

READINGTON PUBLIC SCHOOL DISTRICT

Fifth Grade English Language Arts Curriculum 2023

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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 the current research in literacy education through its focus on developing independent reading, word study, and opportunities to express thoughts in writing. 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 in building independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. Goals

This curriculum is linked to the 2016 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 Assessment conducted at least three times a year for all students and more frequently for students not on benchmark
- 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

[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) <ul style="list-style-type: none"> Analyzing theme Determining key details Quoting accurately from a text 	Unit 1 Sept./Oct. 5 weeks	The Craft of Narrative Writing (Unit 1) <ul style="list-style-type: none"> Produce clear and coherent writing Develop and strengthen writing as needed by planning, revising, editing and rewriting Use technology, including the Internet, to produce and publish writing
Unit 2 Mid-Nov./Dec. 6 weeks	Tackling Complexity: Moving Up Levels Of Nonfiction (Unit 2) <ul style="list-style-type: none"> Determine the main idea from multiple texts Quoting accurately from the text when drawing inferences Compare and contrast overall text structures 	Unit 2A and B Oct./Nov./Dec. 11 weeks	<div>Literary Essay</div> <ul style="list-style-type: none"> Produce clear and coherent writing appropriate to task Write informative/explanatory texts with organization <hr/> <div>Comparative Essay</div> <ul style="list-style-type: none"> Produce clear and coherent writing appropriate to task Write informative/explanatory texts with organization Publish a comparative essay
Unit 3 Jan./Mid-Feb. 6 weeks	Author Study: Reading Like a Fan (If...Then...Unit) <ul style="list-style-type: none"> Identify author's craft Determine key details to identify theme Compare and contrast story elements 	Unit 2C 2 weeks Jan.	Feature Articles: Research Techniques and Article Structure <ul style="list-style-type: none"> Generate ideas for expert topics Conduct focused research on a topic Plan and organize information into parts or sections
		Unit 3 Mid-Jan./Feb. 6 weeks	Writing From a Character's Perspective <ul style="list-style-type: none"> Defining perspective Distinguish between point of view and perspective Identify alternate perspectives based on evidence from text Consider theme and how it relates to social issues
Unit 4 Mid-Feb./Mid-Apr. 8 weeks	Argument and Advocacy: Researching Debatable Issues (Unit 3) <ul style="list-style-type: none"> Finding the main idea and supporting details 	Unit 4 Mar./Apr. 6 weeks	The Research-Based Argument Essay (Unit 4) <ul style="list-style-type: none"> Investigating to understand and

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

5th GRADE READING

Reading Unit 1
 Interpretation Book Clubs: Analyzing Themes
 September to Mid-November
 9 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: Writing about reading with voice and investment Good readers turn texts inside out and use them to ground their thinking	Interpretation Book Clubs <ul style="list-style-type: none"> Taking charge of your reading life Writing well about reading Grounding your thinking in the text Considering perspective 	Core Materials: Units of Study for Reading Supplemental Materials: Leveled Bookroom Classroom Libraries Mentor Texts (Instructional Read

<p>Reading, writing about, and discussing the content and craft of literature deepens our understanding</p> <p>Outcomes:</p> <p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions</p>	<p>and its effects</p> <ul style="list-style-type: none"> ○ Consider how the narrator's point of view influences how events are described • Learning to think analytically • Launching interpretation book clubs • Revising writing about reading • Characters-finding meaning in the midst of struggle <ul style="list-style-type: none"> ○ Describe how characters' struggles relate to theme across texts • Seeing text through the eyes of other readers • Linking ideas to build larger theories and interpretations • Reading on with interpretation in mind • Noticing how social issues impact character perspectives • Debating to prompt rich book conversation • Reflecting on ourselves as book clubs • Two texts, one theme: a comparison study • Rethinking themes to allow for more complexity • Comparing character's connections to theme • Studying the choices an author did not make to better understand the ones they did <ul style="list-style-type: none"> ○ Studying the author's purpose for selecting a particular point of view for a character • Delving deeper into literary analysis: reading as writers 	<p>Aloud):</p> <p>Home of the Brave Lost Boys of Sudan Four Feet, Two Sandals Fly Away Home</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p>Leveled-texts from bookroom</p> <p>Teacher Resources:</p> <p><u><i>Units of Study for Teaching Reading</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 1 <u><i>Interpretation Book Clubs</i></u></p> <p><u><i>What Really Matters For Struggling Readers</i></u> by Richard Allington</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Conferring with Readers</i></u> by Jennifer Serravallo</p> <p><u><i>The Art of Teaching Reading</i></u> by Lucy Calkins</p> <p><u><i>Notice & Note</i></u> by Beers and Probst</p> <p><u><i>Teaching Reading in Small Groups</i></u> by J. Serravallo</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p> <p>VALE Units</p> <p>Technology:</p> <p>Google Classroom</p> <p>Assessments:</p> <p>Formative:</p> <p>Think-Pair-Share Strategic Questioning Reader's Notebook Responses</p>
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<p>(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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. 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.</p> <p>RF.5.4. Read with sufficient accuracy</p>	<p>Word Study VALE Units 1-3</p> <p>Compound Words: Recognize and use a variety of compound words and hyphenated compound words</p> <p>Syllables</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Student/teacher conferences Learning Progressions</p> <p>Summative: Student presentations Rubrics</p> <p>Benchmark: Fountas and Pinnell Running Record Assessment for all students</p> <ul style="list-style-type: none"> • Reading Rate (170-195 wpm is benchmark for 5th grade) • Comprehension • Fluency • Reading Benchmark: Level S/T) <p>Alternative: Infographics Video</p>
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<p>and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>		
Interdisciplinary Connections		
<p>Social Studies: 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 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 Mid-November to December 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Readers need to be prepared for increasing text complexity</p> <p>Inquiry projects require knowledge from nonfiction reading and investigation</p> <p>Outcomes: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> • 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 level to text level 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>When Lunch Fights Fights Back:</i> <i>Wickedly Clever Animal Defenses</i></p> <p><i>Alien Deep: Revealing the Mysterious Living World at the</i></p>

