

**READINGTON PUBLIC SCHOOL DISTRICT**  
**Fifth Grade English Language Arts Curriculum**

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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) phonics/spelling/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.

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

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Speaking and Listening
- Word Study/Vocabulary Instruction

### **Reading Workshop: (Approximately 40 minutes daily)**

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (10-15 minutes), independent (20 minutes) and partner reading time with guided reading (5-10 minutes), a mid-workshop teaching point (3-5 minutes), and finally a teaching share (3-5 minutes). All fifth grade students meet in small groups and book clubs within the reading workshop. Additional time for small group instruction is provided for students that are struggling readers.

### **Writing Workshop: (Approximately 40 minutes daily)**

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time & conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students write for real; they write all kinds of texts just like the ones they see in the world.

### **Speaking and Listening**

Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn language for a variety of purposes. In the fifth grade literacy curriculum, we intentionally develop the kind of

oral language skills that students need to take them into the future. We focus on three goals:

- o Listening and Speaking
- o Presentation of Knowledge and Ideas
- o Comprehension and Collaboration

**Vocabulary/Word Study:**

Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.

Students in grade 5 participate in a spelling and vocabulary exploration program developed by Kathy Ganske, the author of *Word Journeys*. During word study, students actively engage in thinking and questioning, as they increase their awareness of how words are spelled and what they mean. They look for common characteristics to help them generalize understandings to other words.

The fifth grade curriculum continues to focus on phonics, spelling and word study principles which are organized into broad categories of learning.

- Spelling Patterns
- High-Frequency Words- Read and write 500 words that occur with the highest frequency in English rapidly and automatically.
- Word Meaning and Vocabulary
- Word Structure
- Word-Solving Actions

A suggested schedule for an 80-85 minutes block of literacy while incorporating time for vocabulary/word study instruction might look something like the following:

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Extended Read Aloud with Whole Class Discussion	10 minute Reading Mini-lesson	30 minutes Extended Read Aloud with Whole Class Discussion	10 minutes Reading Mini-lesson	10 minutes Reading Mini-lesson
30 minutes Independent Reading	30 Minutes Independent Reading	25 minutes Independent Reading	25 Minutes Independent Reading	25 Minutes Independent Reading
15 minutes Writing about Reading	35 minutes Writing (10 minute mini- lesson and 25 minutes of writing)	20 minutes Writing about Reading	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)
5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration

**III. RESOURCES**

*Guiding Readers and Writers, Grades 3-6* by Fountas and Pinnell

*Strategies That Work: Teaching Comprehension to Enhance Understanding* by Harvey and Goudvis

*Mosaic of Thought: Teaching Comprehension in a Readers Workshop* by Keene and Zimmerman

*Word Journeys* by Kathy Ganske

Word Sorts and More by Kathy Ganske

Mindful of Words by Kathy Ganske

Notebook Connections Strategies for the Readers Notebook by Aimee Buckner

Notebook Know-How Strategies for the Writers Notebook by Aimee Buckner

Write Like This Teaching Real-World Writing Through Modeling and Mentor Texts by Kelly Gallagher

How's It Going by Carl Anderson

Units of Study for Opinion, Information, and Narrative Writing Grade 4 by Lucy Calkins

Benchmark Assessment System Levels L-Z by Fountas and Pinnell

#### **IV. GOALS**

##### **Progress Indicators for Reading Literature**

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Complexity of Text

##### **Progress Indicators for Reading Informational Text**

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

##### **Progress Indicators for Reading Foundation Skills**

Phonics and Word Recognition

Fluency

##### **Progress Indicators for Writing**

Text Types and Purposes

Production and Distribution of Writing

Range of Writing

##### **Progress Indicators for Speaking and Listening**

Comprehension and Collaboration

Presentation of Knowledge and Ideas

##### **Progress Indicators for Language**

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

#### **V. ASSESSMENT**

Student learning will be assessed through:

- Student/teacher conferences
- Fountas and Pinnell Reading Level Assessment conducted *at least* three times a year for students beginning in September/October and then again in Feb./March and in May/June.

- Teacher's College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writing Notebooks and Reader's Workshop Notebooks
- Student Performance Checklists for Writing
- Standards-Based Writing Rubrics
- Learning Progressions
- Rubrics
- Spelling Developmental Analysis (Screening and Inventory) administered in Sept./October and January

**VI. SCOPE AND SEQUENCE**

	<b>Reader’s Workshop</b>		<b>Writer’s Workshop</b>
Unit 1 Sept./Mid-Nov. 9 weeks	Interpretation Book Clubs Analyzing Themes (Unit 1)	Unit 1A  Unit 1B Sept./Oct. 9 weeks	Writing From a Character’s Perspective  Literary Essay
Unit 2 Mid-Nov./Dec. 6 weeks	Tackling Complexity: Moving Up Levels Of Nonfiction (Unit 2)	Unit 2 Nov. 6 weeks	Comparative Essay
Unit 3 Jan./Mid-Feb. 6 weeks	Author Study: Reading Like a Fan (If...Then...Unit)	Unit 3 Dec./Jan. 6 weeks	The Craft of Narrative Writing (Unit 1)
Unit 4 Mid-Feb./Mid-Apr. 8 weeks	Argument and Advocacy: Researching Debatable Issues (Unit 3)	Unit 4A 2 weeks Feb. <hr/> Unit 4B Feb./Mar. 6 weeks	Feature Articles: Research Techniques and Article Structure <hr/> The Research-Based Argument Essay (Unit 4)
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	Unit 5 Mid-April/May 6 weeks	Fantasy
Unit 6 June 3 weeks	Poetry <hr/> Launching a Summer of Reading: Preparing for Middle School Rigor	Unit 6A  Unit 6B June 3 weeks	Poetry <hr/> Reflections on Our Growth as Authors

