

Fifth Grade English Language Arts Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

**Board Approved:
July 18, 2019**

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

English Language Arts Curriculum Team

Curriculum Committee

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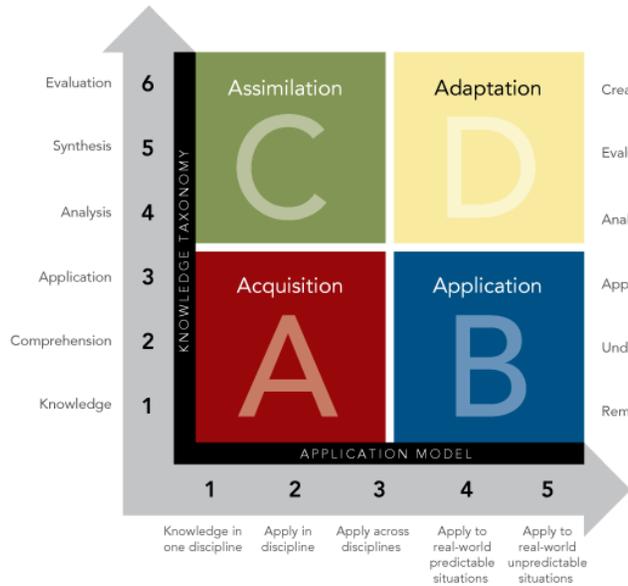
Dr. Carrie Hepburn
David Brothers
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

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

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Course Map

	Unit Description	PE Summary	PE Standards																								
<p>Unit 1: Interpretation Book Clubs: Analyzing Themes & Narrative Craft</p> <p>20-25 days</p>	<p>Reading: In Bend I, you'll ask students to become more committed to their readers' notebooks than ever before. You'll rally them to regard the writing they do about their reading as every bit as important as the writing they do in writing workshop. In time, you will also teach your students that they can choose to think and write analytically, and you'll equip them to do this, showing them how to rank, sort, select, combine, and categorize. All the time, you will be training your students to back up their ideas with text evidence. In Bend II, the students will sharpen their reading and thinking skills and will be able to see more significance in a text and to trust that they are noticing things for a reason. With this work, the students will learn to read interpretively and construct multiple ideas and themes. The students will begin to work in small book clubs that will last for the remainder of the unit. The book clubs will engage in debates and rich conversations. In Bend III, students will study the way in which a theme can be developed differently in different texts. Students will come to see that texts are written by authors who make deliberate decisions, not just about what will happen in a story but also about how the story will be told. Students will analyze the ways in which different authors use specific techniques to achieve goals.</p> <p>Writing: In this unit, fifth graders will be engaged in a cycle of goal-setting, strategic work, self-assessment, and</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p> <table border="1" data-bbox="1171 792 1759 896"> <thead> <tr> <th colspan="4" style="text-align: center;">Fifth Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th style="text-align: center;">Meets or Exceeds Quarterly Expectations</th> <th style="text-align: center;">Progressing On Quarterly Expectations</th> <th style="text-align: center;">Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1st Quarter</td> <td style="text-align: center;">S-T</td> <td style="text-align: center;">R</td> <td style="text-align: center;">Q or below</td> </tr> <tr> <td>2nd Quarter</td> <td style="text-align: center;">T</td> <td style="text-align: center;">S</td> <td style="text-align: center;">R or below</td> </tr> <tr> <td>3rd Quarter</td> <td style="text-align: center;">U</td> <td style="text-align: center;">T</td> <td style="text-align: center;">S or below</td> </tr> <tr> <td>4th Quarter</td> <td style="text-align: center;">V</td> <td style="text-align: center;">U</td> <td style="text-align: center;">T or below</td> </tr> </tbody> </table> <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol</p> <p>Writing: <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all</i></p>	Fifth Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 st Quarter	S-T	R	Q or below	2 nd Quarter	T	S	R or below	3 rd Quarter	U	T	S or below	4 th Quarter	V	U	T or below	<p>RL.5.10 RI.5.10</p> <p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.3 L.5.3</p>
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<p>Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction & Journalism</p> <p>20 days</p>	<p>Reading: In Bend I, you’ll invite students to join you in a giant investigation into the ways nonfiction texts are becoming increasingly complex and the ways students’ reading can shift in response to those complexities. In Bend II, you’ll rally your students to become independent researchers, and you’ll invite them to choose the one topic in the world they most want to research.</p> <p>Writing: In Bend I, students will write short focused news articles about events. The unit will start with students writing about a shared event--either one that you stage in your classroom or an event you show on video. Following that, you will help students to write about events happening in the world around them. In Bend II, students will work to draw on all they have already learned about information writing to write feature articles to teach readers about topics. They’ll see how this writing is similar and different to the quick event reporting they have just done. Students will research and gather information about their topic in many ways--interview,</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p>  <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol</p> <p>Writing: <i>“Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two</i></p>	<p>RL.5.10 RI.5.10</p> <p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.2 L.5.3</p>

	<p>conduct surveys, make observations--as well as engage in some research from text-based sources. The unit will end with students publishing their feature articles and celebrating their journey as journalists.</p>	<p>sessions to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write an introduction ● Elaborate with a variety of information ● Organize your writing ● Use transition words ● Write a conclusion" <p>Information Rubric</p>																									
<p>Unit 3: Need to Choose & Literary Essay: Opening Texts and Seeing More</p> <p>20 days</p>	<p>Reading: In Bend I, students will spend time working in book clubs to get to know an author, by reading or rereading one or two books by this author. Students will study particular aspects of the content in the book they are currently reading and think about how these aspects might in fact be hallmarks of this author's body of work. In Bend II, clubs will draw on all the work they have done across the year around authorial intent to note and name specific craft moves that this author makes, apprenticing themselves to the author's craft and use of language. By Bend III, your readers will have read many books by this author and perhaps texts about the author; they will then be in a better position to compare and contrast across texts. At this stage, clubs can begin to analyze themes that recur in the author's books and also evaluate the bigger life messages that the author seems to forward in every book. In Bend IV, students will explore why he or she gravitates to one particular author over another and noting ways in which a favorite author's work moves and shapes his or her own thinking about a particular subject. The student will then make plans to use everything he or she has learned over the unit to move forward in their reading lives.</p> <p>Writing: In Bend I, the students will write a literary essay in</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p> <table border="1" data-bbox="1165 893 1344 933"> <thead> <tr> <th colspan="4">F&P Skill Proficiency and Mastery</th> </tr> <tr> <th>Level</th> <th>Proficiency</th> <th>Mastery</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Assessment & Protocol</p> <p>Writing: "Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow we will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in</p>	F&P Skill Proficiency and Mastery				Level	Proficiency	Mastery	Assessment	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	<p>RL.5.10 RI.5.10</p> <p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.1 L.5.3</p>
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<p>Unit 5: Test Prep</p> <p>15 days</p>	<p>The test prep unit is designed to support teachers in their explicit instruction of the “testing genre.” Understanding that being test is part of being alive, the purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve the problems many students face when taking a high stakes assessments.</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">F&P Reading Level Mastery</th> </tr> <tr> <th>Level</th> <th>Assessment</th> <th>Assessment</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>RL.5.1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RL.5.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RL.5.3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RI.5.1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RI.5.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RI.5.6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RI.5.7</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Assessment & Protocol</p>	F&P Reading Level Mastery				Level	Assessment	Assessment	Assessment	RL.5.1				RL.5.2				RL.5.3				RI.5.1				RI.5.2				RI.5.6				RI.5.7				<p>RL.5.10 RI.5.10</p> <p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p>
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<p>Unit 6: Learning</p>	<p>Reading: This unit offers students an opportunity to use their nonfiction reading skills to research a historical time period.</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the</p>	<p>RL.5.10 RI.5.10</p>																																				

<p>Through Reading: Westward Expansion or Another Content Area If/Then & The Lens of History: Research Reports</p> <p>20 days</p>	<p>The first bend of the unit is devoted to students reading about the time period in general ways, building background knowledge and practicing the nonfiction reading skills they have learned this year and in previous year. The second bend focuses students' attention on a particular aspect of the time period in order to give them a chance to become true experts on a subtopic that they will also teach others through their report writing. In the third and final bend of the unit, students read to build theories and think more critically. The goal is for students to be seamlessly transferring and applying their learning from one subject to another.</p> <p>Writing: The Lens of History unit is designed to support students' writing of informational texts within the content area of social studies. In Bend I, students will write quick drafts of research reports about Westward Expansion and then revise these reports. The first draft will focus on organizing information in subsections and using all they have learned about informational writing. Students will learn how to make effective choices about the structures they use, as well as, using different lenses when writing. In Bend II, students will write about a more focused topic such as the Pony Express, the Oregon Trail, or the Erie Canal. Students will use mentor texts to analyze their own writing, study how language is used in information writing pieces, how to use imagery, and look for changes in structures to produce more sophisticated writing.</p>	<p>Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p>  <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Assessment & Protocol</p> <p>Writing: <i>“Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> ● <i>Write an introduction</i> ● <i>Elaborate with a variety of information</i> ● <i>Organize your writing</i> ● <i>Use transition words</i> ● <i>Write a conclusion”</i> <p>Information Rubric</p>	<p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.2 L.5.3</p>
<p>Unit 7: Fantasy Book Clubs: The Magic of Themes of Symbols &</p>	<p>Reading: In this unit, students will be learning to be better readers by reading fantasy novels. With exciting plots and young heros, these novels entice children to read. Fantasy novels also teach readers to deal with complexity through multi-faceted characters, multiple plot lines, shifting timelines, tricky narrative structures, and complicated symbolism. This</p>	<p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative</p>	<p>RL.5.10 RI.5.10</p>

<p>Shaping Texts: From Essay and Narrative to Memoir</p> <p>20 days</p>	<p>unit, then, aims to help you create lifelong readers of all your children.</p> <p>Writing: In this unit, students will be given time and freedom to write what they know a lot about and are passionate about using knowledge from their lived experience. Students will be able to discern the central ideas and themes in a text, that can also mean the texts of their lives. Students will be able to analyze that text, to find new meanings.</p>	<p>assessment (end of the quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p>  <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p>Assessment & Protocol</p> <p><i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow we will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you have forty-five minutes to complete this, so you will need to plan, draft, and revise in one sitting.</i></p> <p><i>If you want to find and use information from a book or an outside source, you may bring it with you tomorrow. In your writing make sure you:</i></p> <ul style="list-style-type: none"> ● Write an introduction ● State your opinion or claim ● Give reasons and evidence ● Organize your writing ● Acknowledge counterclaims ● Use transition words ● Write a conclusion <p>Opinion Rubric</p>	<p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.1 L.5.3</p>
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Unit 1: Interpretation Book Clubs: Analyzing Themes (Bk. 1) & Narrative Craft (Bk. 1)

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Interpretation Book Clubs: Analyzing Themes & Narrative Craft
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Unit Description:

Reading: In Bend I, you'll ask students to become more committed to their readers' notebooks than ever before. You'll rally them to regard the writing they do about their reading as every bit as important as the writing they do in writing workshop. In time, you will also teach your students that they can choose to think and write analytically, and you'll equip them to do this, showing them how to rank, sort, select, combine, and categorize. All the time, you will be training your students to back up their ideas with text evidence. In Bend II, the students will sharpen their reading and thinking skills and will be able to see more significance in a text and to trust that they are noticing things for a reason. With this work, the students will learn to read interpretively and construct multiple ideas and themes. The students will begin to work in small book clubs that will last for the remainder of the unit. The book clubs will engage in debates and rich conversations. In Bend III, students will study the way in which a theme can be developed differently in different texts. Students will come to see that texts are written by authors who make deliberate decisions, not just about what will happen in a story but also about how the story will be told. Students will analyze the ways in which different authors use specific techniques to achieve goals.

Writing: In this unit, fifth graders will be engaged in a cycle of goal-setting, strategic work, self-assessment, and feedback. The fifth graders must learn to manage not only the story (conveying experiences and event precisely and vividly), but also the pacing of the event. Narrative writers use details and description to crystallize their images, set goals that accelerate their achievement, and use strong samples of mentor texts. In Bend I students will learn high expectations for productivity (volume writing). In Bend II students will choose a seed idea to take through the writing process. They will understand that craft and revision are always driven by an effort to communicate meaning. In Bend III students will draw on all they learned earlier to progress with more independence. Students will then develop their skills at analyzing and annotating mentor texts noticing the craft moves of a published author.

Unit Timeline:

20-25 days

DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Communicate effectively using voice and purpose in a variety of forms.
- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect the views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – Students will understand that... (Big Ideas)

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others’ ideas while expressing their own thinking.

Essential Questions: Students will keep considering...

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
<p>RL.5.1</p>	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Explicit quotes from the text can be used to support your ideas 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

	<ul style="list-style-type: none"> Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 		
RL.5.2	<ul style="list-style-type: none"> Themes are the ideas the text explains, develops, and explores; there can be more than one , but themes are what the text is actually about. Theme is conveyed directly or indirectly through particular details. Authors develop their ideas by adding imagery, details, examples, and other information over the course of the text. The author’s development of an idea has an effect on the meaning of the text 	<ul style="list-style-type: none"> Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. How characters respond to challenges throughout a text adds to the event sequence. There are often one or more common themes in literature. Repeating language and symbols often suggest the theme of a text. Careful and close examination of the development of a text helps to create meaning. 	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	<ul style="list-style-type: none"> Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. The interactions between characters, settings, or events in a story or drama can be used to understand how a character changes. 	<ul style="list-style-type: none"> Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. A lot can be learned by observing how a character handles difficult situations As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. Character’s actions add to the plot and move along the sequence of events toward the ending Feelings often motive characters to act in a certain way Similarities and differences between characters can lead to tension in a story or drama. 	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).
RL.5.4	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in 	<ul style="list-style-type: none"> Surrounding sentences help to determine the meaning of figurative language 	Determine the meaning of words and phrases as they are used in a text,

	<ul style="list-style-type: none"> the mind of the reader. Authors repeat the same lines for emphasis or effect A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") Personification involved attributing human characteristics to something that is non-human. Tone is the voice of the text. It can be formal or informal. 	<ul style="list-style-type: none"> Language helps keep readers engaged and sets the tone. Tone often reveals something about the dynamics between characters and what the characters are thinking. 	including figurative language such as metaphors and similes.
RL.5.5	<ul style="list-style-type: none"> Structure of texts refers to how authors organize their ideas and the text as a whole. Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> Parts of a text build on one another to make a whole. Authors build the story in each chapter, scene, or stanza to create an overall structure. We can break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text. 	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.
RL.5.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character's point of view. The perspective from which you tell a story limits what content you can include. Assess means to evaluate what the point of view is and how it shapes the story. 	<ul style="list-style-type: none"> Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. Readers should consider point of view when analyzing the development of a text. Point of view of a text affects the description of events. 	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	<ul style="list-style-type: none"> Mood is the atmosphere in the text that evokes a certain emotion or feeling. Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) 	<ul style="list-style-type: none"> Stories can be told in multiple ways The same idea can be expressed in different ways, and the formal used can have an effect on the mood/tone. Writers use different devices to set the mood of a text. 	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).

