author write this text)
  - a. Identify how an author shows their perspective through a character
10. Consider theme and how it relates to social issues
11. Identify story structure
12. Staying true to the story's problem while creating an extended ending
13. Revising for clarity and consistency
14. Use verb tense to convey various times, sequences, states, and conditions
15. Recognize and correct inappropriate shifts in verb tense
16. Use metaphors and similes with intention
17. Use idiomatic language
18. Choose words and punctuate for effect
19. The many uses of the comma: Review past comma usage. Investigate using a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

### Core Materials:

Units of Study for Writing

### Supporting Materials & Teacher Resources:

Leveled Bookroom

Classroom Libraries

*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson

*The Continuum of Literacy Learning Grades PreK-8*

*A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

*The Writing Strategies Book* by Jennifer Serravallo

Teaching Writing in Small Groups by Jennifer Serravallo

*Micro Mentor Texts* by Penny Kittle

Grammar Inquiry Lesson Framework

### Mentor Texts (Instructional Read Aloud):

ReadWorks.org

Video Links:

Toy Story

<https://www.youtube.com/watch?v=hWMecluFs60>

The Fox and the Girl

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

Novel:

Home of the Brave

Where the Red Fern Grows (use excerpts)

[http://www.mistercollins.net/uploads/Where\\_the\\_Red\\_Fern\\_Grows\\_-\\_Wilson\\_Rawls.pdf](http://www.mistercollins.net/uploads/Where_the_Red_Fern_Grows_-_Wilson_Rawls.pdf)

Passage: *The Youngest Girl In Fifth* by Angela Brazil

Passage: *The Lighthouse Lamp* by Margaret E.

Sangster

Passage: *The Bread Winner* by Arvella Whitmore

Passage: *The Growin' Of Paul Bunyan* by William J. Brooke

Passage: *Ida B* by Katherine Hannigan

Passage: *Moon Over Manifest* by Clare Vanderpool

Short story: "Stray" by Cynthia Rylant

Teacher selected texts

### Technology:

Microsoft Word

Google Classroom

<p>20. Edit with commas and punctuation in mind</p> <p><b>Integrate test prep into instruction:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate standardized test formats into chapter and unit tests</li> <li>2. Require students to show their work and use test-taking skills during everyday activities</li> <li>3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>4. Highlight test taking skills</li> <li>5. Review test taking vocabulary</li> </ol>	<p><b>Assessments:</b></p> <p><b>Formative:</b></p> <p>Write from a character's perspective</p> <p>Narrative checklist</p> <p>Student/teacher conferences</p> <p>Writing notebooks</p> <p>Student Performance Checklists for Writing Learning Progressions</p> <p><b>Summative:</b></p> <p>Writing samples and student writing portfolios</p> <p>Student presentations</p> <p>Standards Based Writing Rubrics</p> <p>Rubrics</p> <p><b>Alternative:</b></p> <p>Write a monologue from a character's point of view</p> <p>Write and draw a comic strip from a character with another point of view</p>
Interdisciplinary Connections	
<p><b>Visual and Performing Arts: 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.</b> Activity: Create a scene from a fictional book. Describe the visuals needed to set the stage and why certain aspects were chosen.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p><b>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</b> Activity: Students compare and discuss perspectives across stories.</p> <p><b>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</b> Activity: Identify the careers included in the texts from the unit and the benefits of pursuing such careers.</p>	
Computer Science & Design Thinking	
<p><b>Technology: 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</b> Activity: Use an enhanced graphic organizer to compare perspectives.</p>	

Writing Unit 4  
The Research-Based Argument Essay  
Enduring Understandings

Voice, structure and precise language are tools for persuading a reader  
Writers build powerful arguments and write for authentic purposes

### Goals

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

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

- A. 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.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Teaching Points:

#### Bend 1: Establishing and Supporting Positions

1. Investigating to understand and argue
2. Flash drafting arguments
3. Using evidence to build arguments (Opinions to evidence-based arguments)
4. Using quotations to bolster an argument
5. Structuring the essay
6. Redrafting and adding more evidence
7. Balancing evidence with analysis
8. Signed, sealed, delivered