**5<sup>th</sup> GRADE READING**  
**Readers Workshop: Unit 1**  
**Interpretation Book Clubs: Analyzing Themes**  
**September to October**  
**9 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Writing about reading with voice and investment</p> <p>Good readers turn texts inside out and use them to ground their thinking</p> <p>Reading, writing about, and discussing the content and craft of literature deepens our understanding</p> <p><b>Outcomes:</b>  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,</p>	<p><b>Interpretation Book Clubs</b></p> <ul style="list-style-type: none"> <li>• Taking charge of your reading life</li> <li>• Writing well about reading</li> <li>• Grounding your thinking in the text</li> <li>• Considering perspective and its effects <ul style="list-style-type: none"> <li>○ Consider how the narrator’s point of view influences how events are described</li> </ul> </li> <li>• Learning to think analytically</li> <li>• Launching interpretation book clubs</li> <li>• Revising writing about reading</li> <li>• Characters–finding meaning in the midst of struggle <ul style="list-style-type: none"> <li>○ Describe how characters’ struggles relate to theme across texts</li> </ul> </li> <li>• Seeing text through the eyes of other readers</li> <li>• Linking ideas to build larger theories and interpretations</li> <li>• Reading on with interpretation in mind</li> <li>• Noticing how social issues impact character perspectives</li> <li>• Debating to prompt rich book conversation</li> <li>• Reflecting on ourselves as book clubs</li> <li>• Two texts, one theme: a comparison study</li> <li>• Rethinking themes to allow for more complexity</li> <li>• Comparing character’s connections to theme</li> <li>• Studying the choices an author did not make to better understand the ones they did <ul style="list-style-type: none"> <li>○ Studying the author’s purpose for selecting a particular point of view for a character</li> </ul> </li> <li>• Delving deeper into literary analysis: reading as writers</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  Home of the Brave</p> <p><b>Unit Texts (Texts for students to read in book clubs):</b>  Leveled-text from book room</p> <p><b>Teacher Resources:</b>  <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>Interpretation Book Clubs</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>Note &amp; 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>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske</p> <p><u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie Harvey</p>

<p>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 (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</p>	<p><b>Word Study /Vocabulary/Grammar:</b></p> <p><b>Spelling Patterns:</b> Notice and use frequently appearing long vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> Compound Words- Recognize and use a variety of compound words and hyphenated compound words</p> <p><b>Word Structure:</b> Syllables</p> <p><b>Integrate test prep into instruction:</b> 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><b>Assessments:</b></p> <p><b>Fountas and Pinnell Running Record Assessment for all students.</b></p> <ul style="list-style-type: none"> <li>• Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>• Comprehension</li> <li>• Fluency</li> </ul> <p><b>Teachers College Running Records</b></p> <p>(Reading Benchmark: Level S/T)</p> <p>Reader’s Notebook Responses</p> <p><b>Word Study Assessments:</b></p> <p><b>Word Journeys Screening Inventory</b> (for any new to the district student)</p> <p><b>Word Journeys Feature Inventory Form A</b>(Based on previous year’s assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p> <p>Student/teacher conferences Student presentations Learning Progressions Rubrics</p>
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<p>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 and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. 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 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>		
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**Readers Workshop Unit 2**  
**Tackling Complexity: Moving Up Levels of Nonfiction**  
**November to December**  
**6 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>                      Readers need to be prepared for increasing text complexity</p> <p>Inquiry projects require knowledge from nonfiction reading and investigation</p> <p><b>Outcomes:</b>                      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 the same event or topic, noting</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>• The more you know the more you see</li> <li>• Orienting to more complex texts</li> <li>• Uncovering what makes a main idea complex</li> <li>• Strategies determining implicit main ideas</li> <li>• Using context to determine the meaning of vocabulary</li> <li>• Inquiry into using morphology of words to tackle vocabulary</li> <li>• Complex thinking about structure: From sentence level to text level</li> <li>• Rising to the challenge of nonfiction</li> <li>• Summarizing as text gets harder</li> <li>• Learning from sources                             <ul style="list-style-type: none"> <li>○ Identifying important similarities and differences in the point of view they represent</li> <li>○ Brainstorm research questions</li> </ul> </li> <li>• Learning from primary research                             <ul style="list-style-type: none"> <li>○ Explain similarities and differences in texts and the point of view they represent.</li> <li>○ Locating evidence to support research questions</li> </ul> </li> <li>• Coming to text as experts</li> <li>• Writing about reading in nonfiction</li> <li>• Lifting the level of questions to drive research forward</li> <li>• Synthesizing subtopics</li> <li>• Writing about reading: From big ideas to specifics</li> <li>• Comparing /contrasting: what authors say</li> <li>• Critically reading our text, our topics, and our lives</li> </ul> <p><b><u>Word Study /Vocabulary/Grammar:</u></b>  <b>Spelling Patterns:</b>                      Notice and use frequently appearing long</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>When Lunch Fights Fights Back: Wickedly Clever Animal Defenses</i></p> <p><i>Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean</i></p> <p>Leveled- texts at instructional levels</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Teaching Reading</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 2 <b>Tackling Complexity</b></p> <p><i>Navigating Nonfiction in Expository Texts Determining Importance and Synthesizing</i> by Lucy Calkins and Kathleen Tolan  <a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p><i>Reading Nonfiction</i> by Beers and Probst</p> <p><i>teaching interpretation using text-based evidence to construct meaning</i> by Cheery-Paul and Johansen</p> <p><b>Assessment:</b>  <b>Running Record Assessment for any student not on benchmark from September.</b></p> <ul style="list-style-type: none"> <li>• Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>• Comprehension</li> <li>• Fluency</li> </ul> <p><b>Running Records</b></p> <p>Reading Benchmark: Level T</p> <p>Reader’s Notebook Responses</p> <p>Student/teacher conferences                      Student presentations</p>