<p>main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. 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.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject</p>	<ul style="list-style-type: none"> • Rising to the challenge of nonfiction • Summarizing as text gets harder • Learning from sources <ul style="list-style-type: none"> ◦ Identifying important similarities and differences in the point of view they represent ◦ Brainstorm research questions • Learning from primary research <ul style="list-style-type: none"> ◦ Explain similarities and differences in texts and the point of view they represent. ◦ Locating evidence to support research questions • Coming to text as experts • Writing about reading in nonfiction • Lifting the level of questions to drive research forward • Synthesizing subtopics • Writing about reading: From big ideas to specifics • Comparing /contrasting: what authors say • Critically reading our text, our topics, and our lives <p>Word Study: Compound Words- Recognize and use a variety of compound words and hyphenated compound words</p> <p>VALE Units 4-6</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students'</p>	<p><i>Bottom of the Ocean</i></p> <p>Leveled-texts at instructional levels</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Reading</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 2 <u><i>Tackling Complexity</i></u> <u><i>Navigating Nonfiction in Expository Texts Determining Importance and Synthesizing</i></u> by Lucy Calkins and Kathleen Tolan http://readingandwritingproject.com <u><i>Reading Nonfiction</i></u> by Beers and Probst <u><i>Teaching Interpretation Using Text-based Evidence to Construct Meaning</i></u> by Cherry-Paul and Johansen</p> <p>VALE Units</p> <p>Technology: Google Classroom Newsela</p> <p>Assessments: Formative: Graphic organizers 3-2-1 countdown Reader's notebook responses Student/teacher conferences Learning progressions</p> <p>Summative: Independent investigation Student presentations Rubrics</p> <p>Benchmark: Running Record Assessment Reading Rate (170-195 wpm is benchmark for 5th grade)</p> <ul style="list-style-type: none"> • Comprehension • Fluency
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<p>knowledgeably.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. 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.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons</p>	<p>higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<ul style="list-style-type: none"> Reading Benchmark: Level T <p>Alternative: Poster Informational website</p>
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<p>in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>		
Interdisciplinary Connections		
<p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>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.</p>		
Computer Science & Design Thinking		
<p>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.</p>		

Reading Unit 3
Author Study
January to Mid-February
6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: When readers read more than one book by the same author, they come to know that author.</p> <p>Reading many books by a beloved author means apprenticing oneself to the author's craft.</p> <p>Readers explore the deeper connections that an author inspires in them.</p> <p>Outcomes: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Being a fan of an author • Paying attention to settings, themes, and characters authors create • Compare/contrast characters from several books from author • Thinking about what settings tell you about the author and the author's books • Readers consider specific parts to determine whether multiple books have similar parts • Consider what structural patterns exist across texts • Read as writers to determine if patterns emerge • Writing alongside the author • Readers apprentice themselves to an author • Comparing issues and themes across texts • Building a sense of what the author is "known for" • What parts of the text are speaking to you • Reading and rereading favorite parts, underlining the lines that make us laugh aloud or stop to think again • Studying books closely, looking for author's fingerprints • Readers pay attention to the settings the author creates in his or her book • Moving past retelling a story to asking analytical questions about a text <ul style="list-style-type: none"> ◦ Reflecting on how culture impacts themes and topics ◦ Identifying cultural common themes and topics 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>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 Wishtree by Katherine Applegate</p> <p>Possible texts: Polacco: <i>Chicken Sunday, Pink and Say, Thank You Mr. Falker</i> Rylant: <i>Every Living Thing, When I Was Young in the Mountains, Night in the Country, When the Relatives Came</i> Fletcher: <i>Marshall Field Dreams</i> Soto: <i>Baseball in April</i> Cisneros: <i>House on Mango Street, Eleven</i></p> <p>Unit Texts (Texts for students to read in book clubs): Student choice from favorite authors. Possible authors: Mike Lupica</p>

<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.7. 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).</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</p>	<p>that appear in literature</p> <ul style="list-style-type: none"> • Noting and noticing specific craft moves favorite authors make (i.e., Roald Dahl, Kate diCamillo vs. Jon Scieszka) • 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 <ul style="list-style-type: none"> ◦ Studying the meaning and impact of figurative language • Analyzing short sections of a favorite author's text <p>Word Study: VALE Units 7-9</p> <p>Spelling Patterns: Notice and use other vowel patterns that appear in multi-syllable words</p> <p>Word Meaning and Vocabulary: Word Origins- Understand English words come from many different sources (other languages, technology, place names)</p> <p>Figurative Language- Recognize and use words as metaphors and similes to make comparisons</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p>	<p>Gary Paulsen Avi Jacqueline Woodson Pam Munoz Ryan Kate DiCamillo Jane Yolen</p> <p>Teacher Resources: <i>Units of Study for Teaching Reading</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <i>If...Then...Curriculum</i> Author Study: Reading Like a Fan VALE Units</p> <p>Technology: Author blogs Publishing House author websites</p> <p>Assessments: Formative: Reader's response notebook Student/teacher conferences Learning Progressions</p> <p>Summative: Author Presentation Poster Pamphlet Rubrics</p> <p>Alternative: Blog Character timeline</p>
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<p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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. <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.5.4. Determine or clarify the</p>	<p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	
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<p>meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>		
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
Mid-February to April