### Core Materials:

Units of Study for Writing  
Unit 4: *The Research-Based Argument Essay*

### Supporting Materials & Teacher Resources:

Leveled Bookroom  
Classroom Libraries  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and

**Bend 2: Building Powerful Arguments**

9. Developing Collections; focused positions, weighing reasons, selecting evidence
10. Taking arguments up a notch
11. Bringing a critical perspective to writing
12. Rehearsing the whole, refining a part
13. Rebuttals, responses, and counterclaims
14. Evaluating evidence
15. Appealing to the audience
16. Panel presentations, reflection and goal setting

**Bend 3: Writing for Real Life Purposes and Audience**

17. Taking opportunities to stand and be counted
18. Everyday research
19. Taking stock and setting writing tasks
20. Using all you know from other types of writing to make your arguments more powerful
21. Evaluating the validity of your argument
22. Paragraphing choices
23. Editing independently for spelling, grammar, and punctuation, strategy groups as needed
24. Editing: Comma review, strategy groups as needed
25. Celebration: Taking positions, developing stances

**Integrate test prep into instruction:**

1. Incorporate standardized test formats into chapter and unit tests
2. Require students to show their work and use test-taking skills during everyday activities
3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying
4. Highlight test taking skills
5. Review test taking vocabulary

Published by Heinemann

*The Writing Strategies Book* by Jennifer Serravallo

Teaching Writing in Small Groups by Jennifer Serravallo

*Micro Mentor Texts* by Penny Kittle

Grammar Inquiry Lesson Framework

**Mentor Texts:**

Found on the CD-ROM from the Units of Study:

Chocolate milk vs. White milk articles and videos

*"Nutrition in Disguise: What the Midwest Dairy Council Has to Say about Chocolate Milk"*

*"Chocolate Milk: More Harmful Than Healthful"*

*"Sugar Overload"* (video)

*"Flavored Milk: Tasty Nutrition"* (video)

Writings from "Jack" a sixth grader and Kennedy

Teacher selected texts

**Technology:**

Microsoft Word

Google Classroom

Online resources

Google Docs

**Assessments:****Formative:**

Argument checklist

Student/teacher conferences

Writing notebooks

Student Performance Checklists for Writing Learning Progressions

**Summative:**

Writing samples and student writing portfolios

Student presentations

Standards Based Writing Rubrics

Rubrics

**Benchmark:**

Opinion/Argument Writing Benchmark Assessment

**Alternative:**

Organize a debate

	Develop an interactive poster
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies: 6.1.5.HistoryCC.15:</b> Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). Activity: Evaluate how the Constitution, and the principles it represents, has impacted your chosen research topic.</p> <p><b>Visual and Performing Arts: 1.4.5.Cr1c:</b> Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Activity: Create a scene with two characters speaking and then act it out.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice:</b> Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). Activity: Write a counterclaim to a real-world issue.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. Activity: Develop a credible outline of details and facts supporting both sides of a current social issue to be used for later academic success and to solve problems in the workplace.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity: Research real-world problems related to technology and use digital tools to collect and organize facts about debatable issues.</p>	

### Writing Unit 5

#### Fantasy

<b>Enduring Understandings</b>
<p>Writers use craft moves they notice in fantasy novels</p> <p>Writers collect ideas for fantasy fiction to develop a story with depth, significance, and believability</p> <p>Writers' messages are the map for their events</p>
<b>Goals</b>
<p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <p>A. Avoid fragments, run-ons and rambling sentences, and comma splices.</p> <p>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p> <p>C. Ensure agreement between subject and verb and between pronoun and antecedent.</p>



- D. Distinguish between frequently confused words.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Teaching Points:**