<p>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 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. 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. 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>vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> Compound Words- Recognize and use a variety of compound words and hyphenated compound words</p> <p><b>Word Structure:</b> Prefixes</p> <p><b>Integrate test prep into instruction:</b> 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>Learning Progressions Rubrics</p>
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<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). 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>		
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**Readers Workshop Unit 3  
Author Study  
January to Mid-February  
6 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> 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><b>Outcomes:</b> 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><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● Being a fan of an author</li> <li>● Paying attention to settings, themes, and characters authors create</li> <li>● Compare/contrast characters from several books from author</li> <li>● Thinking about what settings tell you about the author and the author’s books</li> <li>● Readers consider specific parts to determine whether multiple books have similar parts</li> <li>● Consider what structural patterns exist across texts</li> <li>● Read as writers to determine if patterns emerge</li> <li>● Writing alongside the author</li> <li>● Readers apprentice themselves to an author</li> <li>● Comparing issues and themes across texts</li> <li>● Building a sense of what the author is “known for”</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b> Various picture story books and short stories from various authors: Patricia Polacco Cynthia Rylant Gary Soto Sandra Cisneros Ralph Fletcher</p> <p>Possible texts: Polacco: Chicken Sunday, Pink and Say, Thank You Mr. Falker Rylant: Every Living Thing. When I Was Young in the Mountains, Night in the Country, When the Relatives Came Fletcher: Marshall Field Dreams Soto: Baseball in April</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.5.7. 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</p>	<ul style="list-style-type: none"> <li>• What parts of the text are speaking to you</li> <li>• Reading and rereading favorite parts, underlining the lines that make us laugh aloud or stop to think again</li> <li>• Studying books closely, looking for author’s fingerprints</li> <li>• Readers pay attention to the settings the author creates in his or her book</li> <li>• Moving past retelling a story to asking analytical questions about a text             <ul style="list-style-type: none"> <li>○ Reflecting on how culture impacts themes and topics</li> <li>○ Identifying cultural common themes and topics that appear in literature</li> </ul> </li> <li>• Noting and noticing specific craft moves favorite authors make (i.e., Roald Dahl, Kate diCamillo vs. Jon Scieszka)</li> <li>• 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"> <li>○ Studying the meaning and impact of figurative language</li> </ul> </li> <li>• Analyzing short sections of a favorite author’s text</li> </ul> <p><b>Word Study /Vocab/Grammar:</b>  <b>Spelling Patterns:</b> Notice and use other vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> 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><b>Word Structure:</b> Suffixes- Recognize and use suffixes that change verbs and nouns for different functions (-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -ous, -cious, -tious)</p> <p><b>Integrate test prep into instruction:</b></p>	<p>Cisneros: House on Mango Street, Eleven</p> <p><b>Unit Texts (Texts for students to read in book clubs):</b>              Student choice from favorite authors.              Possible authors:              Mike Lupica              Gary Paulsen              Avi              Jacqueline Woodson              Pam Munoz Ryan              Kate DiCamillo              Jane Yolen</p> <p><b>Teacher Resources:</b>  <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</p> <p><b>Assessments:</b>  <b>Running Record</b>  <b>Assessment for any student not on benchmark from last assessment.</b></p> <ul style="list-style-type: none"> <li>• Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>• Comprehension</li> <li>• Fluency</li> </ul> <p>Reading Benchmark: Level T              Reader’s Response Notebook entries</p> <p><b>Word Study Assessments:</b>  <b>Word Journeys Screening Inventory</b> (for any new to the district student)              Student/teacher conferences              Student presentations              Learning Progressions              Rubrics</p>
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<p>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>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"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <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 meaning</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>	
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<p>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>		
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**Readers Workshop Unit 4**  
**Argument and Advocacy: Researching Debatable Issues**  
**Mid-February to April**  
**8 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>                      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><b>Outcomes:</b>                      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</p>	<p><b>Teaching Points: Researching Debatable Issues</b></p> <ul style="list-style-type: none"> <li>• Argument intensive</li> <li>• Organizing an ethical research life to investigate an issue</li> <li>• Identifying potential biases while reading</li> <li>• Letting nonfiction reading on an issue spur flash debates</li> <li>• Mining texts for relevant Information</li> <li>• Strengthening club work</li> <li>• Readers think and wonder as they read                             <ul style="list-style-type: none"> <li>○ Keeping author’s purpose and bias in mind</li> </ul> </li> <li>• Summarizing to hold on to what is most essential</li> <li>• Arguing to learn</li> <li>• Moving beyond considering one</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>                      Links below have to do with topics about health, zoos, and current events.</p> <p><a href="http://www.nytimes.com/2010/https://www.dogonews.com/08/25/dining/25Milk.html">http://www.nytimes.com/2010/https://www.dogonews.com/08/25/dining/25Milk.html</a></p> <p><a href="https://www.dogonews.com/">https://www.dogonews.com/</a></p> <p><a href="https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/Is%20Chocolate%20Milk%20Healthy%20for%20Kids.pdf">https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/Is%20Chocolate%20Milk%20Healthy%20for%20Kids.pdf</a></p> <p><a href="http://www.readingandwritingpr">http://www.readingandwritingpr</a></p>