	<ul style="list-style-type: none"> Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. 	
RL.5.9	<ul style="list-style-type: none"> Comparing themes/settings/plots is finding what is similar between those themes/settings/plots Contrasting themes/settings/plots is finding what is different between those themes/settings/plots 	<ul style="list-style-type: none"> Themes are what the author wants you to come away with Themes can be compared/contrasted in stories across the same genre. 	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	By the end of the year, read and comprehend literature, including stories, dramas, at the high end of grades 4-5 text complexity band independently and proficiently.
RI.5.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.5.1	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgement based on reasoning. Organizational structure is the logical progression and the completeness of ideas in a text. Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. 	<ul style="list-style-type: none"> Point of view can be different for each person even based on the same experience What the opinion is and why by providing reasons supported by facts and details Structure helps the reader make meaning of the piece Linking words provide a connection to the opinion statement Effective claims are short, precise, clear, and summarize the writer’s main point Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	<ul style="list-style-type: none"> • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. • Claim is the statement that the writer is attempting to prove is true. A thesis statement is the writer's main claim. • Arguments are claims backed by reasons that are supported by evidence. • Analysis involves breaking up a complex idea or process into smaller parts to make it easier to understand. 		
W.5.2	<ul style="list-style-type: none"> • Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone • Concluding statement or section provides a final statement or section that connects all the ideas and information, and then relate this to the information or explanation presented, bringing a sense of closure to the piece. • Concrete details are specific details that refer to action objects or places. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> • Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Structure helps the reader make meaning of the piece • Linking words and phrases help provide a connection between relationships or ideas • Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3	<ul style="list-style-type: none"> • Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. • Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that convey the characters' emotions and capture the reader's imagination. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Writers must develop the character(s), place(s) or event(s) as they move through time and change if they are to seem real. When developing a character in a story, adding specific details about what the characters did, said, and thought, which brings the characters to life. • Events that are well organized help the reader understand the story. 	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.a	<ul style="list-style-type: none"> Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. 	<ul style="list-style-type: none"> Arranging the events directly affects how the story affects the reader; some events create tension, mystery, and surprise; others create humor, nostalgia and wonder. 	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	<ul style="list-style-type: none"> Literary (narrative) techniques are carefully crafted to create certain emotional impacts on the reader. Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. Pacing is the speed at which the action unfolds or the story is told. 	<ul style="list-style-type: none"> Details in a story bring the story to life and help the reader create mental pictures of what is taking place in the story. 	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.d	<ul style="list-style-type: none"> Concrete words refer to things we can touch, see, hear, smell, and taste. Sensory language (details) evokes a place, person, or situation through its use of smells, sounds, textures, and other rich details. 	<ul style="list-style-type: none"> Concrete words provide facts and details to the text. Including concrete words and sensory details help the reader understand the experiences and emotions in the story. 	Use concrete words or phrases and sensory details to convey experiences and events precisely.
W.5.4	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. That pieces on the same topic can differ depending on the audience and task Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. Purpose is what the writer is trying to accomplish with the piece 	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. Organization of a text helps the reader create meaning 	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.)

	<ul style="list-style-type: none"> Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> Writer's purpose is shaped by the occasion, the topic, and the audience 	
W.5.5	<ul style="list-style-type: none"> Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. Writer's purpose is shaped by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
W.5.7	<ul style="list-style-type: none"> Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. Researchers generate questions Synthesizing multiple sources when researching a subject from different and competing angles to arrive at a meaningful or significant insight. 	<ul style="list-style-type: none"> Research can be done in a variety of ways to learn about a topic Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively Questions are the driving purpose of the research A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
W.5.8	<ul style="list-style-type: none"> Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. Research allows us to become an expert and develop an opinion about a topic 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	<p>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>

	<ul style="list-style-type: none"> Shared research builds knowledge of everyone as information and ideas are shared collaboratively 		
W.5.9	<ul style="list-style-type: none"> Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. 	<ul style="list-style-type: none"> Support what you say with sound and relevant evidence. 	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a	<ul style="list-style-type: none"> Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. Literary texts are fiction, drama, poetry, art, and graphic novels. 	<ul style="list-style-type: none"> Writers apply reading strategies to support their analysis and reflection of literary text. 	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]").
SL.5.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	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.

SL.5.2	<ul style="list-style-type: none"> Summarize is giving a brief statement of the main points. Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation. 	<ul style="list-style-type: none"> How to listen attentively to information being presented in order to communicate what it is mostly about. Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	<ul style="list-style-type: none"> Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic Claim is what an author wants readers to accept as true and act on. Reasons is a cause, explanation, or justification for an action or event. Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be asked about the information presented Claims must be supported by reasons and evidence. 	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	<ul style="list-style-type: none"> Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. Relevance is closely related to the topic or main idea Recount is to give an account of an event or experience Understandable Pace is how fast or slow you talk 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant Speak clearly at an understandable pace about a topic/text 	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.

	<ul style="list-style-type: none"> ● Background Knowledge is information that is essential to understanding a situation ● Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme 	
SL.5.6	<ul style="list-style-type: none"> ● Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. ● Formal is being in accordance with usual requirements and customs. ● Context refers to the place as much as the purpose of any speaking event (e.g., speaking in class, online, small and larger groups, the community at-large or at work with customers and colleagues, interviews) 	<ul style="list-style-type: none"> ● Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. ● Command of formal English place a clear and consistent emphasis on being grammatically correct and clearly enunciated words delivered with good eye contact. ● Speakers need to know how to speak in ways that would be appropriate when addressing customers, colleagues, classmates, or teachers. 	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 for specific expectations.)
L.5.1	<ul style="list-style-type: none"> ● Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. ● Usage is how one uses language-- and if it is permitted, approved. 	<ul style="list-style-type: none"> ● Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	<ul style="list-style-type: none"> ● Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. ● Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parentheses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. ● Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. 	<ul style="list-style-type: none"> ● Standard English has convention rules to help us be effective communicators ● Convention rules help the reader understand what we have written ● Spelling patterns are common configurations of letters in several words 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3.a	<ul style="list-style-type: none"> ● Effective choices for meaning or style 	<ul style="list-style-type: none"> ● Drawing on elements such as syntax, 	Expand, combine, and reduce

		rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect	sentences for meaning, reader/listener interest, and style
L.5.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas. 	<ul style="list-style-type: none"> Language creates mental pictures Figurative Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.
L.5.5.a	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged 	Interpret figurative language, including similes and metaphors, in context.
L.5.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After</i>

		<ul style="list-style-type: none"> • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use 	<i>dinner that night we went looking for them).</i>
RF.5.3	<ul style="list-style-type: none"> • Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. • Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. • Morphology is the study and description of how words are formed in a language. (e.g., roots, prefixes, suffixes) • Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) • Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. • Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. • Multisyllabic word is a word with many syllables • Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> • The meaning of a word can be altered by changing the prefix or suffix • Determining where a word is broken into syllables helps in decoding and pronunciation. • How to apply the knowledge of letter-sound relationships • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. • Some words are not able to be decoded 	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author’s intended meaning. • Strategies for when we don’t know a word. • Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.

		<p>doing this to reading, explaining that thinking deeply, analytically is a choice.</p> <p>ii. Teaching Point: Today I want to teach you that to think analytically, a person divides into parts, then selects, ranks, and compares. A person can decide, 'I'm going to try thinking....' and then think in any one of those ways... and then see if that thinking yields new insights. Often it will.</p> <p>b. Teaching: The teacher will channel children to think about reading and writing workshop analytically, first by considering parts, then by selecting and ranking, then by comparing-and to jot their thoughts about each.</p> <p>c. Active Engagement: The teacher will ask the children to now think analytically about their reading.</p> <p>d. Link: The teacher will channel students to think analytically about their own books.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Provide students with one other way to think analytically about their books. Thinking about cause and effect in your books can really pay off.</p> <p>ii. When something important or powerful happens, you might pause and think, 'Why?' and that one little word can lead you to think back across the story and connect the events or factors that led up to something big happening.</p> <p>f. Share: The teacher will explain to students that they will have the opportunity to create a gallery of their own analytical writing.</p> <p>Session 6 Appendix Documents</p>	Assigning Homework & Providing Practice	
1,3	RL.5.1 RL.5.2 RL.5.3 W.5.4 W.5.5 W.5.9a SL.5.1	<p>3. Launching Interpretation Book Clubs (Session 8)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know readers' observations are meaningful ● Understand how to read interpretively ● Be able to read alertly and see details as meaningful <p>a. Connection: The teacher will:</p> <p>i. Return to the earlier talk about fifth-graders having growth spurts and ask students to think and talk about the changes they've seen in themselves thus far.</p> <p>ii. Use an anecdote to illustrate a point that readers grow is by learning to</p>	Setting Objectives & Providing Feedback	B Communication Collaboration

		<p>see more significance in a book.</p> <p>iii. Clarify how your anecdote relates to your fifth-graders and their reading.</p> <p>iv. “Today I want to teach you that as readers sharpen their reading and thinking skills, they develop the eyes to not only see more in a text, but to make more significance. They pay more attention as they read because they trust that they notice things for a reason and expect to make something of observations others just pass by.”</p> <p>b. Teaching: The teacher will:</p> <p>i. Suggest that reading and living interpretively are similar. Help children think of an experience that was saturated with meaning.</p> <p>ii. Liken the experience you’ve described to reading, referring to books the students know from previous years.</p> <p>c. Active Engagement: The teacher will read more of the read-aloud book, asking the kids to listen interpretively, letting the details take on significance. Remind them to draw on what they learned in fourth grade. Then channel readers to join you in reading a passage from the class read-aloud interpretively.</p> <p>d. Link: The teacher will channel students to transfer the reading, thinking, and writing they’ve been doing with the read-aloud text to their own club texts and independent reading books.</p> <p>e. Mid-Workshop Teaching:</p> <p>i. The teacher will describe how to read alertly to see what stands out. Encourage the students to reread because everything matters. The author probably made things stand out on purpose.</p> <p>ii. Remember that you already know so much about how to be strong readers, so draw on that knowledge as you do the work of this bend and this unit. In your upcoming club work, you will also draw on the knowledge and ideas of others.”</p> <p>f. Share: The teacher will:</p> <p>i. Ask students to meet in clubs and to construct a shared “constitution.” club name, and more.</p> <p>ii. Wrap up the first club meeting by handing a folder to each club.</p> <p>Session 8 Appendix Documents</p>	<p>Cues, Questions, & Advance Organizers</p> <p>Assigning Homework & Providing Practice</p> <p>Cooperative Learning</p>	
1,3	RL.5.1	4. Debating to Prompt Rich Book Conversation (Session 13)		D

	RL.5.2 RL.5.3 RL.5.4 W.5.9a SL.5.1 SL.5.4	<p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know debate protocol ● Understand how readers use provocative questions to spark a debate. ● Be able to follow the debate protocol in order to debate their own position and also the opposing one <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Give students a vision for how debate can hone critical thinking by using an example from popular culture. ii. “Today I want to teach you that when different readers read the same book, they often develop different viewpoints on provocative questions related to the book. The differences of opinion can spark a debate. In a debate, each person (or each side) presents his or her position and then supports that position with evidence, aiming to persuade the other person, the other side.” <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Teach children that debates can only occur around a provocative idea that can be argued from both sides. Channel students to test whether ideas you suggest qualify, and to generate others. ii. Demonstrate how to develop an evidence-based argument for or against one of the claims related to the read-aloud. Take the side that is harder to defend for yourself, leaving the other for the class. iii. Debrief in ways that enable students to try what you have just done. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Channel the class to work together to gather evidence to support the opposing side, distributing relevant passages from the text and white boards or chart paper to help them collect evidence. ii. Set children up to participate in a bare-bones debate protocol. Give them phrases that they can use to state and defend their positions. <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Channel students to generate provocative, debatable ideas from the club books they’ve been reading. ii. Tell children that they should be able to debate their own position and also the opposing one. iii. Quickly assess if each club truly has a debatable claim as a focus for today’s reading. 	<p>Setting Objectives & Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Assigning Homework & Providing Practice</p> <p>Identifying Similarities & Differences</p> <p>Setting Objectives & Providing Feedback</p>	<p>Communication Critical Thinking Collaboration</p>
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		<p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Challenge readers to divide their clubs evenly, into two members for each side of the debate. ii. Ask students to read forward or reread analytically, prioritizing reasons and evidence. <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Ask clubs to caucus to plan for team debates within clubs. ii. One child from each side presents to the club. iii. Caucus again to plan rebuttal. <p>Session 13 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Reinforcing Effort & Providing Recognition</p>	
1,3	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.9 W.5.9</p>	<p>5. Comparing Characters’ Connections to a Theme (Session 17)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know characters connect to a common theme ● Understand how to think about a theme in more complex ways ● Be able to identify how characters connect to and represent the theme, and characters that work against the theme. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Set up a parallel, analytical, nonreading activity to let students try this skill in a more playful setting. ii. “Today I want to teach that one-way readers think about a theme in more complex ways is to think how different characters connect to that theme. Readers think about which characters best represent a particular theme through their thoughts, actions, and dialogue, and which characters work against the theme.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Channel students to figure out how different characters connect to a theme. ii. Remind students to use evidence to support their ideas. iii. Coach students to also think about minor characters and how they relate to the theme. iv. Complete the chart based on what you heard from students and discuss ideas that one can draw from the chart. <p>c. Link: The teacher will channel students to plan their book club work to read and reread texts and use all they have learned about analyzing themes.</p> <p>d. Mid-Workshop Teaching: The teacher will:</p>	<p>Setting Objectives & Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Setting Objectives & Providing Feedback</p> <p>Cooperative Learning</p>	<p>C</p> <p>Critical Thinking Communication</p>