8 weeks		
Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Different texts have different structures</p> <p>Genre influences organization, technique, and style</p> <p>The single central goal of reading is to make meaning from text</p> <p>Effective readers deliberately use specific strategies to help them better understand text and deepen comprehension</p> <p>Outcomes: RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. 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.</p> <p>RI.5.6. Analyze multiple accounts of</p>	<p>Teaching Points: Researching Debatable Issues</p> <ul style="list-style-type: none"> Argument intensive Organizing an ethical research life to investigate an issue <ul style="list-style-type: none"> Identifying potential biases while reading Letting nonfiction reading on an issue spur flash debates Mining texts for relevant Information Strengthening club work Readers think and wonder as they read <ul style="list-style-type: none"> Keeping author's purpose and bias in mind Summarizing to hold on to what is most essential Arguing to learn Moving beyond considering one debatable question Raising the level of annotating texts Reaching to tackle more difficult texts Studying perspective Considering craft Evaluating arguments <ul style="list-style-type: none"> with a focus on point of view Day of shared learning Diving into more research with more agency and independence Letting conversations spark new ideas Talking and writing analytically across sources 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Links below have to do with topics about health, zoos, and current events.</p> <p>http://www.nytimes.com/2010/http://www.dogonews.com/08/25/dining/25Milk.html</p> <p>https://www.dogonews.com/</p> <p>https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/Is%20Chocolate%20Milk%20Healthy%20for%20Kids.pdf</p> <p>http://www.readingandwritingproject.com/public/resources/staff_developers_a/2011-2012/Resources%20for%20Argument%20Essay/chocolate_milk_texts.pdf</p> <p>https://mrgoodmanps77.files.wordpress.com/2016/01/chocmilk-more-harmful-than-helpful.pdf</p> <p>https://www.healthyeating.org/Portals/0/Documents/Milk%20Dairy/MilkPEPFlavMilkBro.pdf</p> <p>https://www.youtube.com/watch?v=eQ4wGDI56Zg</p> <p>http://mrjohnsonsfifthgradeclass.weebly.com/uploads/1/4/3/7/14373384/</p>

<p>the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. 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. <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, 	<ul style="list-style-type: none"> • Reading nonfiction with the lens of power • Advocacy • Readers take their researcher-debating selves into the world <p>Word Study : VALE Units Review Units 1-4</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>should_there_be_zoos.pdf</p> <p>http://kidshealth.org/en/teens/vitamins-minerals.html</p> <p>https://www.avma.org/News/JAVMA/News/Pages/021201k.aspx</p> <p>https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/The%20Hard%20Facts%20About%20Flavored%20Milk.pdf</p> <p>Read-aloud text set from online resources in Units of Study for Teaching Reading</p> <p>http://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07698</p> <p>Teacher Resources: <i>Units of Study for Teaching Reading</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 3 <u>Argument and Advocacy</u> VALE Units</p> <p>Technology: Google Classroom Newsela Databases Ducksters</p> <p>Assessments: Formative: Graphic organizers Venn Diagrams Reader's notebook responses Student/teacher conferences Learning Progressions</p> <p>Summative: Student presentations Rubrics</p> <p>Benchmark:</p>
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<p>appropriate rate, and expression.</p> <p>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,</p>		<p>Running Record Assessment</p> <ul style="list-style-type: none"> • Reading Rate (170-195 wpm is benchmark for 5th grade) • Comprehension • Fluency • Reading Benchmark: Level U <p>Alternative: Teachers College Performance Assessment: PARCC like assessments to help students view multiple texts and a video</p>
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<p>descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>		
Interdisciplinary Connections		
<p>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. Activity: Create an art piece that supports their point of view. Use words and images to create a poster.</p> <p>Social Studies: 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. Activity: Using facts learned from the research of debatable issues in ELA and Social Studies, begin to craft an argument for debate.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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.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.</p> <p>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</p>		

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 notetaking system and construct an argument for use in a debate.

Reading Unit 5 Fantasy Book Clubs: The Magic of Themes and Symbols Mid-April to May 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Fantasy authors construct and navigate other worlds</p> <p>Fantasy readers look for metaphors, life lessons, quests, and thematic patterns</p> <p>Fantasy texts connect to other genres</p> <p>Outcomes: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Teaching Points: The Magic of Themes and Symbols</p> <ul style="list-style-type: none"> Researching the setting Learning alongside of the main character <ul style="list-style-type: none"> 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 Here be dragons Readers learn real-life lessons from fantastical characters Quests can be internal as well as external <ul style="list-style-type: none"> How the structure and scenes of the book moves the quest forward Comparing themes in fantasy and history Self-assessing using learning progressions Using information to better understand fantasy stories Using vocabulary strategies to figure out unfamiliar words <ul style="list-style-type: none"> Analyze the contribution of multimedia elements to the 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Thief of Always</i></p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p>Fantasy Texts: <i>Fantastic Mr. Fox</i> by Roald Dahl- Level P <i>Shoebag</i> by Mary James- Level P <i>The Spoon in the Bathroom Wall</i> by Tony Johnston- Level P <i>Help, I'm Trapped: In the First Day of Summer Camp</i> by Todd Strasser- Level Q <i>Spiderwick Chronicles: Book 1 The Field Guide</i> by Holly Tony & Black Diterlizzi- Level Q <i>James and the Giant Peach</i> by Roald Dahl- Level Q <i>Charlie and the Chocolate Factory</i> by Roald Dahl- Level R <i>Guardians of Ga-Hoole Book 1: The Capture</i> by Kathryn Lasky- Level R</p>