<p>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 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"> <li>1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and</li> </ol>	<p>debatable question</p> <ul style="list-style-type: none"> <li>• Raising the level of annotating texts</li> <li>• Reaching to tackle more difficult texts</li> <li>• Studying perspective</li> <li>• Considering craft</li> <li>• Evaluating arguments             <ul style="list-style-type: none"> <li>○ with a focus on point of view</li> </ul> </li> <li>• Day of shared learning</li> <li>• Diving into more research with more agency and independence</li> <li>• Letting conversations spark new ideas</li> <li>• Talking and writing analytically across sources</li> <li>• Reading nonfiction with the lens of power</li> <li>• Advocacy</li> <li>• Readers take their researcher-debating selves into the world</li> </ul> <p><b>Word Study /Vocabulary/Grammar:</b>  <b>Spelling Patterns:</b> Notice and use other vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> Figurative Language- Recognize and use words as metaphors and similes to make comparisons</p> <p><b>Word Structure:</b> Prefixes, suffixes, and root words</p> <p><b>Integrate test prep into instruction:</b>          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><a href="http://object.com/public/resources/staff_developers_a/2011-2012/Resources%20for%20Argument%20Essay/chocolate_milk_t_exts.pdf">object.com/public/resources/staff_developers_a/2011-2012/Resources%20for%20Argument%20Essay/chocolate_milk_t_exts.pdf</a></p> <p><a href="https://mrgoodmanps77.files.wordpress.com/2016/01/chocmilk-more-harmful-than-helpful.pdf">https://mrgoodmanps77.files.wordpress.com/2016/01/chocmilk-more-harmful-than-helpful.pdf</a></p> <p><a href="https://www.healthveating.org/Portals/0/Documents/Milk%20Dairy/MilkPEPFlavMilkBro.pdf">https://www.healthveating.org/Portals/0/Documents/Milk%20Dairy/MilkPEPFlavMilkBro.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=eQ4wGDI56Zg">https://www.youtube.com/watch?v=eQ4wGDI56Zg</a></p> <p><a href="http://mrjohnsonsfifthgrade.weebly.com/uploads/1/4/3/7/14373384/should_there_be_zoos.pdf">http://mrjohnsonsfifthgrade.weebly.com/uploads/1/4/3/7/14373384/should_there_be_zoos.pdf</a></p> <p><a href="http://kidshealth.org/en/teens/vitamins-minerals.html">http://kidshealth.org/en/teens/vitamins-minerals.html</a></p> <p><a href="https://www.avma.org/News/JAVMANews/Pages/021201k.aspx">https://www.avma.org/News/JAVMANews/Pages/021201k.aspx</a></p> <p><a href="https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/The%20Hard%20Facts%20About%20Flavored%20Milk.pdf">https://www.newton.k12.ma.us/cms/lib/MA01907692/Centricity/Domain/243/The%20Hard%20Facts%20About%20Flavored%20Milk.pdf</a></p> <p>Read-aloud text set from online resources in Units of Study for Teaching Reading</p> <p><a href="http://www.heinemann.com/myonline/resources/viewresources.aspx?sku=E07698">http://www.heinemann.com/myonline/resources/viewresources.aspx?sku=E07698</a></p> <p><b>Teacher Resources:</b>  <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></p>
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<p>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> <ol style="list-style-type: none"> <li>1. Read grade-level text with purpose and understanding.</li> <li>2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <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> <ol style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <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, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Highlight test-taking skills</p> <p>Review test-taking vocabulary</p>	<p><b>Assessments:</b>                  Teachers College Performance Assessment: PARCC like assessments to help students view multiple texts and a video:</p> <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.com/resources/assessments/performance-assessments.html">http://readingandwritingproject.com/resources/assessments/performance-assessments.html</a></li> </ul> <p>Running Record Assessment for any student not on benchmark from last assessment.</p> <ul style="list-style-type: none"> <li>• Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>• Comprehension</li> <li>• Fluency</li> </ul> <p>Running Records</p> <p>Reading Benchmark: Level U                  Reader's Notebook Responses</p> <p>Word Journeys Feature Inventory Form B (Based on September assessments in Letter Name, Within Word, Syllable Juncture, or Derivational Constancy)</p> <p>Student/teacher conferences</p> <p>Student presentations</p> <p>Learning Progressions</p> <p>Rubrics</p>
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<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>		
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**Readers Workshop 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><b>Enduring Understandings:</b></p> <p>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><b>Outcomes:</b></p> <p>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</p>	<p><b>Teaching Points: The Magic of Themes and Symbols</b></p> <ul style="list-style-type: none"> <li>● Researching the setting</li> <li>● Learning alongside of the main character             <ul style="list-style-type: none"> <li>○ Tracking how point of view influences events</li> </ul> </li> <li>● Keeping track of problems that multiply</li> <li>● Suspending judgement</li> <li>● Reflecting on learning and raising the level of book clubs</li> <li>● Here be dragons</li> <li>● Readers learn real-life lessons from fantastical characters</li> <li>● Quests can be internal as well as external             <ul style="list-style-type: none"> <li>○ How the structure and scenes of the book moves the quest forward</li> </ul> </li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>The Thief of Always</i></p> <p><b>Unit Texts (Texts for students to read in book clubs):</b></p> <p><b>Fantasy Texts:</b></p> <p><i>Fantastic Mr. Fox</i> by Roald Dahl- Level P</p> <p><i>Shoebag</i> by Mary James- Level P</p> <p><i>The Spoon in the Bathroom Wall</i> by Tony Johnston- Level P</p> <p><i>Help, I'm Trapped : In the First Day of Summer Camp</i> by Todd Strasser- Level Q</p> <p><i>Spiderwick Chronicles: Book 1 The Field Guide</i> by Holly Tony &amp; Black Diterlizzi- Level Q</p> <p><i>James and the Giant Peach</i> by Roald Dahl- Level Q</p>

<p>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.5.7. 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>	<ul style="list-style-type: none"> <li>● Comparing themes in fantasy and history</li> <li>● Self-assessing using learning progressions</li> <li>● Using information to better understand fantasy stories</li> <li>● Using vocabulary strategies to figure out unfamiliar words             <ul style="list-style-type: none"> <li>○ Analyze the contribution of multimedia elements to the meaning, tone, or beauty of a text</li> </ul> </li> <li>● Fantasy characters are complex</li> <li>● Investigating symbolism</li> <li>● Interpreting allegories in fantasy stories</li> <li>● Paying attention to how cultures are portrayed in stories</li> <li>● Identifying archetypes</li> <li>● Reading across texts with critical lenses</li> <li>● The lessons we learn from reading fantasy can lift our reading of everything</li> <li>● Celebrating fantasy and our quest to be ever stronger readers</li> </ul> <p><b>Word Study /Vocabulary/Grammar:</b> <b>Spelling Patterns:</b> Notice and use other vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.</p> <p>Word Origins- Understand English words come from many different sources (other languages, technology, place names)</p> <p><b>Word Structure:</b> Plurals- Understand the concepts of plurals and plural forms</p> <p><b>Integrate test prep into instruction:</b> Incorporate standardized test formats into</p>	<p><i>Charlie and the Chocolate Factory</i> by Roald Dahal- Level R <i>Guardians of Ga-Hoole Book 1: The Capture</i> by Kathryn Lasky- Level R <i>Poppy</i> by Avi- Leel S <i>Matilda</i> by Roald Dahl- Level S <i>Borrowers</i> by Mary Norton- Level S <i>Where the Moon Meets the Mountain</i> by Lin Grace- Level T <i>The Emerald Atlas</i> by John Stephens- Level S/T <i>The BFG</i> by Roald Dahl- Level U <i>The Fire Chronicles</i> by John Stephens <i>Tuck Everlasting</i> by Natalie Babbit- Level V <i>The Guardians of Ga’Hoole Series, Book 1 The Capture</i> by Kathryn Lasky Level: V <i>The Guardians of Ga’Hoole Series, Book 2 The Journey</i> by Kathryn Lasky Level: V <i>The Phantom Tollbooth</i> by Norton Juster- Level W <i>Redwall</i> by Brian Jacques- Level X</p> <p><b>Teacher Resources:</b> <i>Units of Study for Teaching Reading</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 Unit 4 <u>Fantasy Book Clubs</u></p> <p><b>Assessments:</b></p> <p><b>Running Record</b></p> <ul style="list-style-type: none"> <li>● Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>● Comprehension</li> <li>● Fluency</li> </ul> <p>Reading Benchmark: Level V/W Reader’s Response Notebook entries Student/teacher conferences Student presentations</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"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <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 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>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>Learning Progressions</p> <p>Rubrics</p>
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<p>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>		
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**Readers Workshop Unit 6  
Making Meaning from Poems and Poetic Craft in Literature**