		<p>i. Model how to think about characters who seem to go against the main theme.</p> <ol style="list-style-type: none"> 1. This character is an example of how not to be. the author has included him/her to show readers a foolish or immoral way of being. 2. This character interacts with the main character mostly through conflict-and these conflicts help the main character figure out what he/she believes. 3. This character shows how complicated life really is. It may be necessary to revise thinking about the theme to include this character’s point of view because the author takes this character very seriously. <p>e. Share: The teacher will call students to the meeting area and explain that readers often revise their theme statements to include the perspective of multiple characters.</p> <p>Session 17 Appendix Documents</p>	Assigning Homework & Providing Practice	
1,3	<p>RL.5.6 W.5.9a SL.5.1 SL.5.4 SL.5.6 L.5.6</p>	<p>6. Celebrating with a Literary Salon (Session 20)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know literary language ● Understand author’s craft techniques ● Be able to talk about what the author tried to accomplish in terms of character, plot, or theme. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Share an experience that helps children see how thinking thematically opens up a whole new world of connections. ii. “Today, I want to invite you to participate in a literary salon as a fun way to show off your new, sophisticated thoughts about literature.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Explain to students that readers often feel compelled to share passages, thoughts, ideas, and more with fellow readers. Readers talk about books all the time; they talk about literary craft, technique, and style in book reviews, blogs, newspapers, websites, and magazines. ii. Explain one way to discuss literature is in a literary salon. Salons are made up of a group of authors that get together and talk about the 	<p>Setting Objectives & Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p>	<p>C/D</p> <p>Critical Thinking Communication Creativity</p>

		<p>ideas and craft moves in their books.</p> <p>iii. Break up each book club and create new groups.</p> <p>c. Link: The teacher will:</p> <p>i. Ask students to pretend they are the author of one of the books they read recently and mingle with their author friends in their literary salon to talk about the amazing ideas in their books.</p> <p>ii. Give a few ideas for topics worth discussing, give specific examples from your book of what you tried to accomplish, or discussing the techniques you used to achieve your goals.</p> <p>d. Share: The teacher will have each book club reflect on their own work and each member of the club decides on a compliment for another member.</p> <p>Technology Options: Google Classroom, Padlet to share ideas and feedback, Google Hangout, develop a presentation using a technology tool to share with an audience.</p>	Setting Objectives & Providing Feedback	
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Writer's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2,3	W.5.3 SL.5.4 L.5.1	<p>1. Starting with Turning Points (Session 1)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know strategies to generate ideas for personal narratives. ● Understand how “turning points” can help us write powerful stories. ● Be able to generate ideas for personal narratives. <p>a. Connection: The teacher will:</p> <p>i. Support children’s identities as writers by telling them that you’ve already begun to study their writing.</p> <p>ii. Acknowledge that students already know strategies for generating narrative writing. Reference the year’s new chart, encouraging them to make personal charts of strategies, sharing what they know.</p> <p>iii. “Today I want to teach you another strategy-one that helps people write <i>powerful</i> stories. It usually works to jot moments that have been turning points in your life. These might be first times or last times, or they might be times when you realized something important. Then you take one of</p>	Setting Objectives & Providing Feedback	A/B Communication Collaboration on Creative Thinking

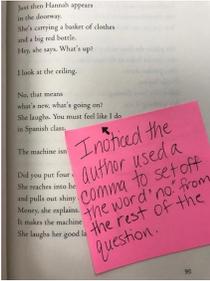
		<p>those moments and write the whole story, fast and furious.”</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Demonstrate the step-by-step sequence of using the strategy. In this case, generate ideas for personal narratives by listing first times, last times, or times when you realized something. ii. Debrief quickly, pointing out the replicable moves you have made and then continue demonstrating quickly coming up with an idea for a time you realized something. iii. Debrief. Remind children of the purpose for the strategy. In this case, remind them that thinking of turning points can help them generate ideas for personal narratives. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Set children up to try the strategy. ii. Demonstrate and support thinking about moments in which you realized something, pointing out that realizations often occur during first and last times. Channel students to do this, first alone, quietly, and then by talking. iii. Debrief. Remind children that whenever they want to write powerful true stories, they can use the strategy of listing turning-point moments and then select one to write. <p>d. Link: The teacher will remind children that writers draw from a repertoire of strategies to get themselves writing. Channel students to start writing, and meanwhile, add to the chart.</p> <p>e. Mid-Workshop Teaching: The teacher will tell the students that “Today you will want to push your writers to keep writing without interrupting their flow”.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Convene the writers in the meeting area, compliment them on their work today, and then give them a chance to discuss their work together and talk to them about the importance of building writerly lives. ii. Let writers know that one strategy to build a writerly life is to think back on best and worst writing times and learn from them. <p>Session 1 Appendix Documents</p>	<p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Reinforcing Effort & Providing Recognition</p>	
2,3	<p>W.5.3 W.5.4 SL.5.1</p>	<p>2. Dreaming the Dream of the Story (Session 2)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know strategies for generating ideas for personal narratives. 		<p>C</p> <p>Collaborati</p>

		<ul style="list-style-type: none"> ● Be able to stretch out the problem, telling it bit by bit. a. Connection: The teacher will: <ul style="list-style-type: none"> i. Convene writers in the meeting area and give them a vision for the week ahead. ii. Call to mind a familiar scene from a story or film where the trouble is stretched out in an episodic, bit by bit, ever-getting-worse manner. iii. “Writers, today I want to teach you that when writers set out to draft, they think about structure and they make an effort to structure their story, not ‘how it happened in real life,’ but as a compelling story. It’s often helpful to call to mind how writers we admire slow down the problem in their writing, telling it bit by bit to make it a more compelling story.” b. Teaching: The teacher will: <ul style="list-style-type: none"> i. Share your process as you tackle structure by first thinking about how an author you admire structures a story. Emphasize that authors don’t just chronicle what happened, they craft a compelling story. ii. Model for students how, like Sandra Cisneros, you can build rising tension in your own story. iii. Slow down your demonstration, thinking aloud in front of the children, emphasizing how you’ll plan out the parts of your story so they will build, with the trouble getting worse and worse. iv. Share particular insights gained from trying this work. c. Active Engagement: The teacher will channel students to think of the parts of their stories and then plan out how the problem will escalate across these parts. Invite them to rehearse with their partners, a now-familiar method. d. Link:The teacher will remind writers the time frame for their piece of writing, of their options for today, and then send them off to work. e. Mid-Workshop Teaching: The teacher will explain how secondary characters’ emotions can also escalate. What they say relates to our new ideas and how stories escalate, or build up in tension. f. Share: The teacher will: <ul style="list-style-type: none"> i. Gather the writers at the meeting area and show them a way to check that each character has an arc that will lead to a satisfying conclusion. ii. Set writers up to check that each of the people in their stories has a 	<p>& Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Assigning Homework & Providing Practice</p>	<p>Communication</p> <p>Critical Thinking</p> <p>Creative Thinking</p>
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	SL.5.6 ISTE 6b ISTE 6c	<ul style="list-style-type: none"> ● Know the importance of peer feedback. ● Understand how writers develop their ideas effectively. ● Be able to share our writing with our peers and provide feedback. <p>Celebration: The teacher will:</p> <ol style="list-style-type: none"> Welcome children and their family members. Explain that when we read stories, authors bring us into other worlds. And today, the writers in the class will read aloud, bringing all of us into other worlds. Explain the plan for today’s author celebration. In this case, explain that after a few children read to the group, everyone will disperse to a corner to share writing in small groups. Tell writers that after each reading, listeners will respond not by clapping but by reading a poem chorally. Disperse the readers, reminding them to honor each other’s writing with a choral reading. After each child has a chance to read his or her piece aloud, ask listeners to write notes to the readers. <p>Technology Options: Google Classroom, Padlet to assess writing strategies and/or feedback, Google Hangout, develop a presentation using a technology tool to share with an audience using FlipGrid, Google Slides or another technology option.</p> <p>Session 20 Appendix Documents</p>	Setting Objectives & Providing Feedback Cooperative Learning	Collaborati on Communic ation Critical Thinking
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Language/ Word Study

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.5.1 RL.5.2 RL.5.3 SL.5.1 SL.5.2	<p><u>Interactive Read Aloud</u> Teacher will read <i>Home of the Brave</i> and have students discuss the text in collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop.</p> <p>Guide to readings can be found on p. xv <i>Interpretation Book Clubs: Analyzing Themes</i>.</p>	Cooperative Learning	C Critical Thinking Collaborati on

2	L.5.2c	<p>Grammar Use a mentor text, such as <i>Home of the Brave</i>, to model the type of writing you want your students to mimic. Focusing on the standard L.5.2 c: Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas to set off yes and no, tag questions, and direct address.</p> <p>The image below is found on page 95 of <i>Home of the Brave</i> and addresses a portion of the standard. The text is filled with examples to support students in their understanding of this standard. Invite students to investigate their books for examples and to mimic this type of writing.</p>  <p>Have students pair up with partners and share their findings from each of their books. Allow students to practice identifying more examples by jotting sentences on sticky notes then sharing with the group.</p>	<p>Cues, Questions, Advance Organizers</p> <p>Providing Practice</p> <p>Cooperative Learning</p>	<p>B</p> <p>Collaboration Communication</p>
2	L.5.5b	<p>Grammar Picture It! Strategy: When you think a writer may be using a phrase in a figurative way, not a literal way, stop and picture it. Get an image in your mind of what each separate word means, then what the words mean together. Take a guess at what the phrase means, keeping in mind what's happening in the rest of the text.</p> <p>Lesson Language: <i>We're going to read the book "The Book Report" from the Black Lagoon together (Thaler 2010). I picked it because it's a book packed with figurative language. That means that the author uses words figuratively and you have to think about how it means something different than if the author were to mean it literally. For example, early on in the story, one of the characters says, "read my lips." Now, if the</i></p>		

		<p><i>character meant that literally there would be words printed on your lips that you'd read. But that's not what she means. She means to watch her lips move and figure out what she's saying. Let's try another one. The character says it takes him three minutes to read a stop sign. Literally three minutes? No, he means figuratively. What do you think he actually means? That he's a very slow reader. (This excerpt is an example, the teacher can use any text.)</i></p> <p>Prompts:</p> <ul style="list-style-type: none"> • What do you see? • Tell me what you picture for this word. • Tell me what you picture for this phrase. • That may be what it means. Explain how it would fit with the rest of the story (or poem or text). • I can tell you pictured it to see that it can't literally mean that. What do you think the author is trying to say? 		
1, 2, 3, 4	L.5.4 L.5.6	<p><u>Interactive Vocabulary</u></p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration

1	RF.5.3	<p>Benchmark Phonics: Launching Unit & Unit 1: Partners in Survival</p> <table border="1" data-bbox="499 212 1209 394"> <tr> <td></td> <td>MINI-LESSON 1</td> <td>MINI-LESSON 2</td> <td>MINI-LESSON 3</td> <td>MINI-LESSON 4</td> <td>MINI-LESSON 5</td> </tr> <tr> <td>WEEK 1</td> <td>Word Study: Words with Latin Roots Spelling Patterns: Pre-Assessment</td> <td>Routine 3: Build Automaticity Build Automaticity</td> <td>Routine 1: Read Accountable Text Read Accountable Text Context Clues</td> <td>Routine 4: Sort Words Spelling Patterns: Closed Sort Spelling Patterns: Common Features Sort</td> <td>Routine 10: Building Fluency from Mastery to Transfer Reread to Build Fluency Writing Follow-Up</td> </tr> <tr> <td></td> <td>MINI-LESSON 6</td> <td>MINI-LESSON 7</td> <td>MINI-LESSON 8</td> <td>MINI-LESSON 9</td> <td>MINI-LESSON 10</td> </tr> <tr> <td>WEEK 2</td> <td>Routine 5: Spelling/Dictation Dictation Read Interactive Text</td> <td>Routine 6: Reading Big Words Use the Reading Big Words Strategy</td> <td>Routine 8: Decode by Analogy Decode by Analogy</td> <td>Routine 11: High-Frequency Words Build Fluency Reread for Fluency: Extra Support High-Frequency Words</td> <td>Routine 9: Extend the Learning Spelling Patterns: Assessment Extend Learning Cumulative Assessment</td> </tr> </table> <table border="1" data-bbox="499 423 1209 597"> <tr> <td></td> <td colspan="3">Whole Group</td> <td colspan="2">Small Group</td> </tr> <tr> <td></td> <td>LESSON 1</td> <td>LESSON 2</td> <td>LESSON 3</td> <td>LESSON 4</td> <td>LESSON 5</td> </tr> <tr> <td>WEEK 1</td> <td>Short Vowels (a, e, ea, i, o, u) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect</td> <td>Short Vowels (a, e, ea, i, o, u) • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect</td> <td>Short Vowels (a, e, ea, i, o, u) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect</td> <td>Short Vowels (a, e, ea, i, o, u) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency</td> <td>Short Vowels (a, e, ea, i, o, u) • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment</td> </tr> </table>		MINI-LESSON 1	MINI-LESSON 2	MINI-LESSON 3	MINI-LESSON 4	MINI-LESSON 5	WEEK 1	Word Study: Words with Latin Roots Spelling Patterns: Pre-Assessment	Routine 3: Build Automaticity Build Automaticity	Routine 1: Read Accountable Text Read Accountable Text Context Clues	Routine 4: Sort Words Spelling Patterns: Closed Sort Spelling Patterns: Common Features Sort	Routine 10: Building Fluency from Mastery to Transfer Reread to Build Fluency Writing Follow-Up		MINI-LESSON 6	MINI-LESSON 7	MINI-LESSON 8	MINI-LESSON 9	MINI-LESSON 10	WEEK 2	Routine 5: Spelling/Dictation Dictation Read Interactive Text	Routine 6: Reading Big Words Use the Reading Big Words Strategy	Routine 8: Decode by Analogy Decode by Analogy	Routine 11: High-Frequency Words Build Fluency Reread for Fluency: Extra Support High-Frequency Words	Routine 9: Extend the Learning Spelling Patterns: Assessment Extend Learning Cumulative Assessment		Whole Group			Small Group			LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Short Vowels (a, e, ea, i, o, u) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Short Vowels (a, e, ea, i, o, u) • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Short Vowels (a, e, ea, i, o, u) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Short Vowels (a, e, ea, i, o, u) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Short Vowels (a, e, ea, i, o, u) • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	<p>Cooperative Learning</p> <p>Homework & Practice</p> <p>Similarities and Differences</p>	<p>C Critical Thinking Collaboration</p>
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Unit 1: Resources