1. Being a keen observer and avid researcher
2. Inspire writers to gather ideas based on one's life, different settings, or ideas that matter and apply as potential themes
3. Use mentor texts to demonstrate character motivations. What motivates your character?
4. Motivation inspires quests
5. Encourage writers to explore story ideas
6. Choose a point of view: A fantasy novel or fantasy series can play out in third-person via an omniscient narrator, or first-person through the eyes of one character or many
7. Use mentor texts to demonstrate well formulated characters. Create your characters: Design characters who are as complex, unique, and imperfect as people in the real world. Sketch your characters or write down everything you can about them
8. Outline your story: Fantasy stories are typically challenging. Use outlines to keep track of timelines, plots, and characters
9. Channel students to write single arc storylines (2 or

**Core Materials:**

Units of Study for Writing  
*If...Then...Curriculum*: Fantasy page 79

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*The Writing Strategies Book* by Jennifer Serravallo  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Micro Mentor Texts* by Penny Kittle  
 Grammar Inquiry Lesson Framework

**Mentor Texts (Instructional Read Aloud):**

*The Paperbag Princess* by Robert Munsch  
*Writing Magic* by Gail Carson Levine



<p>3 well-developed scenes)Keep your character sketches in mind as your characters grow and changes through the story</p> <ol style="list-style-type: none"> <li>10. Use mentor texts to demonstrate well detailed settings. Writing long about settings</li> <li>11. Magic is introduced early on. Will your story have magical objects, animals, or people?</li> <li>12. The magic in a fantasy story needs to be believable. This is done by giving magic limits. Without limits, the story is over before it begins</li> <li>13. How to make readers suspend disbelief</li> <li>14. Channel students to focus their imagination and flash draft</li> <li>15. Stretching out the heart of the story</li> <li>16. Use dialog to tell your reader more about your characters: Your characters' respective styles of speech can speak to moods and motivations, as well as their cultural origins within the civilization you've created</li> <li>17. Fantasy stories have a very identifiable sound and language. Writers use vocabulary that stands out</li> <li>18. Editing independently for spelling, grammar, and punctuation, strategy groups as needed</li> </ol> <p><b>Integrate test prep into instruction:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate standardized test formats into chapter and unit tests</li> <li>2. Require students to show their work and use test-taking skills during everyday activities</li> <li>3. Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</li> <li>4. Highlight test taking skills</li> <li>5. Review test taking vocabulary</li> </ol>	<p><i>Write Your Own Fantasy Story</i> by Tish Farrell Teacher selected text</p> <p><b>Technology:</b> <a href="#">Now Novel: Digital Resource</a></p> <p><b>Assessments:</b> <b>Formative:</b> Narrative checklist Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning progressions</p> <p><b>Summative:</b> Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p><b>Alternative:</b> Character and setting trading cards Map alternate universe Comic strip Dramatization</p>
Interdisciplinary Connections	
<p><b>Social Studies: 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</b> Activity: Create an Age of Empire type fantasy using facts about trade learned in social studies.</p> <p><b>Performing Arts: 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.)</b> Activity: Students will perform a skit/dance that depicts the celebration of the culture of the group the fantasy characters are based on.</p>	

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Demonstrate creativity and innovation.** 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF5).

**9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).** Activity: Design an alternate universe map with a partner or small group.

**9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.** Activity: Student writing will reflect creativity and flexibility. This skill can then be utilized for future academic and career success.

### Computer Science & Design Thinking

**8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.** Activity: Students will create a fantasy story with the help of digital resources.