**June  
3 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Discovering poetry in poems and prose</p> <p>Looking at life and literature through the lens of poetry</p> <p><b>Outcomes:</b> 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, 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</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● Poems come in many shapes and sizes</li> <li>● Poetry readers notice the poem’s mood</li> <li>● Poetry readers pay attention to the sound of the poem</li> <li>● Poets are allowed to use language in ways that break the rules with language to create rhyme and rhythm</li> <li>● Readers of poetry often encounter unfamiliar word.</li> <li>● All the parts of a poem work together to make meaning</li> <li>● Readers look back across several powerful passages to think about how they go together</li> <li>● Readers of poetry think hard to create mental images</li> <li>● Poems often make the reader stop and consider the unusual</li> <li>● Poem endings often offer new insights into the rest of the text</li> <li>● Every poem has a theme and that message is in the words, images, and mood</li> <li>● Readers of poetry learn to pay attention to the world around them and to be reflective</li> <li>● Readers of poetry often have a few lines they know by heart, can</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b> Create packets of poems and poetry compilations</p> <p><u>Consider:</u> Frost Nash Nesbitt Creech Carroll Nye</p> <p><b>Unit Texts (Texts for students to read in book clubs):</b> Try to select books that feature poetic language, imagery, and author’s craft</p> <p><b>Teacher Resources:</b> <u>Units of Study for Teaching Reading</u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <u>If...Then...Curriculum</u> Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature</p>

<p>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. 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"> <li>1. Read grade-level text with purpose and understanding.</li> <li>2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <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 figurative language, including similes and metaphors, in context.</p>	<p>influence the way they live, and contain valuable life messages</p> <p><b>Word Study /Vocabulary/Grammar:</b></p> <p><b>Spelling Patterns:</b> Notice and use other vowel patterns that appear in multi-syllable words</p> <p><b>Word Meaning and Vocabulary:</b> The words one knows in oral and written language. For comprehension and coherence, students need to know the meaning of the words in the texts they read and write.</p> <p>Word Origins- Understand English words come from many different sources (other languages, technology, place names)</p> <p><b>Word Structure:</b></p> <p>Plurals- Understand the concepts of plurals and plural forms</p>	<p><b>Assessments:</b></p> <p><b>Running Record</b>  <b>Assessment for any student not on benchmark from last assessment.</b></p> <ul style="list-style-type: none"> <li>● Reading Rate (170-195 wpm is benchmark for 5<sup>th</sup> grade)</li> <li>● Comprehension</li> <li>● Fluency</li> </ul> <p>Reading Benchmark: Level V/W</p> <p>Reader’s Response Notebook entries</p> <p>Student/teacher conferences</p> <p>Student presentations</p> <p>Learning Progressions</p> <p>Rubrics</p> <p><b>Word Study Assessments:</b></p> <p><b>Word Journeys Screening Inventory</b> (for any new to the district student)</p>
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**Readers Workshop**  
**Unit 7: Launching a Summer of Reading:**  
*Preparing for Middle School Rigor*  
**June**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>                      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><b>Outcomes:</b>                      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>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"> <li>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.</li> </ol> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>1. Read grade-level text with purpose and understanding.</li> <li>2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>3. Use context to confirm or self-</li> </ol>	<p><b>Teaching Points:</b>  <b>Making Future Reading Plans</b></p> <ul style="list-style-type: none"> <li>▪ Setting students up to read two, or even more, books by their favorite authors this summer</li> <li>▪ Thinking about an author’s style while reading this summer</li> <li>▪ Establish summer reading habits to continue to read over the summer</li> <li>▪ Self-select books based on interest and readability</li> <li>▪ Complete a summer log of titles read</li> <li>▪ Present book talks</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>                      Novels by the same author as those on the summer reading list</p> <p>Contemporary Literature</p> <p><b>Unit Texts (Texts for students to select to read for summer reading):</b>  <i>Absolutely Normal Chaos</i> by Sharon Creech  <i>The Boy on the Porch</i> by Sharon Creech  <i>Ruby Holler</i> by Sharon Creech  <i>Chasing Redbird</i> by Sharon Creech  <i>Pleasing the Ghost</i> by Sharon Creech  <i>Powerless</i> by Matthew Cody  <i>Super</i> by Matthew Cody  <i>The Guardians of Ga’Hoole Series</i> (Book 1, 2, or 3)  <i>Travel Team</i> by Mike Lupica  <i>Hero</i> by Mike Lupica  <i>The Big Field</i> by Mike Lupica  <i>Rules</i> by Cynthia Lord  <i>Touchblue</i> by Cynthia Lord  <i>Turtle in Paradise</i> by Jennifer L. Holm  <i>Penny from Heaven</i> by Jennifer L. Holm  <i>Vet Volunteers Fight for Life</i> by Laurie. H. Anderson  <i>Vet Volunteers Treading Water</i> by Laurie. H. Anderson  <i>Vet Volunteers Homeless</i> by Laurie. H. Anderson</p> <p><b>Teacher Resources:</b></p>

<p>correct word recognition and understanding, rereading as necessary.</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><b>Assessment Benchmarks:</b>                  Reading Benchmark: Level V/W                  Reader’s Response Notebook Entries                  Summer reading log set-up with first book title recorded</p>
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## 5<sup>th</sup> GRADE WRITING

### Writer’s Workshop Unit 1A Writing From a Character’s Perspective September 3 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>                      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><b>Goals:</b>                      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</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Identify alternate perspectives based on evidence from text</li> <li>● Distinguish between point of view and perspective</li> <li>● A narrator’s point of view influences events (character, setting, etc.)</li> <li>● Controlling time</li> <li>● Use the character’s actions and words to determine their feelings</li> <li>● Construct questions to dig deep into a character’s perspective</li> <li>● Utilize dialogue correctly to portray character’s perspective</li> <li>● 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"> <li>○ Identify how an author shows their perspective through a character</li> </ul> </li> <li>● Consider theme and how it</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>                      ReadWorks.org</p> <p>Video Links:                      Toy Story  <a href="https://www.youtube.com/watch?v=hWMecluFs60">https://www.youtube.com/watch?v=hWMecluFs60</a></p> <p>The Fox and the Girl  <a href="https://www.youtube.com/watch?v=iIKaJRsmZiI">https://www.youtube.com/watch?v=iIKaJRsmZiI</a></p> <p>Novel:                      Home of the Brave</p> <p>Where the Red Fern Grows (use excerpts)  <a href="http://www.mistercollins.net/uploads/Where_the_Red_Fern_Grows_-_Wilson_Rawls.pdf">http://www.mistercollins.net/uploads/Where the Red Fern Grows - Wilson Rawls.pdf</a></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 Whitmore</p>