<p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.7. 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).</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. 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.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>meaning, tone, or beauty of a text</p> <ul style="list-style-type: none"> • Fantasy characters are complex • Investigating symbolism • Interpreting allegories in fantasy stories • Paying attention to how cultures are portrayed in stories • Identifying archetypes • Reading across texts with critical lenses • The lessons we learn from reading fantasy can lift our reading of everything • Celebrating fantasy and our quest to be ever stronger readers <p>Word Study: VALE Review Units 5-7</p> <p>Plurals: Understand the concepts of plurals and plural forms</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><u>Poppy</u> by Avi- Level S <u>Matilda</u> by Roald Dahl- Level S <u>Borrowers</u> by Mary Norton- Level S <u>Where the Moon Meets the Mountain</u> by Lin Grace- Level T <u>The Emerald Atlas</u> by John Stephens- Level S/T <u>The BFG</u> by Roald Dahl- Level U <u>The Fire Chronicles</u> by John Stephens <u>Tuck Everlasting</u> by Natalie Babbitt- Level V <u>The Guardians of Ga'Hoole Series, Book 1 The Capture</u> by Kathryn Lasky Level: V <u>The Guardians of Ga'Hoole Series, Book 2 The Journey</u> by Kathryn Lasky Level: V <u>The Phantom Tollbooth</u> by Norton Juster- Level W <u>Redwall</u> by Brian Jacques- Level X</p> <p>Teacher Resources: <u>Units of Study for Teaching Reading</u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 4 <u>Fantasy Book Clubs</u> VALE Units</p> <p>Technology: https://www.fantasynamengenerators.com/ https://self-publishingschool.com/fiction-creative-writing-prompts</p> <p>Assessments: Formative: Reader's response notebooks Student/teacher conferences Learning progressions</p> <p>Summative: Character trading cards</p>
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<p>Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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. <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.5.4. Determine or clarify the</p>		<p>Student presentations Rubrics</p> <p>Alternative: Poster Fantasy World Map</p>
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<p>meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>		
Interdisciplinary Connections		
<p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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.</p> <p>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.</p>		

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
 June
 3 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Discovering poetry in poems and prose</p> <p>Looking at life and literature through the lens of poetry</p> <p>Readers continue the habits they have set up this year through the summer and maintain their stamina by reading long and strong</p> <p>Readers think deeply about an author's work and become more passionate and informed</p> <p>Outcomes: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how the characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,</p>	<p>Poetry Teaching Points:</p> <ul style="list-style-type: none"> • Poems come in many shapes and sizes • Poetry readers notice the poem's mood • Poetry readers pay attention to the sound of the poem • Poets are allowed to use language in ways that break the rules with language to create rhyme and rhythm • Readers of poetry often encounter unfamiliar word. • All the parts of a poem work together to make meaning • Readers look back across several powerful passages to think about how they go together • Readers of poetry think hard to create mental images • Poems often make the reader stop and consider the unusual • Poem endings often offer new insights into the rest of the text • Every poem has a theme and that message is in the words, images, and mood • Readers of poetry learn to pay attention to the world around them and to be reflective • Readers of poetry often have a few lines they know by heart, can influence they way they live, and contain valuable life messages 	<p>Core Materials: Units of Study for Reading</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Create packets of poems and poetry compilations <u>Consider:</u> Frost Nash Nesbitt Creech Carroll Nye</p> <p>I Am Every Good Thing by Derrick Barnes Black is a Rainbow Color by Angel Joy I, Too, Am America by Langston Hughes</p> <p>Unit Texts (Texts for students to read in book clubs): <i>This is Just to Say: Poems of Apology and Forgiveness</i> by Joyce Kilmer <i>The Death of the Hat: A Brief History of Poetry in 50 Objects</i></p>

<p>drama, or poem.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret</p>	<p>Word Study: VALE Review Units 8-9</p> <p>Launching a Summer of Reading: Preparing for Middle School Rigor</p> <p>Teaching Points: Making Future Reading Plans</p> <ul style="list-style-type: none"> ▪ Setting students up to read two, or even more, books by their favorite authors this summer ▪ Thinking about an author's style while reading this summer ▪ Establish summer reading habits to continue to read over the summer ▪ Self-select books based on interest and readability ▪ Complete a summer log of titles read ▪ Present book talks 	<p>by Paul Janeczko</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Reading</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Grade 5 If...Then...Curriculum</i></u> Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature VALE Units</p> <p>Technology: Electronic Poetry Project Poetry Slam</p> <p>Assessments: Formative: Reader's response notebook entries Student/teacher conferences Learning progressions</p> <p>Summative: Student generated poetry books Student presentations Rubrics</p> <p>Benchmark: Running Record</p> <ul style="list-style-type: none"> • Reading Rate (170-195 wpm is benchmark for 5th grade) • Comprehension • Fluency • Reading Benchmark: Level V/W <p>Alternative: Video Skit</p>
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figurative language, including similes and metaphors, in context.		
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		
<p>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.</p> <p>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.</p>		
Computer Science & 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.		