UNIT RESOURCES

Teacher Resources:

- *Home of the Brave* by Katherine Applegate (HarperCollins)- see pacing guide on page xv of Reading Unit 1
- *Fly Away Home* by Eve Bunting
- Lucy Reading: Interpretation Book Clubs (Bk. 1)
- Lucy Writing: Narrative Craft (Bk. 1)
- Writer’s Notebook for teacher
- Anchor Chart Post-Its
- [Book List: Great Book Choices for A Unit on Interpretation](#)
- [Reading Assessments](#)
- [Reading Anchor Charts](#)
- [Writing Anchor Charts](#)
- [Writing Assessments](#)
- [Appendix Documents](#)
- [Language/Word Study](#)

- [Heinemann Website](#)
- Benchmark Phonics

Student Resources:

- Fiction books at various levels
- Reader's notebook
- Reader's log
- Writer's notebook and /or drafting tablets
- Post-its
- Apps: Google Classroom, Google Hangout, Padlet

Vocabulary:

analyze: to look closely at something for the key parts and how they work together

annotate: act or process of writing critical commentary or explanatory notes

craft: techniques that authors has used to describe his/her ideas, events, objects,

interpretation: explanation for the meaning of something; a stylistic representation of a creative work or dramatic role

literary techniques: techniques used in writing which are intended to create a special effect or feeling (e.g., alliteration, euphemism, flashback, foreshadowing, hyperbole, idiom, imagery, irony, jargon, metaphor, onomatopoeia, oxymoron, paradox, personification, satire, simile, slang, symbolism)

mentor text: pieces of literature that can be return to and reread for many different purposes, they are texts to be studied and imitated

perspective: in which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic

theme: the abstract concept explored in literary work; underlying or implicit meaning, concept, or message in a text; message may be about life, society, or human nature; often explores timeless and universal ideas and almost always implied rather than stated explicitly

Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction (Bk. 2) & Journalism (FHSD Created)

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Tackling Complexity: Moving Up Levels of Nonfiction & Journalism
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<p>Unit Description:</p> <p>Reading: In Bend I, you'll invite students to join you in a giant investigation into the ways nonfiction texts are becoming increasingly complex and the ways students' reading can shift in response to those complexities. In Bend II, you'll rally your students to become independent researchers, and you'll invite them to choose the one topic in the world they most want to research.</p> <p>Writing: In Bend I, students will write short focused news articles about events. The unit will start with students writing about a shared event--either one that you stage in your classroom or an event you show on video. Following that, you will help students to write about events happening in the world around them. In Bend II, students will work to draw on all they have already learned about information writing to write feature articles to teach readers about topics. They'll see how this writing is similar and different to the quick event reporting they have just done. Students will research and gather information about their topic in many ways--interview, conduct surveys, make observations--as well as engage in some research from text-based sources. The unit will end with students publishing their feature articles and celebrating their journey as journalists.</p>	<p>Unit Timeline: Reading- 20 days Writing-10-15 days</p>
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Communicate effectively using voice and purpose in a variety of forms.
- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect the views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – Students will understand that... (Big Ideas)

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others’ ideas while expressing their own thinking.

Essential Questions: Students will keep considering...

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RI.5.1	<ul style="list-style-type: none"> ● Read closely emphasizing not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Evidence--a detail, quotations, or example--in the text can be used to support your ideas ● Analytical questions are answered by inferring with details from the text 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
RI.5.2	<ul style="list-style-type: none"> ● Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. 	<ul style="list-style-type: none"> ● That key details support what the text is mostly about ● Summaries include key details and facts from the text. ● Readers choose specific text evidence to support their summary. 	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

	<ul style="list-style-type: none"> Key details are the parts of a text that support the main idea 	<ul style="list-style-type: none"> Complex text often have one or more main ideas. 	
RI.5.3	<ul style="list-style-type: none"> Sequence of events are the order that events take place. Scientific ideas are concepts Technical procedure are the steps or stages in a course of action Cause and effect relationships are the reasons something has happened and the consequences of the action. To develop is to change, increasing or decreasing in importance, growing more complex or evolving into something different altogether. 	<ul style="list-style-type: none"> Historical events are tied together (cause/effect relationships) The connection between scientific ideas and concepts Key steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) Observe how various people, events, ideas, or concepts influence each other over time 	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.
RI.5.4	<ul style="list-style-type: none"> Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> Texts have supports in place to help readers understand the words within the text (i.e., text features) Reading aloud can help figure out challenging words. 	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	<ul style="list-style-type: none"> Authors organize their ideas through structural patterns such as problem/solution, chronological order, comparison, and cause/effect of two or more texts. 	<ul style="list-style-type: none"> Structure of a text affects the meaning and style of information Comparing and contrasting two or more texts help to note a pattern in text structures. Using key words helps to identify patterns and meaning in a text. 	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgment based on reasoning. First hand accounts are those that come from direct observation or first hand experiences. Second hand account comes from someone who didn't directly experience it. 	<ul style="list-style-type: none"> Point of views can differ even when describing the same situation, telling the story, or making the same argument An author's own ideas about a topic can be expressed through text features. Words and phrases signal the author's angle on a given topic Identifying the point of view of multiple accounts of the same event or topic can help when analyzing similarities and differences. 	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	<ul style="list-style-type: none"> Visual information refers to displays of information such as charts, graphs, 	<ul style="list-style-type: none"> Synthesize information from text and visuals 	Draw on information from multiple print or digital sources,

	<p>diagrams, timelines, maps, images, animations, or interactive elements on webpages.</p> <ul style="list-style-type: none"> • Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) • Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> • Visual information is used to help the reader gain more information from the text • Readers need to consider the appropriate format/source needed to locate information. • When researching a topic or question, readers need to draw on multiple sources, either print or digital, to locate what they need efficiently. 	<p>demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
RI.5.8	<ul style="list-style-type: none"> • Comparison is demonstrating the similarities and differences in a topic • An argument is the position an author adopts in which they attempt to persuade others to think or feel a certain way about an issue. • Claim is what an author wants readers to accept as true and act on. • To delineate is to draw a line between what is and is not the exact argument, claim, reasoning, or evidence. 	<ul style="list-style-type: none"> • Text structure affects the meaning of the story • Determining relationships between text structures and features helps the reader understand the text • A claim is debatable and requires supporting evidence to counter inevitable challenges a critical reader will make. • It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. • Readers determine if the writer's logic is based on valid, reliable evidence from current and credible source. 	<p>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>
RI.5.9	<ul style="list-style-type: none"> • Comparing is finding what is similar • Contrasting is finding what is different • Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> • Approaches to similar topics refers to the act of comparing and contrasting the "approach" to the same topic used by different authors, different texts, and different types of text. • Understand how to integrate information from a text into one written piece or speech. • Looking for what is important in informational text in the headings, table of contents, or first sentences of a paragraph. 	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
RI.5.10	<ul style="list-style-type: none"> • A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. • To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> • Readers read books to grow as readers and learners. • Readers check their comprehension as they read • Readers read independently, with little, less, or no teacher guidance 	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>

<p>RF.5.3</p>	<ul style="list-style-type: none"> • Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level. • Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word. • Morphology is the study and description of how words are formed in a language. (e.g., roots, prefixes, suffixes) • Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>) • Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>) • Base word is a word in its simplest form, which can be modified by adding affixes. (e.g., <i>read</i>; <i>reread</i>, <i>reading</i>) A base word has meaning, can stand on its own, and is easily apparent in the language. • Syllable patterns are units of pronunciation containing a single vowel sound or “sound chunk.” Common syllable patterns are: <i>closed</i>, <i>open</i>, <i>silent e</i>, <i>vowel teams</i>, <i>r. control</i>, and <i>consonant e</i>. • Multisyllabic word is a word with many syllables • Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out. 	<ul style="list-style-type: none"> • The meaning of a word can be altered by changing the prefix or suffix • Determining where a word is broken into syllables helps in decoding and pronunciation. • How to apply the knowledge of letter-sound relationships • Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood. • Some words are not able to be decoded 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>RF.5.4</p>	<ul style="list-style-type: none"> • Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression • Accuracy refers to reading words correctly or precisely. • Readers read with expression, conveying emotion or feeling while reading. • Readers use strategies to help their understanding (e.g., self-correct, reread, etc) • Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> • Readers read with expression, fluently and accurately to get an author's intended meaning. • Strategies for when we don't know a word. • Audiences should understand text when it is read aloud. 	<p>Read with sufficient accuracy and fluency to support comprehension.</p>

<p>W.5.2</p>	<ul style="list-style-type: none"> • Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone • Concluding statement or section provides a final statement or section that connects all the ideas and information, and then relate this to the information or explanation presented, bringing a sense of closure to the piece. • Concrete details are specific details that refer to action objects or places. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> • Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Structure helps the reader make meaning of the piece • Linking words and phrases help provide a connection between relationships or ideas • Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<p>W.5.3</p>	<ul style="list-style-type: none"> • Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. • Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that convey the characters' emotions and capture the reader's imagination. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Writers must develop the character(s), place(s) or event(s) as they move through time and change if they are to seem real. When developing a character in a story, adding specific details about what the characters did, said, and thought, which brings the characters to life. • Events that are well organized help the reader understand the story. 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W.5.4</p>	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. • That pieces on the same topic can differ depending on the audience and task 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> 	<p>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>

	<ul style="list-style-type: none"> • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shaped by the occasion, the topic, and the audience 	
W.5.5	<ul style="list-style-type: none"> • Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. • Editing is fixing spelling, punctuation, and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> • Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. • Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. • Writer's purpose is shapes by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Conventions help a reader create meaning from a text • Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
W.5.6	<ul style="list-style-type: none"> • The function of various tools for writing and publishing • Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. 	<ul style="list-style-type: none"> • Writing can be improved through collaboration with others • Etiquette of collaborating using various digital tools • Online safety etiquette 	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

	<ul style="list-style-type: none"> • How to access and use technology as intended • Using technology allows us to interact with others on our writing • Using technology provides a means for publishing our writing 	<ul style="list-style-type: none"> • That different tools offer a better means of creating and working with others on a project 	demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7	<ul style="list-style-type: none"> • Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. • Researchers generate questions • Synthesizing multiple sources when researching a subject from different and competing angles to arrive at a meaningful or significant insight. 	<ul style="list-style-type: none"> • Research can be done in a variety of ways to learn about a topic • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively • Questions are the driving purpose of the research • A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	<ul style="list-style-type: none"> • Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. • Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> • Some sources are more credible than others • Writing can answer questions others or I have about a topic • Information for a writing piece can come from a variety of sources 	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.
W.5.9.b	<ul style="list-style-type: none"> • Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others • Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. • Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. 	<ul style="list-style-type: none"> • Writers apply reading strategies to support their analysis and reflection of informational text. 	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]”).

	<ul style="list-style-type: none"> Literary nonfiction (create fiction) are essays, biographies, memoirs, and histories. 		
W.5.10	<ul style="list-style-type: none"> Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Purpose is what the writer is trying to accomplish with the piece Reflection is going beyond revisiting details of what happened, but considering what it means Revising is re-seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> Writer's purpose is shaped by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Reflection helps a writer improve their piece Revision makes our writing sound better 	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	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.
SL.5.2	<ul style="list-style-type: none"> Summarize is giving a brief statement of the main points. Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. Diverse Media is all the different forms ideas and information, evidence and data 	<ul style="list-style-type: none"> How to listen attentively to information being presented in order to communicate what it is mostly about. Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>come in, including print, audio, video, photograph.</p> <ul style="list-style-type: none"> ● Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. ● Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation. 		
SL.5.3	<ul style="list-style-type: none"> ● Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic ● Claim is what an author wants readers to accept as true and act on. ● Reasons is a cause, explanation, or justification for an action or event. ● Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. 	<ul style="list-style-type: none"> ● Some information is more important and a higher quality than other information ● A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. ● Questions should be asked about the information presented ● Claims must be supported by reasons and evidence. 	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	<ul style="list-style-type: none"> ● Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. ● Relevance is closely related to the topic or main idea ● Recount is to give an account of an event or experience ● Understandable Pace is how fast or slow you talk ● Background Knowledge is information that is essential to understanding a situation ● Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> ● Presentations vary depending on the task, purpose, and audience ● A clear organization structure allows listeners to hear and process the ideas presented ● Not all information is relevant ● Speak clearly at an understandable pace about a topic/text ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme 	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	<ul style="list-style-type: none"> ● Audio elements are recorded content, including music and sound effects, 	<ul style="list-style-type: none"> ● All available media and methods (e.g., images, audio, multimedia, words, graphs) elements 	Include multimedia components (e.g., graphics, sound) and visual

	<ul style="list-style-type: none"> embedded into the presentation. Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea 	enhance a presentation and make abstract information more comprehensible.	displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	<ul style="list-style-type: none"> Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. Formal is being in accordance with usual requirements and customs. Context refers to the place as much as the purpose of any speaking event (e.g., speaking in class, online, small and larger groups, the community at-large or at work with customers and colleagues, interviews) 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. Command of formal English place a clear and consistent emphasis on being grammatically correct and clearly enunciated words delivered with good eye contact. Speakers need to know how to speak in ways that would be appropriate when addressing customers, colleagues, classmates, or teachers. 	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 for specific expectations.)
L.5.1	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. Usage is how one uses language-- and if it is permitted, approved. 	<ul style="list-style-type: none"> Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.b	<ul style="list-style-type: none"> Verb tenses show various times, sequences, states, and conditions 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators 	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1.c	<ul style="list-style-type: none"> Verbs come in three tenses: past, present, and future. Verb tense conveys time, sequence, state, and condition. 	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning Grammar rules help us be effective communicators If verb tenses do not agree the sentence is grammatically incorrect. 	Use verb tense to convey various times, sequences, states, and conditions.