<p>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 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.</p>	<p>relates to social issues</p> <ul style="list-style-type: none"> <li>● Identify story structure</li> <li>● Staying true to the story’s problem while creating an extended ending</li> <li>● Revising for clarity and consistency</li> <li>● Use verb tense to convey various times, sequences, states, and conditions</li> <li>● Recognize and correct inappropriate shifts in verb tense</li> <li>● Use metaphors and similes with intention</li> </ul> <p><b>Integrate test prep into instruction:</b> 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>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><b>Teacher Resources:</b> <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><b>Assessment:</b></p> <p>Write from a character’s perspective Narrative checklist Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards-Based Writing Rubrics Learning Progressions Rubrics</p>
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<p>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 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>		
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**Writer’s Workshop Unit 1B and 2  
 Literary and Comparative Essay Writing  
 October to December  
 12 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b>                      Ideas can be grown from the expert use of author’s craft                       Writers are selective about the text</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Writing Literary Essays about Texts</b>                      ▪ Tackle a literary essay about one short text</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>                      Short Stories from various authors  <i>Every Living Thing</i> by Cynthia Rylant</p>

<p>evidence they choose</p> <p>Universal ideas form the foundation of comparative essays</p> <p><b>Goals:</b> 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 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>	<ul style="list-style-type: none"> <li>▪ Collect ideas about themes in texts by reading closely and doing some thinking on pages in writers notebooks</li> <li>▪ Choosing a seed idea to write about</li> <li>▪ Develop thesis statements and supports for an essay in boxes and bullets format</li> <li>▪ Find evidence that supports the structure chosen for an essay</li> <li>▪ Draft and revise a cohesive essay</li> <li>▪ Use all that one knows about structure and elaboration in argument writing</li> <li>▪ Flash Draft: write quick essays taking no more than 10-12 minutes to transfer and apply all that has been learned</li> <li>▪ Self-assess using the opinion checklist for 5<sup>th</sup> grade</li> </ul> <p><b>Bend 2: Write across Texts:</b> A comparative essay in which one explores two texts</p> <ul style="list-style-type: none"> <li>▪ Collect big ideas and important details by digger deeper into texts to write more sophisticated interpretations</li> <li>▪ Noticing the subtle nuances and details of a text in order to uncover themes</li> <li>▪ Making complex interpretations of texts—moving past single descriptions of characters, such as “Gabriel is a lonely boy.”</li> <li>▪ Looking for a single object or image and thinking about why and how it is used to bring out the significance of the text</li> <li>▪ Noticing when characters have strong feelings or reactions and thinking about why the character is feeling or reacting this way</li> <li>▪ Paying close attention to when characters have insights or learn something</li> <li>▪ Find evidence to support a thesis statement</li> <li>▪ Study a theme and its development across two texts</li> <li>▪ Searching for universal lessons in moments of insight</li> </ul>	<p><i>Stray</i> by Cynthia Rylant <i>Those Shoes</i> by Maribeth Boelts Cynthia Rylant picture books (i.e., <i>Fly Away Home</i>) <i>Because of Winn Dixie</i> by Kate di Camillo Patricia Polacco picture books <i>“The Marble Champ”</i> from <i>Baseball in April</i> by Gary Soto <i>House on Mango Street</i> by Sandra Cisneros <i>Alone</i> by Jacqueline Woodson <i>“Statue</i> by Ralph Fletcher <i>“Eating the World”</i> by Ralph Fletcher <i>“Regrets”</i> by Richard Margolis <i>“Mr. Entwistle”</i> by Jean Little Sample Essay 1 (pg. 53 Grade 5 <i>If... Then... Assessment Based Instruction</i> ) Sample Essay 2 (pg. 53 Grade 5 <i>If... Then... Assessment Based Instruction</i> )</p> <p><b>Teacher Resources:</b> <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>Units of Study for Narrative, Opinion, and Information Writing</i> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 5 <i>If... Then... Curriculum</i> Literary and Comparative Essay</p> <p><b>Assessment:</b> Publish essay on two texts</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]”). 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 interjections in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> <li>▪ Write comparative essays using a second text</li> <li>▪ Draft, revise, and edit with independence</li> <li>▪ Vary sentence structure</li> </ul> <p><b>Bend 3: Edit and Publish: Prepare Essays to Share with the World:</b></p> <ul style="list-style-type: none"> <li>▪ Choose one essay to edit and publish</li> <li>▪ Celebrate the work accomplished</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>● Paragraphing</li> <li>● Quotation Marks and end punctuation</li> <li>● Use underlining, quotation marks, or italics to indicate titles of works</li> <li>● General punctuation</li> </ul> <p><b>Integrate test prep into instruction:</b> 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>	
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<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, 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.5.4. 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>		
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<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> <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> <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>		
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**The Craft of Narrative Writing Unit 3**  
**December/January**  
**6 weeks**

<p style="text-align: center;"><b>Understandings</b></p>	<p style="text-align: center;"><b>Teaching Points (Possible Mini-Lessons)</b></p>	<p style="text-align: center;"><b>Mentor Texts/Resources</b></p>
<p><b>Enduring Understandings:</b>                      Good writers communicate ideas clearly in an organized structure</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Generating Personal Narratives</b></p> <ul style="list-style-type: none"> <li>▪ Starting with turning points</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>When I Was Your Age, Volume Two: Original Stories About Growing Up</i> by</p>