5th GRADE WRITING
Writing Unit 1
The Craft of Narrative Writing
September/October
5 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Good writers communicate ideas clearly in an organized structure</p> <p>Good writers write personal narratives focusing on small moments and engaging the reader from beginning to end</p>	<p>Teaching Points: Bend 1: Generating Personal Narratives</p> <ul style="list-style-type: none"> Starting with turning points Dreaming the dream of the story Letting other author's words awaken our own Telling the story from inside it 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p>

<p>Goals:</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use</p>	<ul style="list-style-type: none"> ▪ Taking stock and setting goals <p>Bend 2: Moving Through the Writing Process: Rehearsings, Drafting, Revising and Editing</p> <ul style="list-style-type: none"> ▪ Flash-drafting: Putting our stories on the page ▪ What's this story really about?: Redrafting to bring out meaning ▪ Bringing forth the story arc ▪ Elaborating on important parts ▪ Adding scenes from the past and future ▪ Ending stories ▪ Putting on the final touches <p>Bend 3: Learning from Mentor Texts</p> <ul style="list-style-type: none"> ▪ Reading with a writer's eyes ▪ Taking writing to the workbench ▪ Stretching out the tension ▪ Catching the action or image that produced the emotion ▪ Every character plays a role ▪ Editing: the power of commas ▪ Mechanics of writing ▪ A ceremony of celebration <p>Additional teaching points:</p> <ul style="list-style-type: none"> ▪ Elaborate on ideas and thoughts for narrative writing ▪ Use detail and description when writing narrative writing ▪ Use a variety of narrative techniques to develop the story, and more specifically, the characters ▪ Manage the story, conveying the experiences and events precisely and vividly, and the pacing of events ▪ Draw on strategies with increasing independence and facility ▪ Use interpretation skills to bear on emerging drafts ▪ Highlight the central ideas that 	<p><u><i>When I Was Your Age, Volume Two: Original Stories About Growing Up</i></u> by Amy Ehrlich</p> <p><u><i>Knots on a Counting Rope</i></u> by Jerry Spinelli</p> <p><u><i>Waiting to Waltz</i></u> by Cynthia Rylant</p> <p><u><i>We Had a Picnic This Last Sunday Past</i></u> by Jacqueline Woodson</p> <p><u><i>Chicken Sunday</i></u> by Patricia Polacco</p> <p><u><i>When I Was Young in the Mountains</i></u> by Cynthia Rylant</p> <p><u><i>Saturday and Teacakes</i></u> by Lester L.Laminack</p> <p><u><i>The Matchbox Diary</i></u> by Paul Fleischman</p> <p><u><i>Eleven and Papa Who Wakes Up Tired in the Dark</i></u>: Two short stories by Sandra Cisneros</p> <p>Teacher Resources:</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 1 <u><i>Narrative Craft</i></u> Published by Heinemann</p> <p>Technology:</p> <p>Microsoft Word</p> <p>Word Cloud</p> <p>Assessments:</p> <p>Formative:</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</p> <p>Learning progressions</p>
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<p>technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.</p>	<p>are to be drawn from the written text</p> <p>Punctuation and Grammar: Reasons writers use punctuation</p> <p>Red lights and yellow lights: periods and commas</p> <p>Exclamation points and question marks—a little goes a long way</p> <p>Use quotation marks and related punctuation correctly in passages of dialogue</p> <p>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, Steve?)</p> <p>Use of synonyms, antonyms, homographs</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Benchmark: Narrative Benchmark Assessment scored with Teachers College Rubric (Scores recorded into Genesis) Reference <u>Writing Pathways Performance Assessments and Learning Progressions</u> by Lucy Calkins pg. 182</p> <p>Alternative: Create a narrative timeline Create a concept map</p>
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<p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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, Steve?).</p> <p>Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		
Interdisciplinary Connections		

Social Studies: 6.1.5.HistoryCC.4: 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.

Visual and Performing Arts: 1.4.5.Cr1c: 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.

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.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., 1.2.5.CR1d). Activity: Students will create a virtual world to reflect the settings in their stories.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **9.4.5.CI.3:** 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.

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 use Word Cloud to create a cloud about a character in their narrative.

Writing Unit 2A and 2B Literary and Comparative Essay Writing October to December 11 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Ideas can be grown from the expert use of author's craft</p> <p>Writers are selective about the text evidence they choose</p> <p>Universal ideas form the foundation of comparative essays</p> <p>Goals: W.5.1. Write opinion pieces on</p>	<p>Literary Essay Teaching Points: Bend 1: Crafting a Literary Essay around a Shared Text</p> <ul style="list-style-type: none"> • Inquiry into essay • Growing ideas means reading with a writerly wide-awakeness • Trying on various theses for size • Angling mini-stories to support a point • Flash-drafting a literary essay 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Short Stories from various authors Henry's Freedom Song Uncle Jed's Barbershop</p>