L.5.2	<ul style="list-style-type: none"> Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parentheses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. 	<ul style="list-style-type: none"> Standard English has convention rules to help us be effective communicators Convention rules help the reader understand what we have written Spelling patterns are common configurations of letters in several words 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	<ul style="list-style-type: none"> Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media. 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
L.5.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. 	<ul style="list-style-type: none"> Language creates mental pictures Figurative Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.

	<ul style="list-style-type: none"> • Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. • Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas. 		
L.5.6	<ul style="list-style-type: none"> • Content or academic vocabulary words • words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> • Readers constantly learn and use new words through conversations and texts • Identify unknown words and seek meaning • certain words are used during certain grade-appropriate and/or academic conversations • the importance of using and understanding subject specific vocabulary during classroom conversation • academic words being used frequently during class are important to know and use 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<p><u>Unit Performance Assessment:</u></p> <p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Fifth Grade Reading Level Performance</th> </tr> <tr> <th>Level</th> <th>Number of Students</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>100%</td> <td>1</td> </tr> <tr> <td>B</td> <td>0</td> <td>0%</td> <td>0</td> </tr> <tr> <td>C</td> <td>0</td> <td>0%</td> <td>0</td> </tr> <tr> <td>D</td> <td>0</td> <td>0%</td> <td>0</td> </tr> <tr> <td>E</td> <td>0</td> <td>0%</td> <td>0</td> </tr> </tbody> </table> <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p>	Fifth Grade Reading Level Performance				Level	Number of Students	Percentage	Number of Students	A	1	100%	1	B	0	0%	0	C	0	0%	0	D	0	0%	0	E	0	0%	0	<p><u>R/R Quadrant</u></p> <p><u>21 Century</u></p> <p>D Critical Thinking Creativity Communication</p>
Fifth Grade Reading Level Performance																															
Level	Number of Students	Percentage	Number of Students																												
A	1	100%	1																												
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	RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7 W.5.2 L.5.3	Assessment & Protocol Writing: “Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you: <ul style="list-style-type: none"> • Write an introduction • Elaborate with a variety of information • Organize your writing • Use transition words • Write a conclusion” Information Rubric	
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.

Reader’s Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RI.5.5 RF.5.4	1. Orienting to More Complex Texts (Session 2) Objectives: Students will: <ul style="list-style-type: none"> • Know complex nonfiction texts • Understand how to orient themselves to complex nonfiction texts 	Setting	B Communic ation

		<p>they've been reading.</p> <p>ii. Coach in to support individual readers as they work to find the main ideas taught in their texts. Voice over with feedback to support the entire class based on your students' needs.</p> <p>d. Link: The teacher will remind students to pull flexibly from their repertoire of main idea strategies and to begin taking notes that mirror the main ideas and supporting details in the text.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Let the students know that as they read, they need to read in ways that allow them to teach others.</p> <p>ii. Go over the 'To Teach Well' chart with the students.</p> <p>f. Share: The teacher will:</p> <p>i. Set readers up to plan how they will teach their partners what they've been learning.</p> <p>ii. Move from partnership to partnership, coaching to lift up the the teaching work each student does.</p> <p>Session 4 Appendix Documents</p>	<p>Reinforcing Effort & Providing Recognition</p> <p>Cooperative Learning</p>	
1	<p>RI.5.4</p> <p>L.5.4</p> <p>L.5.6</p>	<p>3. Using Context to Determine the Meaning of Vocabulary in Complex Texts (Session 5)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know complex vocabulary ● Understand strategies to make sense of increasingly complex vocabulary ● Be able to determine the meaning of vocabulary in complex texts <p>a. Connection: The teacher will:</p> <p>i. Connect students' experiences dealing with complexity in their lives to their experiences with text complexity in their nonfiction reading.</p> <p>ii. "Today I want to teach you that as nonfiction texts become more complex, the vocabulary the author uses becomes hard and technical, and the clues that help readers figure out what the words mean are often hidden. When this happens, you have to search for clues all around the word to determine what it might mean."</p> <p>b. Teaching/Active Engagement: The teacher will:</p> <p>i. Explain to students how the day's work will go, setting them up to read a text across several levels.</p> <p>ii. Engage students in studying an excerpt of a text written at a level 2,</p>	<p>Setting Objectives & Providing Feedback</p>	<p>C</p> <p>Communication Critical Thinking</p>

		<p>noticing how the text teaches the meaning of unfamiliar vocabulary words and what strategies are helpful.</p> <p>iii. Have students read a level 4 version of the same text, and ask them to study how the vocabulary demands become increasingly complex.</p> <p>iv. Remind students of previous learning by revisiting a familiar chart. Ask them to use these strategies to notice an author’s embedded clues.</p> <p>v. Ask students to transfer the strategies they just practiced to a new section of a text, written at a level 6.</p> <p>c. Link: The teacher will connect the work students did today determining the meaning of unfamiliar vocabulary words with the work they should do when the read, today and every day.</p> <p>d. Mid-Workshop Teaching: The teacher will celebrate risk-taking and creating readers who are word conscious.</p> <p>e. Share: The teacher will introduce students to the fifth-grade expectations for building vocabulary. Rally students to incorporate vocabulary into their notes and talk</p> <p>Session 5 Appendix Documents</p>	Reinforcing Effort and Providing Recognition	
1, 2, 3	W.5.2 W.5.8 W.5.9.b RI.5.1 L.5.2	<p>4. Writing about Reading in Nonfiction (Session 13)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know strategies to write about reading in nonfiction ● Understand that informational readers write to understand ● Be able to angle their writing to better explain information <p>a. Connection: The teacher will:</p> <p>i. Talk to students about how their reader’s notebooks show how much they’ve grown as readers since the first unit, but tell them they could be making better use of their notebooks.</p> <p>ii. Let students know that this has made you think hard about writing about reading in nonfiction.</p> <p>iii. Read a snippet of an article that relates to writing about reading about informational texts, and let students know that you think this research could be helpful for the class to consider.</p> <p>iv. “Today I want to teach you that informational readers write to understand what they are learning as they read. Specifically, you</p>	Setting Objectives & Providing Feedback	C Communication Collaboration Critical Thinking

		<p>can angle your writing so that it better explains the information.”</p> <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Involve the class in thinking along with you as you demonstrate how you might use writing about reading to better explain parts of the class read-aloud to yourself. ii. Deliberately model revising your thinking about how to use writing about reading. Recruit students to help you revise your writing about reading with your main ideas in mind. iii. Pause to debrief the replicable steps you have taken that you want students to follow. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Set students up to try out thinking about what kind of writing about reading they could do about their text that would help them better explain information to themselves. ii. Push students to share and talk about what they are trying with a partner. Listen in and coach. iii. Debrief what you heard, emphasizing that these ways of writing about reading allow students to better understand what they wanted to explain to themselves. <p>d. Link: The teacher will send students off to continue to read and research, reminding them to make use of their notebook as a helpful tool.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Teach students that it is absolutely critical to keep track of your sources. You’re going to put the title and author on the top of your notebook pages, and also jot numbers when you take notes. ii. Explain that when keeping track of sources you can use boxes and bullets or a diagram or create your own way of writing about your reading. <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Ask students to skim through the pages in their reader’s notebooks to select a powerful example of writing about reading that their group could benefit from studying. ii. Channel groups to make plans for studying each other’s writing about reading, and then direct students to start studying together. Coach in as groups work to lift the level of their work. 	<p>Assigning Homework & Providing Practice</p> <p>Cooperative Learning</p> <p>Summarizing & Note Taking</p>	
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		<p>questions of the text, noticing which are ones they can answer quickly, and which are ones that require more research, to look across texts.</p> <p>e. Mid-Workshop Teaching: The teacher will ask students to study their questions, sort them based on levels, and then set a goal for themselves.</p> <p>Share: The teacher will:</p> <ol style="list-style-type: none"> i. Explain to students that researchers, like scientists, strengthen their inquiries in the company of others. ii. Engage students in a study for your major research question, asking them to suggest possibilities for research. Model jotting those suggestions down as a way to plan for future research. iii. Set students up to work with their research groups. <p>Session 14 Appendix Documents</p>	Cooperative Learning	
1, 2, 3	W.5.9.b SL.5.4 SL.5.5 SL.5. ISTE 6b ISTE 6c	<p>6. Living Differently Because of Research (Session 19-Celebration)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know thoughts and feelings can change through research ● Understand how research can affect how we think and feel about a topic ● Be able to live differently because of research <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Share your observations about students' tremendous growth as readers, and ask them to reflect with a partner on specific ways they have grown across the unit. ii. Invite students to see themselves as participants in a broader intellectual community of people who research their topic. iii. "Today I want to teach you that when readers study a topic deeply, they allow the research they do to change the way they think and feel about their topic. You live differently because of the research you do." <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students in thirty minutes they'll be traveling around the school to present their unique perspective on their research topic to other students. ii. Demonstrate how you decide what you want to contribute to the grand conversation about your topic. Set students up to watch, noticing the moves you make so they can replicate your process. iii. Ask students to turn and talk, naming out the work you just did as a 	Setting Objectives & Providing Feedback	D Creativity Communication Collaboration Critical Thinking

		<p>reader.</p> <p>c. Active Engagement: The teacher will introduce readers to the audiences for their presentations. Ask students to reread their notes and determine what contribution they'd like to make to the grand conversation on their topic.</p> <p>d. Link: The teacher will send readers off with a sense of urgency, letting them know they'll only have a short amount of time to create their teaching plan and rehearse for their presentation.</p> <p>e. Mid-Workshop Teaching: The teacher will guide students off to teach. They will head down the hallways as knowledgeable experts on your topic, armed with powerful teaching plans, ready to teach others what you've learned. "Now, head off, and add your unique perspective to the grand conversation on your topic!"</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. After students return from their teaching, draw the unit to a close, emphasizing that the research students did within this unit should propel them to live differently and take action. ii. Highlight a few ways you imagine your own research will make you live differently. Ask students to share ways their research will make an impact on their lives. <p>Session 19 Appendix Documents</p>	Assigning Homework & Providing Practice	
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Writer's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	RI.5.4 RI.5.5 W.5.2 W.5.3 W.5.4 W.5.5 SL.5.1	<p>1. Seeing stories in everyday moments</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know how to jot down notes ● Understand stories can be in everyday moments ● Be able to capture and record details on who, what, where, and when <p>Note to teacher: <i>This is an inquiry based lesson and the format of the lesson will be different than other lessons in the unit. Reference The Guide to Common Core</i></p>	Setting Objectives	A Collaborati on Communic ation Critical

	SL.5.2 SL.5.4 L.5.3 L.5.6	<p><i>Writing Workshop (page 65).</i></p> <p>a. Active Engagement and Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Create a real life staged drama to grab the attention of the students. This event could be a teacher coming in and going through your desk in the middle of your teaching, a video you found that shows an event like a bird flying around a classroom, or any other idea that would encourage students to gather enough information to generate a short news article that includes the who, what, when and where of the event. ii. Direct students that writers see things that happen daily and think that they can write about this. iii. As a reporter, jot down notes on what happened in staged event in notebook leaving no detail behind. iv. Direct students that reporters answer the questions who, what, where, and when while recalling an incident v. Encourage students to create a flash draft in their notebooks of the event <p>b. Connection: The teacher will say, “Today I want to teach you that journalists live wide awake lives, seeing stories in everyday moments. They notice newsworthy events and capture the details by taking notes on the who, what, where and when.”</p> <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that news stories occur when they least expect it ii. Look for stories in their everyday lives <p>d. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that journalists are always looking for people to quote when they write ii. Have students try to remember what was said and jot it down along with the name of the person who said the words. <p>e. Share: The teacher will ask reporters to share their flash draft with their writing partner and notice the similarities of their writing.</p> <p>Appendix Documents</p>	Summarizing and Note taking	Thinking
2	RI.5.4 RI.5.5 W.5.2	<p>2. Creating Complex Sentences</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know how to collect ideas 	Setting Objective	C Communic

	<p>W.5.3 W.5.4 W.5.5 SL.5.1 SL.5.2 SL.5.4 L.5.3 L.5.6</p>	<ul style="list-style-type: none"> ● Understand how to document essential information ● Be able to create complex sentence that includes the specific information of an event <p>a. Connection: The teacher will</p> <ol style="list-style-type: none"> i. Remind writers that they have been paying close attention to the who, what, when and where of an incident when collecting information and writing articles. ii. Say, Today I want to remind you that when journalists collect ideas, they make sure to include the who, what, when and where of the event. Journalists know that this is the most essential information in a news report, and that it must appear at the very beginning of the article. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Start by showing writers a mentor text in which the author starts with information about the place, time, and people involved, and proceeds to explain what happened. ii. Point out the way that journalists often do this in long, complex sentences that involve commas. iii. Teacher may provide template sentences and have students use the same sentence structure but simply plug in their own information. <p>c. Active Engagement: The teacher will prompt students to rehearse writing long, complex sentences with their writing partners.</p> <p>d. Link: The teacher will send students off to continue writing news reports that include complex sentences with the place, time, and people involved.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students that news reporters know it is important to teach the information they are reporting about in as specific and detailed a way as possible and they do this by revisiting their notes as they write to ensure they are including exact and accurate details.</p> <p>f. Share: The teacher will ask students to share their complex sentences they included in their writing today with their writing partners. Partners should be listening for specific information about the place, time, and people involved.</p> <p>Appendix Documents</p>	<p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	<p>ation Critical Thinking Creativity</p>
2	RI.5.4	3. Every Word Counts!		B/D