<p>Good writers write personal narratives focusing on small moments and engaging the reader from beginning to end</p> <p><b>Goals:</b> 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 technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate</p>	<ul style="list-style-type: none"> <li>▪ Dreaming the dream of the story</li> <li>▪ Letting other author’s words awaken our own</li> <li>▪ Telling the story from inside it</li> <li>▪ Taking stock and setting goals</li> </ul> <p><b>Bend 2: Moving Through the Writing Process: Rehearsings, Drafting, Revising and Editing</b></p> <ul style="list-style-type: none"> <li>▪ Flash-drafting: Putting our stories on the page</li> <li>▪ What’s this story really about?: Redrafting to bring out meaning</li> <li>▪ Bringing forth the story arc</li> <li>▪ Elaborating on important parts</li> <li>▪ Adding scenes from the past and future</li> <li>▪ Ending stories</li> <li>▪ Putting on the final touches</li> </ul> <p><b>Bend 3: Learning from Mentor Texts</b></p> <ul style="list-style-type: none"> <li>▪ Reading with a writer’s eyes</li> <li>▪ Taking writing to the workbench</li> <li>▪ Stretching out the tension</li> <li>▪ Catching the action or image that produced the emotion</li> <li>▪ Every character plays a role</li> <li>▪ Editing: the power of commas</li> <li>▪ Mechanics of writing</li> <li>▪ A ceremony of celebration</li> </ul> <p>Additional teaching points:</p> <ul style="list-style-type: none"> <li>● Elaborate on ideas and thoughts for narrative writing</li> <li>● Use detail and description when writing narrative writing</li> <li>● Use a variety of narrative techniques to develop the story, and more specifically, the characters</li> <li>● Manage the story, conveying the experiences and events precisely and vividly, and the pacing of events</li> <li>● Draw on strategies with increasing independence and facility</li> <li>● Use interpretation skills to bear on emerging drafts</li> <li>● Highlight the central ideas that are to be drawn from the written text</li> </ul> <p><b>Punctuation and Grammar:</b> Reasons writers use punctuation</p>	<p>Amy Ehrlich <i>Knots on a Counting Rope</i> by Jerry Spinelli <i>Waiting to Waltz</i> by Cynthia Rylant <i>We Had a Picnic This Last Sunday Past</i> by Jacqueline Woodson <i>Chicken Sunday</i> by Patricia Polacco <i>When I Was Young in the Mountains</i> by Cynthia Rylant <i>Saturday and Teacakes</i> by Lester L.Laminack <i>The Matchbox Diary</i> by Paul Fleischman <i>Eleven and Papa Who Wakes Up Tired in the Dark</i>: Two short stories by Sandra Cisneros</p> <p><b>Teacher Resources:</b> <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>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 1 <i>Narrative Craft</i> Published by Heinemann</p> <p><b>Assessment:</b> <b>Narrative Benchmark Assessment scored with Teachers College Rubric</b> (Scores recorded into Genesis) Reference <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins pg. 182</p> <p>Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions Rubrics</p>
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<p>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. 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.</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><b>Integrate test prep into instruction:</b> 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>	
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<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. 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>		
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**Writer’s Workshop Unit 4A  
Feature Articles  
February  
2 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Articles require organization of information and planning</p> <p>Writers draft and revise in ways that teach others</p> <p><b>Outcomes:</b> W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● Generate ideas for expert topics to prepare for feature article writing                             <ul style="list-style-type: none"> <li>○ Use of texts from reading on topic of choice</li> </ul> </li> <li>● Prepare to teach others information about a topic</li> <li>● Channel students to plan and then revise a feature article</li> <li>● Guide students as they conduct</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b> Various articles of personal interest</p> <p><b>Teacher Resources:</b> <i>Units of Study If...Then Curriculum</i> <i>Information Writing: Feature Articles</i> written by Lucy Calkins and colleagues at the Reading and Writing Project <i>Teaching The Qualities of Writing</i></p>

<p>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.</p> <p>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).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>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 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>focused research on a topic</p> <ul style="list-style-type: none"> <li>● Help students plan and organize information into parts or sections</li> <li>● Channel students to revise and elaborate on sections with anecdotes, examples, and facts</li> <li>● Teach students to use linking words to connect information</li> <li>● Channel students to think about the audience when drafting an introduction and conclusion</li> <li>● Revise articles and format text structure</li> </ul> <p><b>Punctuation and Grammar:</b> 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>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><b>Integrate test prep into instruction:</b> 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><i>Lesson Kit</i> 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><b>Assessment:</b> Informational Benchmark Assessment scored by the Teacher’s College rubric for Informational Writing Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards Based Writing Rubrics Learning Progressions Rubrics</p>
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<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]”). 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 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</p>	<p>Review test-taking vocabulary</p>	
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<p>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, 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.5.6. 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>		
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**Writer’s Workshop Unit 4B**  
**The Research Based Argument Essay**  
**February/March**  
**6 weeks**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b>                      Voice, structure and precise language are tools for persuading a reader</p> <p>Writers build powerful arguments and write for authentic purposes</p>	<p><b>Teaching Points:</b>  <b>Bend 1: Establishing and Supporting Positions</b></p> <ul style="list-style-type: none"> <li>▪ Investigating to understand an argument</li> <li>▪ Flash drafting arguments</li> </ul>	<p><b>Mentor Texts:</b>                      Found on the CD-ROM from the Units of Study:                      Chocolate milk vs. White milk articles and videos                      “<i>Nutrition in Disguise: What the</i></p>

<p><b>Goals:</b> 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 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</p>	<ul style="list-style-type: none"> <li>▪ Using evidence to build arguments (Opinions to evidence-based arguments)</li> <li>▪ Using quotations to bolster an argument</li> <li>▪ Structuring the essay</li> <li>▪ Redrafting and adding more evidence</li> <li>▪ Balancing evidence with analysis</li> <li>▪ Signed, sealed, delivered</li> </ul> <p><b>Bend 2: Building Powerful Arguments</b></p> <ul style="list-style-type: none"> <li>▪ Developing Collections; focused positions, weighing reasons, selecting evidence</li> <li>▪ Taking arguments up a notch</li> <li>▪ Bringing a critical perspective to writing</li> <li>▪ Rehearsing the whole, refining a part</li> <li>▪ Rebuttals, responses, and counterclaims</li> <li>▪ Evaluating evidence</li> <li>▪ Appealing to the audience</li> <li>▪ Panel presentations, reflection and goal setting</li> </ul> <p><b>Bend 3: Writing for Real Life Purposes and Audience</b></p> <ul style="list-style-type: none"> <li>▪ Taking opportunities to stand and be counted</li> <li>▪ Everyday research</li> <li>▪ Taking stock and setting writing tasks</li> <li>▪ Using all you know from other types of writing to make your arguments more powerful</li> <li>▪ Evaluating the validity of your argument</li> <li>▪ Paragraphing choices</li> <li>▪ Celebration: Taking positions, developing stances</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>● Parentheses</li> <li>● Quotation marks</li> <li>● Colons</li> <li>● Complex sentence structure</li> <li>● Appositive commas</li> <li>● Use punctuation to separate items in a series</li> <li>● Beginning sentences with dependent clauses</li> </ul>	<p><i>Midwest Dairy Council Has to Say about Chocolate Milk</i> “Chocolate Milk: More Harmful Than Healthful” “Sugar Overload” (video) “Flavored Milk: Tasty Nutrition (video) Writings from “Jack” a sixth grader and Kennedy</p> <p><b>Teacher Resources:</b> <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  <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 <i>The Research-Based Argument Essay</i> Unit 4 Grade 5 Published by Heinemann</p> <p><b>Assessment:</b> <b>Opinion/Argument Writing Benchmark Assessment scored with Teachers College Rubric</b> (Scores recorded into Genesis) Reference <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins Learning Progression Opinion Checklist Grades 4, 5, &amp; 6 Student/teacher conferences Writing samples and student writing portfolios Student presentations Writing Notebooks Student Performance Checklists for Writing Standards-Based Writing Rubrics Learning Progressions Rubrics</p>
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<p>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]”). 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 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,</p>	<ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences</li> </ul> <p><b>Integrate test prep into instruction:</b> 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>	
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<p>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 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>		
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**Writer’s Workshop Unit 5**  
**Fantasy**  
**Mid-April/May**  
**6 weeks**