<p>topics or texts, supporting a point of view with reasons and information.</p> <p>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. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a conclusion related to the opinion presented.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Bend 2: Lifting the Level of Interpretive Essay</p> <ul style="list-style-type: none"> • Writing to grow ideas • Analyzing how characters respond to trouble • Developing stronger thesis statements • Choosing and setting up quotes • Supporting a claim with an analysis of craft • Beginnings and endings • Editing semiar sessions <p>Bend 3: Writing for Transfer</p> <ul style="list-style-type: none"> • Transferring what you know to any opinion text • Tackling any challenges that come your way • Logically ordering reasons and evidence • Applying your past learning to today's work • Analyzing writing and goal setting • Becoming essay ambassadors <p>Comparative Essay Teaching Points</p> <p>Write across Texts: A comparative essay in which one explores two texts</p> <ul style="list-style-type: none"> • Collect big ideas and important details by digger deeper into texts to write more sophisticated interpretations • Noticing the subtle nuances and details of a text in order to uncover themes • Making complex interpretations of texts—moving past single descriptions of characters, such as “Gabriel is a lonely boy.” • Looking for a single object or image and thinking about why and how it is used to bring out the significance of the text • Noticing when characters have 	<p><i>Every Living Thing</i> by Cynthia Rylant</p> <p><i>Stray</i> by Cynthia Rylant</p> <p><i>Those Shoes</i> by Maribeth Boelts</p> <p>Cynthia Rylant picture books (i.e., <i>Fly Away Home</i>)</p> <p><i>Because of Winn Dixie</i> by Kate di Camillo</p> <p>Patricia Polacco picture books</p> <p><i>“The Marble Champ”</i> from <i>Baseball in April</i> by Gary Soto</p> <p><i>House on Mango Street</i> by Sandra Cisneros</p> <p><i>Alone</i> by Jacqueline Woodson</p> <p><i>“Statue”</i> by Ralph Fletcher</p> <p><i>“Eating the World”</i> by Ralph Fletcher</p> <p><i>“Regrets”</i> by Richard Margolis</p> <p><i>“Mr. Entwistle”</i> by Jean Little</p> <p>Sample Essay 1 (pg. 53 Grade 5 <i>If... Then... Assessment Based Instruction</i>)</p> <p>Sample Essay 2 (pg. 53 Grade 5 <i>If... Then... Assessment Based Instruction</i>)</p> <p>Teacher Resources:</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Literary Essay</i> by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <i>If... Then... Curriculum</i> Literary and Comparative Essay</p> <p>Technology:</p> <p>Google Classroom</p> <p>Assessments:</p> <p>Formative:</p> <p>Write from a character's perspective</p> <p>Narrative checklist</p> <p>Student/teacher conferences</p>
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<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>strong feelings or reactions and thinking about why the character is feeling or reacting this way</p> <ul style="list-style-type: none"> • Paying close attention to when characters have insights or learn something • Find evidence to support a thesis statement • Study a theme and its development across two texts • Searching for universal lessons in moments of insight • Write comparative essays using a second text • Draft, revise, and edit with independence • Vary sentence structure <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Paragraphing • Quotation Marks and end punctuation • Use underlining, quotation marks, or italics to indicate titles of works • General punctuation <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Writing Notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Published essay on two texts Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Alternative: Create a journal from a character's perspective Draw a scene from a character's perspective of an event</p>
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<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation to separate items in a series.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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, Steve?).</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing,</p>		
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<p>speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better</p>		
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<p>understand each of the words.</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
Interdisciplinary Connections		
<p>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. Activity: Students will listen to and assess various forms of musical compositions for mood and tone.</p> <p>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. Activity: Students will analyze the differing cultural and existences of Native American groups focusing on the perspective of each group.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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.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>9.2.8.B.7 Evaluate the impact of online activities and social media on employers decisions. Activity: Discuss the perspective of characters and their real-world behaviors as seen on social media.</p>		
Computer Science & Design Thinking		
<p>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: 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
January
2 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Articles require organization of information and planning</p> <p>Writers draft and revise in ways that teach others</p> <p>Outcomes: W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a conclusion related to the information of explanation presented.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Generate ideas for expert topics to prepare for feature article writing <ul style="list-style-type: none"> ◦ Use of texts from reading on topic of choice • Prepare to teach others information about a topic • Channel students to plan and then revise a feature article • Guide students as they conduct focused research on a topic • Help students plan and organize information into parts or sections • Channel students to revise and elaborate on sections with anecdotes, examples, and facts • Teach students to use linking words to connect information • Channel students to think about the audience when drafting an introduction and conclusion • Revise articles and format text structure <p>Punctuation and Grammar: Use commas to set off introductory parts of sentences, for example, <i>At this time in history</i>, and <i>it was common to...</i></p> <p>Use a variety of punctuation to fix run-on sentences</p> <p>Use of synonyms, antonyms, homographs</p>	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): Various articles of personal interest</p> <p>Teacher Resources: <u><i>Units of Study If...Then Curriculum Information Writing: Feature Articles</i></u> written by Lucy Calkins and colleagues at the Reading and Writing Project</p> <p><u><i>Teaching The Qualities of Writing Lesson Kit</i></u> by Ralph Fletcher and Joann Portalupi (supplemental and added into lessons as needed)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Technology: Microsoft Word Google Classroom Google Docs/Slides FlipGrid</p> <p>Assessments: Formative: Informational checklist Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning Progressions</p>

<p>peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on</p>	<p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Benchmark: Informational Benchmark Assessment scored by the Teachers College rubric for Informational Writing</p> <p>Alternative: Design a brochure Flip Grid or Glogster to combine graphics and audio</p>
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<p>specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation to separate items in a series.</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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, Steve?).</p>		
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<p>Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		
Interdisciplinary Connections		
<p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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.</p> <p>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.</p>		

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
January/February
6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Analyzing elements of the story, including the character's motives and actions, provides a deeper understanding of the text</p> <p>Investigation into story structure provides insight into plot development, sequence of events, and deeper meaning of text</p> <p>Goals: W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> 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 Identify alternate perspectives based on evidence from text Distinguish between point of view and perspective A narrator's point of view influences events (character, setting, etc.) Controlling time Use the character's actions and words to determine their feelings Construct questions to dig deep into a character's perspective Utilize dialogue correctly to portray character's perspective Locate author's perspective by looking at the mood and setting of the text (why did the author write this text) <ul style="list-style-type: none"> Identify how an author shows their perspective through a character Consider theme and how it 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): ReadWorks.org</p> <p>Video Links: Toy Story https://www.youtube.com/watch?v=hWMecluFs60</p> <p>The Fox and the Girl https://www.youtube.com/watch?v=ilKaJRsmZil</p> <p>Novel: Home of the Brave</p> <p>Where the Red Fern Grows (use excerpts) http://www.mistercollins.net/uploads/Where_the_Red_Fern_Grows_-_Wilson_Rawls.pdf</p> <p>Passage: <i>The Youngest Girl In Fifth</i> by Angela Brazil</p> <p>Passage: <i>The Lighthouse Lamp</i> by Margaret E. Sangster</p> <p>Passage: <i>The Bread Winner</i> by Arvella</p>