2, 3	RI.5.4 RI.5.5 W.5.2 W.5.3 W.5.4 W.5.5 W.5.6 SL.5.1 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	<p>7. Celebration</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know what a newspaper is. ● Understand the audience we are presenting to ● Be able to share feature articles with audience <p>Note to teacher: Teacher celebrations will vary within each classroom. Some options for your celebration could include: classroom newspaper, publish piece on an online site, having a news link published in school news, distribute news articles to school library. Other options could include inviting news anchors or journalists into the classroom for a brief discussion or presentation.</p> <p>a. Connection: The teacher will remind students of all the hard work that they put into their Journalism unit.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Explain structure for celebration ii. Share expectations of the celebration (especially if guests are included in the celebration) <p>c. Active Engagement: The teacher will have students actively participating in the celebration that was chosen for the individual classroom.</p> <p>d. Link: Students will be able to understand that news happens everywhere, everyday and know that they can report on stories they witness on a daily basis.</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Allow students to communicate their stories to their peers or writing partners ii. Share with students that the writing they did in their unit is just another tool in their toolbox of writing. 	Setting Objectives Reinforcing Effort Providing Recognition Cooperative Learning Providing Feedback	C/D Collaborati on Communicati on Creativity
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Language/ Word Study

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RI.5.1 RI.5.2	<u>Interactive Read Aloud</u> Teacher will read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i>	Cooperative	C Critical

	RI.5.3 SL.5.1 SL.5.2	<p>during Bend I of the unit. In Bend II of the unit teacher will read <i>Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean</i>. In Bend III, teacher will read a book of their choice. Students discuss the text in collaborative groups. Parts of the read aloud will be revisited during the mini-lesson in reading workshop.</p> <p>Guide to readings can be found on p. xiii <i>Tackling Complexity: Moving Up Levels of Nonfiction</i></p>	Learning	Thinking Collaborati on
2	L.5.1.b,c	<p>Grammar Verb Tense Consistency Within a Sentence Strategy: Go through your draft, underlining all the verbs. For each verb, ask yourself, “Is this happening now (present), did it happen earlier (past), or is it about to happen (future)? Check to make sure the verbs within a sentence show the same time. Teaching Tip: There is an exception to this rule? There are certain sentence construction where you are communicating about different times within the same sentence. For instance, in the sentence “When Mary gets here, everyone will laugh at her,” <i>gets</i> is a present and <i>will laugh</i> is future. This makes sense with the sentence as the first and second parts of the sentence communicate different times. Depending on the writers you teach, you may want to offer the rule and exceptions to the rule. For less-experienced writers an/or English language learners, it may be helpful to have a list of verbs conjugated in present, past, and future tense to provide them with examples. Be sure to use both regular (e.g., walk/walked) and irregular (e.g., stand/stood, go/went) verbs. Use the table below to support the lesson. Have students work with a partner as they practice.</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● When did it happen? ● Check the other verbs in that sentence. ● Let’s identify the tense of each verb. ● Is it happening now? Or in the past? ● I see you caught two different tenses in the same sentence. ● Which one will you change? Why? 	<p>Providing Practice</p> <p>Cooperative Learning</p> <p>Cues, Questions & Advance Organizers</p>	C

		<table border="1"> <tr> <th>Mixed Tenses</th> <th>Tense Consistency</th> </tr> <tr> <td>During the lesson, Marco stood up then dives into the water. (past/present)</td> <td>During the lesson, Marco stood up then dove into the water. (past/past) Or During the lesson, Marco stands up then dives into the water. (present/present)</td> </tr> <tr> <td>The tiny bird sits on the ground and cried out for its mother. ((present/past)</td> <td>The tiny bird sits on the ground and cries out for its mother. (present/present) Or The tiny bird sat on the ground and cried out for its mother. (past/past)</td> </tr> </table>	Mixed Tenses	Tense Consistency	During the lesson, Marco stood up then dives into the water. (past/present)	During the lesson, Marco stood up then dove into the water. (past/past) Or During the lesson, Marco stands up then dives into the water. (present/present)	The tiny bird sits on the ground and cried out for its mother. ((present/past)	The tiny bird sits on the ground and cries out for its mother. (present/present) Or The tiny bird sat on the ground and cried out for its mother. (past/past)												
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1, 2, 3, 4	L.5.4 L.5.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> Organizers like concept mapping or Fraye model Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write Similarities and differences looking at similar and different words to the term Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration																
1	RF.5.3	<p>Benchmark Phonics: Unit 2: Characters Develop Relationships</p> <table border="1"> <thead> <tr> <th rowspan="3">WEEK 1</th> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td> r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	WEEK 1	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	r-Controlled Vowels /ār/, /ār/, /ōr/ (air, are; ar; or, our, ore) • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Cooperative Learning Homework & Practice Similarities and Differences	C Critical Thinking Collaboration
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Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- *Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean* by Bradley Hague
- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca I. Johnson
- Lucy Reading: Tackling Complexity: Moving Up Levels of Nonfiction (Bk. 2)
- Lucy Writing: If...Then...Curriculum
- Writer's Notebook for teacher
- Anchor Chart Post-Its
- [Amazing Octopus Articles](#)
- [Reading Anchor Charts](#)
- [Reading Assessments](#)
- [Appendix Documents](#)
- [Language/Word Study](#)
- [Heinemann Website](#)
- Benchmark Phonics

Student Resources:

- Reader's notebook
- Reader's log
- Writer's notebook and /or drafting tablets
- Post-its

Vocabulary:

citation: A reference which documents the source of a quote, fact, or idea.

concise: Giving information clearly in few words, brief but comprehensive.

feature article: Commonly found in magazines, not published daily, have a longer shelf life.

implicit: Indirectly stated or implied.

inquiry: A seek or request for information or knowledge.

source: Any thing or place in which something comes from.

survey: A data collection tool or list of questions used to gather information about individuals or a group.

text structure: Framework, organization, or overall design of work. Ex: compare/contrast, cause/effect, chronological, problem/solution

Unit 3: FHSD Created Author Study & Literary Essay: Opening Texts and Seeing More

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Need to Choose & Literary Essay: Opening Texts and Seeing More
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<p>Unit Description:</p> <p>Reading: In Bend I, students will spend time working in book clubs to get to know an author, by reading or rereading one or two books by this author. Students will study particular aspects of the content in the book they are currently reading and think about how these aspects might in fact be hallmarks of this author’s body of work. In Bend II, clubs will draw on all the work they have done across the year around authorial intent to note and name specific craft moves that this author makes, apprenticing themselves to the author’s craft and use of language. By Bend III, your readers will have read many books by this author and perhaps texts about the author; they will then be in a better position to compare and contrast across texts. At this stage, clubs can begin to analyze themes that recur in the author’s books and also evaluate the bigger life messages that the author seems to forward in every book. In Bend IV, students will explore why he or she gravitates to one particular author over another and noting ways in which a favorite author’s work moves and shapes his or her own thinking about a particular subject. The student will then make plans to use everything he or she has learned over the unit to move forward in their reading lives.</p> <p>Writing: In Bend I, the students will write a literary essay in which they develop and support a claim about a character or theme in a shared text. You will use the short video, “Panyee Football Club” to do this work. In Bend II, students will self-select narrative texts they want to think more deeply about. They will learn strategies to help them write to grow ideas. Bend III focuses on helping students transfer what they know about crafting powerful essays to write any opinion text they may encounter in the future.</p>	<p>Unit Timeline:</p> <p>Reading: 10-15 days</p> <p>Writing: 20 days</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Communicate effectively using voice and purpose in a variety of forms.

- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect the views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – Students will understand that... (Big Ideas)

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others’ ideas while expressing their own thinking.

Essential Questions: Students will keep considering...

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
<p>RL.5.1</p>	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Explicit quotes from the text can be used to support your ideas 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

<p>RL.5.2</p>	<ul style="list-style-type: none"> • Themes are the ideas the text explains, develops, and explores; there can be more than one, but themes are what the text is actually about. • Theme is conveyed directly or indirectly through particular details. • Authors develop their ideas by adding imagery, details, examples, and other information over the course of the text. • The author's development of an idea has an effect on the meaning of the text 	<ul style="list-style-type: none"> • Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • How characters respond to challenges throughout a text adds to the event sequence. • There are often one or more common themes in literature. • Repeating language and symbols often suggest the theme of a text. • Careful and close examination of the development of a text helps to create meaning. 	<p>Determine a theme of a story, drama, or poem from details in the text, including how 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.5.3</p>	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") • A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") • Personification involved attributing human characteristics to something that is non-human. • Tone is the voice of the text. It can be formal or informal. 	<ul style="list-style-type: none"> • Surrounding sentences help to determine the meaning of figurative language • Language helps keep readers engaged and sets the tone. • Tone often reveals something about the dynamics between characters and what the characters are thinking. 	<p>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.5.4</p>	<ul style="list-style-type: none"> • Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. • Authors repeat the same lines for emphasis or effect • A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.") • A simile typically uses the word like or as when making a comparison (e.g., "A blue whale's skin is as slippery as a bar of soap.") 	<ul style="list-style-type: none"> • Surrounding sentences help to determine the meaning of figurative language • Language helps keep readers engaged and sets the tone. • Tone often reveals something about the dynamics between characters and what the characters are thinking. 	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>

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RL.5.5	<ul style="list-style-type: none"> • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> • Parts of a text build on one another to make a whole. • Authors build the story in each chapter, scene, or stanza to create an overall structure. • We can break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text. 	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.
RL.5.6	<ul style="list-style-type: none"> • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings • Third person is when a narrator who usually identifies with the main character's point of view. • The perspective from which you tell a story limits what content you can include. • Assess means to evaluate what the point of view is and how it shapes the story. 	<ul style="list-style-type: none"> • Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. • Readers should consider point of view when analyzing the development of a text. • Point of view of a text affects the description of events. 	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	<ul style="list-style-type: none"> • Mood is the atmosphere in the text that evokes a certain emotion or feeling. • Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) • Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> • Stories can be told in multiple ways • The same idea can be expressed in different ways, and the formal used can have an effect on the mood/tone. • Writers use different devices to set the mood of a text. • Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. 	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).
RL.5.9	<ul style="list-style-type: none"> • Comparing themes/settings/plots is finding what is similar between those themes/settings/plots 	<ul style="list-style-type: none"> • Themes are what the author wants you to come away with • Themes can be compared/contrasted in stories 	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their

	<ul style="list-style-type: none"> Contrasting themes/settings/plots is finding what is different between those themes/settings/plots 	across the same genre.	approaches to similar themes and topics.
RL.5.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	By the end of the year, read and comprehend literature, including stories, dramas, at the high end of grades 4-5 text complexity band independently and proficiently.
W.5.1	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgement based on reasoning. Organizational structure is the logical progression and the completeness of ideas in a text. Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. Claim is the statement that the writer is attempting to prove is true. A thesis statement is the writer’s main claim. Arguments are claims backed by reasons that are supported by evidence. Analysis involves breaking up a complex idea or process into smaller parts to make it easier to understand. 	<ul style="list-style-type: none"> Point of view can be different for each person even based on the same experience What the opinion is and why by providing reasons supported by facts and details Structure helps the reader make meaning of the piece Linking words provide a connection to the opinion statement Effective claims are short, precise, clear, and summarize the writer’s main point Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<p>W.5.3</p>	<ul style="list-style-type: none"> • Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. • Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that convey the characters' emotions and capture the reader's imagination. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Writers must develop the character(s), place(s) or event(s) as they move through time and change if they are to seem real. When developing a character in a story, adding specific details about what the characters did, said, and thought, which brings the characters to life. • Events that are well organized help the reader understand the story. 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<p>W.5.4</p>	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. • That pieces on the same topic can differ depending on the audience and task • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shaped by the occasion, the topic, and the audience 	<p>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>

W.5.5	<ul style="list-style-type: none"> Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. Writer's purpose is shaped by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
W.5.8	<ul style="list-style-type: none"> Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	<p>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>
W.5.9.a	<ul style="list-style-type: none"> Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. Analysis to break down a subject, text, event, or process into its component parts 	<ul style="list-style-type: none"> Writers apply reading strategies to support their analysis and reflection of literary text. 	<p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>

	<p>to understand what it means or how it works.</p> <ul style="list-style-type: none"> Literary texts are fiction, drama, poetry, art, and graphic novels. 		
W.5.10	<ul style="list-style-type: none"> Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Purpose is what the writer is trying to accomplish with the piece Reflection is going beyond revisiting details of what happened, but considering what it means Revising is re-seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Reflection helps a writer improve their piece Revision makes our writing sound better 	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	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.
SL.5.1.a	<ul style="list-style-type: none"> Prepared is making use of any notes, ideas, any materials needed for a discussion. Explicitly draw on preparation refers to making use of notes, ideas, and materials prepared for the discussion. 	<ul style="list-style-type: none"> Being prepared requires anticipating the demands and directions for a discussion. Using prepared materials during a discussion builds and extends the conversation. 	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.