<p><b>Understandings</b></p>	<p><b>Teaching Points (Possible Mini-Lessons)</b></p>	<p><b>Mentor Texts/Resources</b></p>
<p><b>Enduring Understandings:</b>                      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><b>Goals:</b>                      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><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● Being a keen observer and avid researcher</li> <li>● Inspire writers to gather ideas based on one’s life, different settings, or ideas that matter and apply as potential themes</li> <li>● Character motivation inspires quests</li> <li>● Encourage writers to explore story ideas</li> <li>● Channel students to write single arc storylines (2 or 3 well-developed scenes)</li> <li>● Writing long about settings</li> <li>● Magic is introduced early on</li> <li>● How to make readers suspend disbelief</li> <li>● Channel students to focus their imagination and flash draft</li> <li>● Stretching out the heart of the story</li> </ul> <p><b>Punctuation and Grammar:</b>                      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 stories, dramas, or poems.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <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><b>Teacher Resources:</b>  <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><b>Assessment:</b>                      Student/teacher conferences                      Writing samples and student writing portfolios                      Student presentations                      Writing Notebooks                      Student Performance Checklists for Writing                      Standards-Based Writing Rubrics                      Learning Progressions                      Rubrics</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 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</p>	<p><b>Integrate test prep into instruction:</b>                  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>	
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<p>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, 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>		
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**Writer's Workshop Unit 6A**  
**Poetry**  
**June**  
**3 weeks**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> 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><b>Goals:</b> 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><b>Bend 1: Create a class anthology</b></p> <ul style="list-style-type: none"> <li>● Create a class anthology</li> <li>● Take on different perspectives and approaches within the same topic</li> <li>● Anthologies can be created with a mission to explore a topic from a number of points of view, through different kinds of poetry</li> </ul> <p><b>Bend 2: Generate ideas for anthologies and collect poems</b></p> <ul style="list-style-type: none"> <li>● Gather ideas for personal anthologies</li> <li>● Strategies for selecting poems to match topics</li> <li>● Revise toward a bigger theme</li> <li>● Writing new poems to round out ideas or frameworks</li> <li>● Use mentor poems to help maintain a sense of exploration and inspiration as young poets strive to mimic the work of published authors</li> </ul> <p><b>Bend 3: Get strong drafts going and revise all along</b></p> <ul style="list-style-type: none"> <li>● Investigate using the following in the writing of poetry: Metaphor/simile             <ul style="list-style-type: none"> <li>○ Line breaks</li> <li>○ White space</li> <li>○ Stanzas/ lines</li> <li>○ Repetition</li> <li>○ Font Size</li> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Onomatopoeia</li> </ul> </li> <li>● Drafting and revising go hand in hand</li> <li>● Authors write new poems but also spend time revisiting and revising</li> <li>● Zoom in on a small collection of poems on which to apply revision strategies</li> <li>● Turn prose into poetry by focusing on the structure and revise to bring out the intended</li> </ul>	<p><b>Mentor Texts:</b> <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 Shihab Nye <i>Technically It’s Not My Fault</i> by John Grandits</p> <p><b>Teacher Resources:</b> Unit of study written by 5<sup>th</sup> 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 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 “<i>Poetry</i>” (Available on the shared drive)</p> <p><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 <i>If... Then... Assessment Based Instruction “Poetry Anthologies”</i> pgs. 56-67 Published by Heinemann</p> <p><i>Getting the Knack: 20 Poetry Writing Exercises</i> by Stephen Dunning and William Stafford</p> <p><i>A Kick in the Head: An Everyday Guide to Poetic Forms</i> Edited by Paul. B. Janeczko</p> <p><i>Wham! It’s a Poetry Jam: Discovering Performance Poetry</i> by Sara Holbrook</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 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.</p>	<p>meaning of each poem</p> <ul style="list-style-type: none"> <li>● Rewrite an original poem using a totally new format – i.e., from free verse to rhyme</li> <li>● Reread mentor poems to think about how authors use punctuation in poems</li> <li>● Reread mentor poems to think about how authors do not use punctuation in poems</li> <li>● Make deliberate, punctuation choices in their poems</li> <li>● Use of figurative language</li> </ul> <p><b>Bend 4: Edit Poems and Assemble Anthologies for Publication</b></p> <ul style="list-style-type: none"> <li>● Editing</li> <li>● Rehearse reading poems aloud in a way that makes their meaning clear to the audience</li> <li>● Refine work in ways that are appropriate to the form of the publication chosen</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>● The semicolon</li> <li>● Commas</li> </ul>	<p><i>Handbook of Poetic Forms</i> edited by Ron Padgett</p> <p><i>A Note Slipped Under the Door: Teaching Poems We Love</i> by Nick Flynn and Shirley McPhillips</p> <p><i>Awakening the Heart: Exploring Poetry in the Elementary and Middle School</i> by Georgia Heard</p> <p><b>Assessment:</b>          Poetry anthology (10 student created poems)</p> <p>Poetry reflection</p> <p>Response to literature: Students will craft an essay in response to a favorite poem.</p>
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<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, 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> <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</p>		
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of main ideas or themes.		
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

**Writer’s Workshop Unit 6B**  
**Reflections on Our Growth as an Author**  
**June**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Writers grow and change through practice of the craft of writing</p> <p><b>Goals:</b> 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>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> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● How did I grow as a writer?</li> <li>● What writing goals can I make for the future?</li> <li>● Share writing anthologies</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b> Student writing portfolios</p> <p><b>Assessment:</b> Portfolios</p>

## Bibliography

\*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

*Units of Study in Opinion, Information, and Narrative Writing* Written by Lucy Calkins with Colleagues from The Reading and Writing Project

*A Curricular Unit of Study for Readers Workshop and Writers Workshop, Grade 5* Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

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

*The Units of Study for Teaching Reading Grade 5* Written by Lucy Calkins with Colleagues from The Reading and Writing Project