<p>events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>	<p>relates to social issues</p> <ul style="list-style-type: none"> • Identify story structure • Staying true to the story's problem while creating an extended ending • Revising for clarity and consistency • Use verb tense to convey various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense • Use metaphors and similes with intention <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Whitmore</p> <p>Passage: <i>The Growin Of Paul Bunyan</i> by William J. Brooke</p> <p>Passage: <i>Ida B</i> by Katherine Hannigan</p> <p>Passage: <i>Moon Over Manifest</i> by Clare Vanderpool</p> <p>Short story: <i>Stray</i> by Cynthia Rylant</p> <p>Teacher Resources: <u><i>Teaching Interpretation: Using Text-Based Evidence to Construct Meaning.</i></u> Written by: Sonja Cherry-Paul Dana Johansen</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Technology: Microsoft Word Google Classroom</p> <p>Assessments: Formative: Write from a character's perspective Narrative checklist Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Alternative: Write a monologue from a character's point of view</p> <p>Write and draw a comic strip from a</p>
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<p>command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. 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,</p>		<p>character with another point of view</p>
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<p>Steve?).</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		
Interdisciplinary Connections		

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. Activity: Create a scene from a fictional book. Describe the visuals needed to set the stage and why certain aspects were chosen.

Career Readiness, Life Literacies, and Key Skills

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). Activity: Students compare and discuss perspectives across stories.

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. Activity: Identify the careers included in the texts from the unit and the benefits of pursuing such careers.

Computer Science & Design Thinking

Technology: 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. Activity: Use an enhanced graphic organizer to compare perspectives.

Writing Unit 4 The Research-Based Argument Essay March/April 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Voice, structure and precise language are tools for persuading a reader</p> <p>Writers build powerful arguments and write for authentic purposes</p> <p>Goals: W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to</p>	<p>Teaching Points: Bend 1: Establishing and Supporting Positions</p> <ul style="list-style-type: none"> Investigating to understand and argue Flash drafting arguments Using evidence to build arguments (Opinions to evidence-based arguments) Using quotations to bolster an argument Structuring the essay Redrafting and adding more evidence Balancing evidence with analysis Signed, sealed, delivered <p>Bend 2: Building Powerful</p>	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>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</p>

<p>support the writer's purpose. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a conclusion related to the opinion presented.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames</p>	<p>Arguments</p> <ul style="list-style-type: none"> Developing Collections; focused positions, weighing reasons, selecting evidence Taking arguments up a notch Bringing a critical perspective to writing Rehearsing the whole, refining a part Rebuttals, responses, and counterclaims Evaluating evidence Appealing to the audience Panel presentations, reflection and goal setting <p>Bend 3: Writing for Real Life Purposes and Audience</p> <ul style="list-style-type: none"> Taking opportunities to stand and be counted Everyday research Taking stock and setting writing tasks Using all you know from other types of writing to make your arguments more powerful Evaluating the validity of your argument Paragraphing choices Celebration: Taking positions, developing stances <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> Parentheses Quotation marks Colons Complex sentence structure Appositive commas Use punctuation to separate items in a series Beginning sentences with dependent clauses Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences 	<p>(video) Writings from “Jack” a sixth grader and Kennedy</p> <p>Teacher Resources: <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <u><i>The Research-Based Argument Essay</i></u> Unit 4 Grade 5 Published by Heinemann</p> <p>Technology: Microsoft Word Google Classroom Online resources Google Docs</p> <p>Assessments: Formative: Argument checklist Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning Progressions</p> <p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Benchmark: Opinion/Argument Writing Benchmark Assessment scored with Teachers College Rubric (Scores recorded into Genesis) Reference <u><i>Writing Pathways Performance Assessments and Learning</i></u></p>
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<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and</p>	<p>Integrate test prep into instruction:</p> <p>Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p><i>Progressions</i> by Lucy Calkins</p> <p>Alternative:</p> <p>Organize a debate</p> <p>Develop an interactive poster</p>
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<p>interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. 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, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the</p>		
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varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
Interdisciplinary Connections		
<p>Social Studies: 6.1.5.HistoryCC.15: 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>Visual and Performing Arts: 1.4.5.Cr1c: 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>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: 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>		
Computer Science & Design Thinking		
<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
Mid-April/May
6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: 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> <p>Goals: W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated</p>	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Being a keen observer and avid researcher • Inspire writers to gather ideas based on one's life, different settings, or ideas that matter and apply as potential themes • Character motivation inspires quests • Encourage writers to explore story ideas • Channel students to write single arc storylines (2 or 3 well-developed scenes) • Writing long about settings • Magic is introduced early on • How to make readers suspend disbelief • Channel students to focus their imagination and flash draft • Stretching out the heart of the story <p>Punctuation and Grammar: Use commas to set off introductory parts of sentences, for example, <i>At this time in history</i>, and <i>it was common to...</i></p> <p>Use a variety of punctuation to fix run-on sentences</p> <p>Use a variety of sentences</p> <p>Use transitional words and phrases</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in</p>	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Paperbag Princess</i> <i>Writing Magic</i> by Gail Carson Levine</p> <p><i>Write Your Own Fantasy Story</i> by Tish Farrell</p> <p>Teacher Resources: <i>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 2 <i>The Lens of History: Research Report</i></p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Technology: Now Novel: Digital Resource</p> <p>Assessments: Formative: Narrative checklist Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning progressions</p>