SL.5.1.b	<ul style="list-style-type: none"> • Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Rules of discussion 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Collaborative discussions lead to a collective understanding • Participants need to pay attention to themselves and others while participating in a discussion 	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	<ul style="list-style-type: none"> • Question is you ask to gain information or clarify understanding • Elaborate means to take the remarks of others on a given topic or thought and to add details or to further develop that thought. 	<ul style="list-style-type: none"> • During a conversation, everyone is responsible for including other views and making all in the group feel involved • Responding and elaborating on discussion amongst peers 	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	<ul style="list-style-type: none"> • Expressing is articulating and conveying an idea • Expressing is speaking and sharing an idea • Key ideas are ideas that support the main idea. 	<ul style="list-style-type: none"> • Expressing your ideas isn't restating what someone else has said • Using the discussion with peers to draw conclusions on the knowledge gained from the group. • All students should feel safe to share their own ideas even if they are different from others 	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	<ul style="list-style-type: none"> • Summarize is giving a brief statement of the main points. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. • Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. • Evaluate is to determine the quality, value, use or importance of data, details or other 	<ul style="list-style-type: none"> • How to listen attentively to information being presented in order to communicate what it is mostly about. • Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	forms of information one includes in his/her presentation.		
SL.5.3	<ul style="list-style-type: none"> Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic Claim is what an author wants readers to accept as true and act on. Reasons is a cause, explanation, or justification for an action or event. Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be asked about the information presented Claims must be supported by reasons and evidence. 	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	<ul style="list-style-type: none"> Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. Relevance is closely related to the topic or main idea Recount is to give an account of an event or experience Understandable Pace is how fast or slow you talk Background Knowledge is information that is essential to understanding a situation Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant Speak clearly at an understandable pace about a topic/text Report, Tell and Recount on experiences about a topic/text Use relevant and descriptive details to support the main idea and/or theme 	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.
L.5.1	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. Usage is how one uses language-- and if it is permitted, approved. 	<ul style="list-style-type: none"> Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	<ul style="list-style-type: none"> Language is a body of words and the systems for their use common to a people who are of the same community or nation, 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<p>the same geographical area, or the same cultural tradition.</p> <ul style="list-style-type: none"> Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media. 		
L.5.4	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
L.5.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas. 	<ul style="list-style-type: none"> Language creates mental pictures Figurative Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.
L.5.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

		<ul style="list-style-type: none"> academic words being used frequently during class are important to know and use 	
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Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1,2	<u>Standards</u> RL.5.10 RI.5.10 RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7 W.5.1 L.5.3	<u>Unit Performance Assessment:</u> Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student’s F&P reading level. Mastery Levels:  Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol Writing: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow we will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you have forty-five minutes to complete this, so you will need to plan, draft, and revise in one sitting.</i> <i>If you want to find and use information from a book or an outside source, you may bring it with you tomorrow. In your writing make sure you:</i> <ul style="list-style-type: none"> Write an introduction State your opinion or claim Give reasons and evidence Organize your writing Acknowledge counterclaims 	<u>R/R Quadrant</u> 21 Century D Critical Thinking Creativity Communication
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		<ul style="list-style-type: none"> • Use transition words • Write a conclusion Opinion Rubric	
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.

Reader's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1,3	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 W.5.9.a SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d SL.5.2 SL.5.4	<p>1. Being a Fan of an Author</p> <p><i>Teacher Note: Before the beginning of the unit, you will need to gather title ideas from your students and have them placed in a book club based on their top 3 choices. Please note that these book clubs do not have to be by reading level but by student interest. Titles used for this book club can be found in your Literacy Library or Learning Commons as well as personal libraries, grade level libraries or even public libraries. Possible Author suggests: Gary Paulsen, Beverly Cleary, Jacqueline Woodson, Kate DiCamillo, Sarah Weeks, Pam Munoz Ryan, or other author ideas from students. For your Read Aloud books you may use familiar authors or picture books by the same author (ie: Patricia Polacco, Eve Bunting, etc.)</i></p> <p>This unit is described in the If/Then book in the kit. See pp. 117-135</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know goals and techniques of an author • Understand how an author's craft can make stories engaging and 	Setting Objectives	B Communic ation Critical Thinking Collaborati on

		<p>meaningful</p> <ul style="list-style-type: none"> ● Be able to engage in rich conversations about what draws them to their author <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Demonstrate how different fans of various things show they are fans: sports teams fans by jerseys or go to games, fans of singer may memorize words of songs, etc. ii. “Today, I want to teach you that when you’re a fan of an author, you try to read every book that author has written - sometimes more than once - poring over and marking favorite parts to reread and share - parts where you laughed, cried, or were surprised.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Guide students to think about story elements as they are analyzing their author’s style and getting to know him or her as a craftsman. ii. Demonstrate how looking at the author’s use of setting, characters, and exploration of themes can guide them to have rich conversation with with book clubs iii. Allow students the time to talk with book clubs about the author of their group and possibly using books they have already ready to help guide their conversation when looking at their new book <p>c. Link: The teacher will remind students that studying an author can reveal things about them as people and any themes that they might be approaching in his or her work.</p> <p>d. Mid-Workshop Teaching: Teacher will remind students that when they are fans of an author, they talk about our favorite authors to our peer. They are able share their thoughts on the setting, characters, and any moments that capture our interests in hopes to spark a new author for their peers.</p> <p>e. Share: The teacher will be allow students to share with their peers their new fan favorite author of their book club and one thing they discussed in their club.</p> <p>Appendix Documents</p>	<p>Summarizing & Note Taking</p> <p>Cooperative Learning</p>	
1,3	<p>RL.5.1, RL.5.2 RL.5.3 RL.5.4</p>	<p>2. Structural Patterns Exist Across an Author’s Text</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know plot structures ● Understand how pacing affects the plot structure 	<p>Setting Objectives</p>	<p>B/C</p> <p>Communication</p>

<p>RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 W.5.9.a SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d SL.5.2 SL.5.4 L.5.3 L.5.4</p>	<ul style="list-style-type: none"> ● Be able to analyze the author’s plot structure among multiple texts <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students of work they have done throughout the year and how they can bring that prior learning into their author study. ii. Remind students of the elements they can analyze to consider how authors can approach themes: characters’ choices, what perspectives an author has chosen to present the story, the role that minor characters play, and so on. iii. “Today I want to teach you that another way to study an author’s body of work is to consider what structural patterns exist across those texts. One author might favor flashbacks, another might tell stories through multiple perspectives, and another might tend to include twist endings. Studying the plot structures of many books written by the same author can reveal patterns-and breaks in patterns-giving readers extra insight into how that author writes.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Model an intense book talk about a read-aloud from an author’s books the class has heard. You may have a student who has been prompted or a colleague, literacy coach or administrator to help model. ii. Readers might look deeper than the literal plotlines of their books when nudged to notice the decisions that went into developing. iii. Guide students to note and compare the pacing of stories: “Is there a lot of action in this story?” Does the story begin action? Is there a lot of dialogue? Do things happen quickly or is it the story slow-paced and full of description? <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Challenge students to consider whether the author tends to make them grip the edge of their seats with worry or if she/he builds atmosphere by richly describing the setting-and if this and other structural decisions vary from book to book. <p>d. Mid-Workshop Teaching:</p> <ol style="list-style-type: none"> i. As students are having discussions, coach into clubs while listening. ii. Nudge clubs to ask analytic questions. Remind students to discuss some of the following to go deeper than just retelling: 	<p>Nonlinguistic Representation</p> <p>Questions</p> <p>Identifying Similarities & Differences</p>	<p>Critical Thinking Collaboration</p>
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		<p>What did you want to talk about? How did that talk change when the person had read the book too? Did you discuss themes? Exciting moments? Deeper interpretation of the text?</p> <p>e. Share:</p> <ol style="list-style-type: none"> i. Remind students that one of the main goals of this unit is to think deeply about an author’s work in order for them to become more passionate and informed readers. ii. Have club members in each group share with a shoulder partner one of their observation/note of the author’s plot structures that caught their attention. <p>Appendix Documents</p>	<p>Questions</p> <p>Cooperative Learning</p>	
1,2	<p>RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 W.5.3 W.5.9.a SL.4.1 SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d L.5.3 L.5.4</p>	<p>3. Using Author’s Craft in our Writing</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know techniques of narrative writing • Understand how mentor text can guide our writing • Be able to analyze text for author’s craft <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Remind the students of their own past works as writers. ii. Have the students flag some of their narrative writing and compare and contrast their own craft moves with those of the author under study. iii. “Today I want to teach you another way readers get to know a particular author’s books better and become even stronger readers. They do this not just by studying the books from the outside in, as readers, but also by studying those books with their clubs, as writers. Readers think about how they’ve structured their own stories in the past and then look at the structures of the books they have read by the author to see if patterns emerge.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Use the read aloud/mentor text to demonstrate how to conduct a deeper study of an author’s craft. ii. Utilize the “Techniques and Goals” visual charts from Units of Study for Teaching Argument, Information, and Narrative Writing to analyze and to compare and contrast author’s craft. iii. Examine different aspects of this one text in isolation and then use 	<p>Setting Objectives</p> <p>Identifying Similarities & Differences</p> <p>Nonlinguistic Representation</p>	<p>B/C</p> <p>Communication Critical Thinking Collaboration Creativity</p>

		<p>these as a lens to compare the first book with other works by the same author.</p> <p>iv. Invite club members to flag and/or annotate passages for craft moves using their author’s text.</p> <p>c. Link: The teacher will:</p> <p>i. Challenge the students to read like a writer. With this work, they will note and name specific craft moves that famous authors make and internalize these when thinking, talking, or writing.</p> <p>d. Mid-Workshop Teaching: The teacher will:</p> <p>i. Express that a lot of passionate fans pay homage to the writers they admire is they write fan fiction--they write scenes from their favorite books, sometimes filling in gaps in the story, sometimes writing from another perspective, sometimes subverting the gender roles or plot.</p> <p>ii. Invite students to write into the gaps of a story, imagining what happens in scenes that aren’t included.</p> <p>e. Share: The teacher will:</p> <p>i. Engage book clubs to discuss the sections of the text that stick with them.</p> <p>ii. Channel book clubs to gather evidence of craft moves the author tends to make across texts.</p> <p>Appendix Documents</p>	<p>Note Taking</p> <p>Cooperative Learning</p>	
1,3	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.10 W.5.3 W.5.9.a SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d SL.5.4</p>	<p>4. Building A Sense for an Author Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know author’s work and style ● Understand how authors tend to return to themes and topics in their writing ● Be able to anticipate what an authors known for by comparing multiple texts. <p>a. Connection: The teacher will:</p> <p>i. Engage in a conversation about music fans and sports fans being like author fans. Point out that just as some musicians are known for their outrageous costumes or some athletes for their daring plays, authors are often known for touching on certain topics or themes or for writing in a particular style.</p> <p>ii. “Today I want to teach you that as readers begin to understand the themes and topics that an author tends to return to, they start to</p>	<p>Setting Objectives</p>	<p>C/D</p> <p>Communication Critical Thinking Collaboration</p>

		<p>build a sense of what the author is “known for.” Readers can use that knowledge to anticipate how the next book they plan to read by an author will fulfill or be different from their expectations about this author’s work.”</p> <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Communicate that when they read an author well, they compare everything new they’re reading with older works by this author. ii. Highlight some guiding questions to this kind of comparison. <ol style="list-style-type: none"> 1. What is the author doing that’s new? 2. In what way is this part like a part in another book by him? iii. Discuss how everything about the author’s craft, choice of theme, setting, and characterization should feel familiar by now, like listening to the voice of someone they know well. iv. Model this work with the read/aloud mentor text to discuss the author’s work and use that to make predictions about other books by the same author. v. Engage book clubs to analyze their author’s work. <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Reiterate that author’s work and style tend to carry over in different books they write. It is like a signature they place on their writing to stand out amongst other authors. It is what draws us to their stories and anticipate books they are getting ready to come out with. ii. Challenge students to look for more ways that their author’s work is similar or how it might have changed the more they wrote. <p>d. Mid-Workshop Teaching: The teacher will challenge readers to discover themes across texts, noticing which of these the author comes back to time and again. Jot some thoughts about this work in your reader’s notebook.</p> <p>e. Share: The teacher will invite students to make comparisons across their book club books. An activity could look like challenging your students to look at a photocopy of a page by various authors and see if they can pick out their author to test their expertise</p> <p>Appendix Documents</p>	<p>Identifying Similarities & Differences</p> <p>Note Taking</p>	
1,3	<p>RL.5.1 RL.5.2 RL.5.3</p>	<p>5. Celebration Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know ways to access books 	<p>Setting Objectives</p>	<p>D Communic</p>

	RL.5.5 W.5.1 W.5.8 W.5.9 W.5.10 SL.5.2	<ul style="list-style-type: none"> ● Know that observations while reading will impact our writing. ● Understand that people read differently when they intend to write about their reading. ● Be able to write about our reading. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Introduce the touchstone text for the bend, the “Panyee Football Club” video, and invite students to watch the video straight through, thinking about the plot and characters. ii. Explain how students will use the video across the bend to craft initial literary essays. iii. “Today I want to remind you that people read differently when they intend to write about their reading. Writers see more, notice more ... and everything becomes grist for the thinking mill. When you read as a writer (or watch videos as a writer), you bring an extra-alertness to your reading, noticing stuff others pass by.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Rally students to try the work with you, watching the “Panyee Football Club” video like writers, noting its details. ii. Coach students to write to grow their thinking off of the details. <p>c. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Emphasize that as writers read on in texts, they carry their initial ideas with them as lenses. Prepare students to carry their initial ideas with them as you play the next snippet of video. ii. Restate the teaching point. Send students off to closely read the video, transcript, and images. <p>d. Mid-Workshop Teaching: The teacher will tell the students “keeping different story elements in mind will help you notice details in the text you might have otherwise passed by.”</p> <p>e. Share: The teacher will explain that another way writers grow ideas from a text is by noticing patterns.</p> <p>Session 2 Appendix Documents</p>	Objectives and Providing Feedback Cues, Questions, & Advance Organizers Reinforcing Effort & Providing Recognition	ation
1, 2, 3	RL.5.1 RL.5.2 RL.5.3 W.5.1	<p>2. Angling Mini-Stories to Support a Point (Session 4)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know the steps to craft an angled mini-story. ● Understand how an angled mini-story supports our claim. 	Setting Objectives and Providing	C Communic ation