## Writing Unit 6

### Poetry

#### Enduring Understandings

Poems are read to visualize, retell, infer and analyze as well as think about author's purpose

Poems convey a message and meaning to the reader

Writers grow and change through practice of the craft of writing

#### Goals

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- H. Spell grade appropriate words correctly, consulting references as needed.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Teaching points:****Bend 1: Create a class anthology**

1. Create a class anthology
2. Take on different perspectives and approaches within the same topic
3. Anthologies can be created with a mission to explore a topic from a number of points of view, through different kinds of poetry

**Bend 2: Generate ideas for anthologies and collect poems**

4. Gather ideas for personal anthologies
5. Strategies for selecting poems to match topics
6. Revise toward a bigger theme
7. Writing new poems to round out ideas or frameworks
8. Use mentor poems to help maintain a sense of exploration and inspiration as young poets strive to mimic the work of published authors

**Bend 3: Get strong drafts going and revise all along**

9. Investigate using the following in the writing of poetry: Metaphor/simile
  - a. Line breaks
  - b. White space
  - c. Stanzas/ lines
  - d. Repetition
  - e. Font Size
  - f. Personification
  - g. Alliteration
  - h. Onomatopoeia
10. Drafting and revising go hand in hand
11. Authors write new poems but also spend time revisiting and revising
12. Zoom in on a small collection of poems on which to apply revision strategies
13. Turn prose into poetry by focusing on the structure and revise to bring out the intended meaning of each poem
14. Rewrite an original poem using a totally new format – i.e., from free verse to rhyme
15. Reread mentor poems to think about how authors use punctuation in poems
16. Reread mentor poems to think about how authors do not use punctuation in poems
17. Make deliberate, punctuation choices in their poems
18. Use of figurative language

**Bend 4: Edit Poems and Assemble Anthologies for Publication****Core Materials:**

Units of Study for Writing  
*If... Then... Assessment Based Instruction*  
 “Poetry Anthologies” pgs. 56-67  
[Poetry Unit Grade 5](#)

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
 Classroom Libraries  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing* by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*The Writing Strategies Book* by Jennifer Serravallo  
*Teaching Writing in Small Groups* by Jennifer Serravallo  
*Micro Mentor Texts* by Penny Kittle  
*Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford  
*A Kick in the Head: An Everyday Guide to Poetic Forms* Edited by Paul. B. Janeczko  
*Wham! It's a Poetry Jam: Discovering Performance Poetry* by Sara Holbrook  
*Handbook of Poetic Forms* edited by Ron Padgett  
*A Note Slipped Under the Door: Teaching Poems We Love* by Nick Flynn and Shirley McPhillips  
*Awakening the Heart: Exploring Poetry in the Elementary and Middle School* by Georgia Heard

Grammar Inquiry Lesson Framework

**Mentor Texts:**

*Ubiquitous* by Joyce Sidman  
*Fury* by Lucille Clifton  
*All the Poems and Fourteen More* by Valerie Worth  
*Falling Down the Page* by Georgia Heard  
*Knock at a Star: A Child's Introduction to Poetry* by X.J. Kennedy  
*Red Suitcase* by Naomi Shibab Nye  
*Technically It's Not My Fault* by John Grandits  
 Teacher selected texts

<p>19. Editing for conventions independently</p> <p>20. Rehearse reading poems aloud in a way that makes their meaning clear to the audience</p> <p>21. Refine work in ways that are appropriate to the form of the publication chosen</p> <p><b>Reflections on Our Growth as an Author</b></p> <p>22. How did I grow as a writer?</p> <p>23. What writing goals can I make for the future?</p> <p>24. Share writing anthologies</p>	<p><b>Technology:</b> Flip Grid Wordle</p> <p><b>Assessments:</b> <b>Formative:</b> Poetry reflection Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning progressions</p> <p><b>Summative:</b> Poetry anthology (10 student created poems) Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Response to literature: Students will craft an essay in response to a favorite poem.</p> <p><b>Alternative:</b> Concept Poster Oral Presentation</p>
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies: 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</b> Activity: Explain how creativity and innovation resulted in scientific achievement and the impact on authors of all genres as well as students as authors.</p> <p><b>Visual and Performing Arts: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</b> Activity: Peer review after the flash draft process and discuss how to use art to make the theme of the poem visible.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</b> Activity: Students will collaboratively create poems within a theme to share online.</p> <p><b>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</b> Activity: Students will create a poem reflecting their future career goals.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.</b> Activity: Use appropriate digital etiquette when researching mentor poetry texts and poets.</p>	