<p>experiences or events.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage</p>	<p>stories, dramas, or poems.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Integrate test prep into instruction: Incorporate standardized test formats into chapter and unit tests</p> <p>Require students to show their work and use test-taking skills during everyday activities</p> <p>Teach critical thinking skills. Create class discussion and assessment questions that develop students' higher-order thinking skills, mainly evaluating, synthesizing, analyzing, and applying</p> <p>Highlight test taking skills</p> <p>Review test taking vocabulary</p>	<p>Summative: Writing samples and student writing portfolios Student presentations Standards Based Writing Rubrics Rubrics</p> <p>Alternative: Character and setting trading cards Map alternate universe Comic strip Dramatization</p>
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<p>when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. 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, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language</p>		
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<p>and its conventions when writing, speaking, reading, or listening.</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		
Interdisciplinary Connections		
<p>Social Studies: 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. Activity: Create an Age of Empire type fantasy using facts about trade learned in social studies.</p> <p>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.) 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		
<p>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. PF.5).</p>		

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

June

3 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings: Poems are read to visualize, retell, infer and analyze as well as think about author's purpose</p> <p>Poems convey a message and meaning to the reader</p> <p>Writers grow and change through practice of the craft of writing</p> <p>Goals: W.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</p>	<p>Bend 1: Create a class anthology</p> <ul style="list-style-type: none"> Create a class anthology Take on different perspectives and approaches within the same topic Anthologies can be created with a mission to explore a topic from a number of points of view, through different kinds of poetry <p>Bend 2: Generate ideas for anthologies and collect poems</p> <ul style="list-style-type: none"> Gather ideas for personal anthologies Strategies for selecting poems to match topics Revise toward a bigger theme Writing new poems to round out ideas or frameworks Use mentor poems to help maintain a sense of exploration and inspiration as young poets strive to mimic the work of published authors 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Ubiquitous</i> by Joyce Sidman <i>Fury</i> by Lucille Clifton <i>All the Poems and Fourteen More</i> by Valerie Worth <i>Falling Down the Page</i> by Georgia Heard <i>Knock at a Star: A Child's Introduction to Poetry</i> by X.J. Kennedy <i>Red Suitcase</i> by Naomi Shibab Nye <i>Technically It's Not My Fault</i> by John Grandits</p> <p>Teacher Resources: Unit of study written by 5th grade team available on the shared drive titled Poetry Unit Grade 5</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su</p>

<p>characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for</p>	<p>Bend 3: Get strong drafts going and revise all along</p> <ul style="list-style-type: none"> Investigate using the following in the writing of poetry: Metaphor/simile <ul style="list-style-type: none"> Line breaks White space Stanzas/ lines Repetition Font Size Personification Alliteration Onomatopoeia Drafting and revising go hand in hand Authors write new poems but also spend time revisiting and revising Zoom in on a small collection of poems on which to apply revision strategies Turn prose into poetry by focusing on the structure and revise to bring out the intended meaning of each poem Rewrite an original poem using a totally new format – i.e., from free verse to rhyme Reread mentor poems to think about how authors use punctuation in poems Reread mentor poems to think about how authors do not use punctuation in poems Make deliberate, punctuation choices in their poems Use of figurative language <p>Bend 4: Edit Poems and Assemble Anthologies for Publication</p> <ul style="list-style-type: none"> Editing Rehearse reading poems aloud in a way that makes their meaning clear to the 	<p>Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 5 2011-2012 Unit 7 “<u>Poetry</u>” (Available on the shared drive)</p> <p><u>Units of Study for Narrative, Opinion, and Information Writing</u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <u>If... Then... Assessment Based Instruction “Poetry Anthologies”</u> pgs. 56-67 Published by Heinemann</p> <p><u>Getting the Knack: 20 Poetry Writing Exercises</u> by Stephen Dunning and William Stafford</p> <p><u>A Kick in the Head: An Everyday Guide to Poetic Forms</u> Edited by Paul. B. Janeczko</p> <p><u>Wham! It's a Poetry Jam: Discovering Performance Poetry</u> by Sara Holbrook</p> <p><u>Handbook of Poetic Forms</u> edited by Ron Padgett</p> <p><u>A Note Slipped Under the Door: Teaching Poems We Love</u> by Nick Flynn and Shirley McPhillips</p> <p><u>Awakening the Heart: Exploring Poetry in the Elementary and Middle School</u> .by Georgia Heard</p> <p>Technology: Flip Grid Wordle</p> <p>Assessments: Formative:</p>
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<p>a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. 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, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as</p>	<p>audience</p> <ul style="list-style-type: none"> • Refine work in ways that are appropriate to the form of the publication chosen <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> • Semicolon • Commas <p>Reflections on Our Growth as an Author</p> <p>Teaching Points:</p> <ul style="list-style-type: none"> • How did I grow as a writer? • What writing goals can I make for the future? • Share writing anthologies 	<p>Poetry reflection Student/teacher conferences Writing notebooks Student Performance Checklists for Writing Learning progressions</p> <p>Summative: 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>Alternative: Concept Poster Oral Presentation</p>
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<p>needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.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.</p>		
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SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Interdisciplinary Connections		
<p>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. 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>Visual and Performing Arts: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Activity: Peer review after the flash draft process and discuss how to use art to make the theme of the poem visible.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>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). Activity: Students will collaboratively create poems within a theme to share online.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Activity: Students will create a poem reflecting their future career goals.</p>		
Computer Science & Design Thinking		
<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. Activity: Use appropriate digital etiquette when researching mentor poetry texts and poets.</p>		