<p>W.5.4 W.5.5 W.5.9 SL.5.1 SL.5.2 SL.5.3 SL.5.4 L.5.6</p>	<p>● Be able to create angled mini-stories to support our claims.</p> <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Tell a story to the class, one that is entirely made up but displays the ingredients of good storytelling. ii. “Writers, today I want to teach you that one way to make your essay memorable is to insert stories into it. Essayists try to support their points in ways that will move readers to agree with their points, to nod, ‘Yes, yes.’ To do that, essayists sometimes tell a story to support a point-and they try to tell the story well.” <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Demonstrate how you do this work step-by-step, by first showing how you take one idea and then by how you identify and then rank moments that could offer support. Use a familiar text: “Little Red Riding Hood.” ii. Shift to telling the part like a small moment story, stretching out bit by bit. Recruit students to finish the remainder of the mini-story. iii. Debrief, naming the replicable steps you just demonstrated. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Invite students to try the work in a shared text, the “Panyee Football Club” video, using their own claims. ii. Highlight the work one writer did. Ask the other writers to listen and share their observations. <p>d. Link: The teacher will connect the work students just did crafting mini-stories to the work they’ll do across all the literary essays they’ll write.</p> <p>e. Mid-Workshop Teaching: The teacher will tell the students: “Writers, you know to use the ingredients of good storytelling to tell a mini-story. You already know that telling a mini-story bit by bit and stretching out the important parts are important ingredients, but the point is that you retell just the details from a text that connect to and provide evidence for your thesis and supports.”</p> <p>f. Share: The teacher will set students up to analyze their mini-stories with partners, giving one another feedback as to whether their mini-story fits with their claim.</p> <p>Session 4 Appendix Documents</p>	<p>Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Setting Objectives & Providing Feedback</p> <p>Cooperative Learning</p>	<p>Critical Thinking Creativity</p>
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<p>1,2</p> <p>RL.5.1 RL.5.2 RL.5.3 W.5.1 W.5.4 W.5.5 W.5.9 SL.5.4 L.5.5</p>	<p>3. Developing Stronger Thesis Statements (Session 8)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know different kinds of supports literary essayist use. ● Understand that writers revise their thesis statements to make them stronger. ● Be able to revise our thesis statement. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Share a social example to illustrate how people get an initial idea and then test it out to make sure it works. Connect this to the work essayists do. ii. “Writers, today I want to teach you that essayists don’t just settle with their first rough draft of a thesis; they revise that thesis statement over and over to make it stronger. One way for you to revise your thesis is to check it against the evidence.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Explain that writers develop thesis statements by holding an initial idea against the text and reading and rereading to determine whether their claim fits with the text. ii. Guide students as they reread a text with a shared thesis statement in mind, considering whether scenes precisely fit their thesis or whether their thesis has to be revised in light of their rereadings. iii. Coach partnerships as they reread, pushing them to see more nuances in the text. iv. Debrief, naming the transferable work that students did, and discuss ways to extend the work further. v. Rally writers to try this again in their own texts. Channel them to reread parts of the story with a Possible Thesis Statement in mind, and to test those parts against the claim. Coach in their work. <p>c. Link: The teacher will emphasize the iterative nature of this process. Set students up to reread, rethink, and revise their thesis statement. Explain the students might also consider crafting their supports as they reread.</p> <p>d. Mid-Workshop Teaching: The teacher will tell the students that: Writers, revise thesis statements to make them more precise. We want to find the perfect wording to capture what we are trying to say.</p> <p>e. Share: The teacher will:</p>	<p>Setting Objectives & Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p> <p>Assigning Homework & Providing Practice</p> <p>Cooperative Learning</p> <p>Generating & Testing Hypotheses</p> <p>Setting Objectives & Providing Feedback</p>	<p>D</p> <p>Communication Collaboration on Critical Thinking Creativity</p>
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		<ul style="list-style-type: none"> i. Celebrate your students' work with thesis statements, and remind them that they need to set up a system for collecting and sorting the evidence they'll gather to support their thesis statements. ii. Share your own example to remind students of how booklets can be used as a system to collect and organize writing. <p>Session 8 Appendix Documents</p>		
2	W.5.1 W.5.5 W.5.8 L.5.1 L.5.2 L.5.3 L.5.6	<p>4. Editing Seminar Stations (Session 12)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know grammar and convention rules. • Understand how correct grammar and conventions make our essays clear and effective. • Be able our edit our literary essay, focusing on grammar and conventions. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Tell students that they already know how to speak and write in different language varieties. Explain that people speak and write in different ways for different audiences. ii. “Today I want to teach you that writers often study grammar and conventions to make their writing more clear, compelling, and impressive. One way they do this is to study examples of effective writing, think about the conventions or rules of this writing, and then try to apply those rules to their own writing.” <p>b. Teaching/Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Ask students to think of something they are trying to get better at. Explain to writers that when you are trying to get good at something, one way to do so is to take a little seminar on it. ii. Take writers through the process of how to go through a seminar station by first reading about the language convention and then studying examples and nonexamples of that language convention. iii. Channel writers to apply the convention to their own writing. <p>c. Link: The teacher will send students off to the seminar stations to learn more about how they can use grammar and convention rules to make their writing clearer and more effective.</p> <p>d. Mid-Workshop Teaching: The teacher will tell the students that they will use the checklist and focus on the language conventions section and edit their writing.</p>	Setting Objectives & Providing Feedback Cues, Questions, & Advance Organizers Cooperative Learning Assigning Homework & Providing Practice	B Communication

		<p>e. Share: The teacher will channel writers to make a to-do list to support them as they finish their essays, using the Opinion Writing Checklist as a guide.</p> <p>Session 12 Appendix Documents</p>		
2,3	W.5.1	<p>5. Celebration (Session 13)</p> <p>*Note to teacher: Celebration occurs after Bend II to honor the work of literary essays. Bend III switches focus to opinion text. A celebration can occur at the end of Bend III if desired.</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know the importance of peer feedback. ● Understand how writers develop their ideas effectively. ● Be able to share our writing with our peers and provide feedback. ● Celebration: The teacher will: <ul style="list-style-type: none"> i. Consider different ways to ask students to publish their work that reflect the ways literary scholars often publish their writing. ii. Encourage you and your students to innovate and design your own ways of celebrating. iii. Encourage students to share their literary essays locally. iv. Rally students to publish their essays in anthologies and/or engage in conversations about the themes they wrote about in their essays. <p>Session 13 Appendix Documents</p> <p>Technology Options: Google Classroom, Padlet to assess writing strategies and/or feedback, Google Hangout, develop a presentation using a technology tool (Goodreads, QR code links, bookstore website) to share with audience</p>	<p>Setting Objectives & Providing Feedback</p> <p>Reinforcing Effort & Providing Recognition</p> <p>Cooperative Learning</p>	<p>D</p> <p>Communication Collaboration Creativity</p>
2,3	W.5.1 W.5.4 W.5.5	<p>6. Analyzing Writing and Goal-Setting (Session 18)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know the expectations on the Opinion Writing Checklist. ● Understand how to identify areas of personal growth in our writing. ● Be able to assess our growth and set goals. We will be able to revise our opinion piece. <p>a. Connection: The teacher will:</p> <ul style="list-style-type: none"> i. Make connections between the work students did in the previous session---drafting their opinion pieces using all they knew---and 	<p>Setting Objectives & Providing Feedback</p> <p>Cues, Questions, &</p>	<p>C</p> <p>Communication Collaboration Critical Thinking</p>

	SL.5.2	Students will discuss text in cooperative learning groups.		Collaborati on
	L.5.1.a	<p>Grammar Function of conjunctions, prepositions, and interjections in general and their function in particular sentences</p> <p>Strategy: Use mentor sentences to identify the conjunctions, prepositions, and interjections and their role in the sentence structure.</p> <p>Teaching Tip: When we speak and write we use prepositions to relate a noun or pronoun to another word in a sentence. A preposition comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence. Common prepositions are <i>about, above, across, after, around, at, before, behind, by, down, during, for, from, in, into, near, of, on, over, to, under, and with.</i></p> <p>We use conjunctions to join parts of a sentence. A coordinating conjunction joins parts of a sentence that are grammatically equal or similar. A coordinating conjunction shows that the parts it joins are similar in importance and structure.</p> <ul style="list-style-type: none"> ● <i>“The girls ate a sandwich and pretzels for lunch.”</i> ● <i>“Maria likes turkey sandwiches, but Andrew likes ham sandwiches.”</i> <p>A subordinating conjunction joins a dependent clause with a main clause. Some subordinating conjunctions include <i>after, although, as long as, before, because, if, since, unless, until, wherever, while, and once.</i></p> <ul style="list-style-type: none"> ● <i>“Although I want to go to your party, I’m too sick to attend.”</i> ● <i>“You can go swimming as long as an adult is present.”</i> <p>An interjection is a word or a phrase that shows excitement or emotion. Use a comma to separate interjections from the rest of the sentence.</p> <ul style="list-style-type: none"> ● <i>“Yes, I want to go to the zoo today!”</i> <p>If the interjection shows a very strong emotion, use an exclamation mark.</p> <ul style="list-style-type: none"> ● <i>“Oh wow! I forgot to turn in my homework.”</i> <p>Prepositions, conjunctions, and interjections are important parts of grammar.</p>		

		<p>Prompts:</p> <ul style="list-style-type: none"> • How would the sentence meaning change if that word were removed? • Does the word show location, feeling, or linking? • What image do you see? How do the words help create that image? 																														
1, 2, 3, 4	L.5.4 L.5.6	<p><u>Interactive Vocabulary</u></p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayer model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration																												
1	RF.5.3	<p>Benchmark Phonics: Unit 3: Our Changing Constitution & Unit 4: Distinct Voices, Diverse Perspectives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th colspan="3" style="background-color: #f4a460;">Whole Group</th> <th colspan="2" style="background-color: #4a86e8; color: white;">Small Group</th> </tr> <tr> <th colspan="2"></th> <th style="background-color: #f4a460;">LESSON 1</th> <th style="background-color: #f4a460;">LESSON 2</th> <th style="background-color: #f4a460;">LESSON 3</th> <th style="background-color: #f4a460;">LESSON 4</th> <th style="background-color: #f4a460;">LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f4a460; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 1</td> <td style="background-color: #f4a460; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">Vowel+r Syllables</td> <td> <ul style="list-style-type: none"> • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> <ul style="list-style-type: none"> • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> <tr> <td style="background-color: #f4a460; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 1</td> <td style="background-color: #f4a460; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">Vowel-Consonant-e Syllables</td> <td> <ul style="list-style-type: none"> • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> <ul style="list-style-type: none"> • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> <ul style="list-style-type: none"> • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>			Whole Group			Small Group				LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Vowel+r Syllables	<ul style="list-style-type: none"> • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect 	<ul style="list-style-type: none"> • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect 	<ul style="list-style-type: none"> • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect 	<ul style="list-style-type: none"> • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency 	<ul style="list-style-type: none"> • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment 	WEEK 1	Vowel-Consonant-e Syllables	<ul style="list-style-type: none"> • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect 	<ul style="list-style-type: none"> • Spelling-Sound Correspondences • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect 	<ul style="list-style-type: none"> • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect 	<ul style="list-style-type: none"> • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency 	<ul style="list-style-type: none"> • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment 	Cooperative Learning Homework & Practice Similarities and Differences	C Critical Thinking Collaboration
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Unit 3: Resources

UNIT RESOURCES

Teacher Resources:

- *Every Living Thing* by Cynthia Rylant
- *Marshfield Dreams* by Ralph Fletcher
- *Eleven and Papa Who Wakes Up Tired in the Dark: Two Short Stories* by Sandra Cisneros
- UOS for Teaching Reading: If...Then...Curriculum
- UOS for Teaching Writing: Literary Essay: Opening Texts and Seeing More
- [Literary Essay Implementation Tips](#)
- [Writing Anchor Charts](#)
- [Writing Assessments](#)
- [Appendix Documents](#)
- [Language/Word Study](#)
- ["Panyee Football Club" video](#)
- [Heinemann Website](#)
- Benchmark Phonics

Student Resources:

- Reader's notebook
- Reader's log
- Writer's notebook and /or drafting tablets
- Post-its
- Apps: Google Classroom, Google Hangout, Padlet

Vocabulary:

angled: way to make your essay memorable, to support your points in ways that will move readers to agree with your points

claim: statement that the writer is attempting to prove is true

literary essay: analytical writing about a text

nuance: a subtle difference in or shade of meaning

plot structure: the events, actions, conflict, and resolution of a story presented in a certain order

quotes: repeat or copy a group of words from a text or speech, typically with an indication that one is not the original author or speaker

thesis: the primary claim he or she will make, develop, and support with evidence throughout the paper

Unit 4: Argument and Advocacy: Researching Debatable Issues (Bk. 3) & The Research-Based Argument Essay (Bk. 4)

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Argument and Advocacy: Researching Debatable Issues & The Research-Based Argument Essay
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<p>Unit Description: Reading: Students will tackle more difficult and dense informational texts with greater agency and intellectual independence. This unit will challenge students to read arguments in a more critical and analytic way. It aims to help students learn to have an informed viewpoint and communicate clearly, as well as to listen to others. It will give students an opportunity to study complicated issues with which the world is dealing and to make decisions that will let them live more informed lives. Students will research and make arguments debatable issues.</p> <p>Writing: Students will investigate and write argument essays about whether or not chocolate milk should be served in schools. As students explore that issue, they'll read texts, both digital and print, exploring the reasons for and against flavored milk in schools.</p>	<p>Unit Timeline: 20 days</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Communicate effectively using voice and purpose in a variety of forms.
- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – *Students will understand that... (Big Ideas)*

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others' ideas while expressing their own thinking.

Essential Questions: *Students will keep considering...*

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.5.4	<ul style="list-style-type: none">● Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.● Authors repeat the same lines for emphasis or effect● A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”)● A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)● Personification involved attributing human characteristics to something that is non-human.● Tone is the voice of the text. It can be formal or informal.	<ul style="list-style-type: none">● Surrounding sentences help to determine the meaning of figurative language● Language helps keep readers engaged and sets the tone.● Tone often reveals something about the dynamics between characters and what the characters are thinking.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.6	<ul style="list-style-type: none">● Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument.● First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings● Third person is when a narrator who usually identifies with the main character’s point of view.	<ul style="list-style-type: none">● Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject.● Readers should consider point of view when analyzing the development of a text.● Point of view of a text affects the description of events.	Describe how a narrator's or speaker's point of view influences how events are described.

	<ul style="list-style-type: none"> • The perspective from which you tell a story limits what content you can include. • Assess means to evaluate what the point of view is and how it shapes the story. 		
RI.5.1	<ul style="list-style-type: none"> • Read closely emphasizing not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Evidence--a detail, quotations, or example--in the text can be used to support your ideas • Analytical questions are answered by inferring with details from the text 	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	<ul style="list-style-type: none"> • Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. • Key details are the parts of a text that support the main idea 	<ul style="list-style-type: none"> • That key details support what the text is mostly about • Summaries include key details and facts from the text. • Readers choose specific text evidence to support their summary. • Complex text often have one or more main ideas. 	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	<ul style="list-style-type: none"> • Sequence of events are the order that events take place. • Scientific ideas are concepts • Technical procedure are the steps or stages in a course of action • Cause and effect relationships are the reasons something has happened and the consequences of the action. • To develop is to change, increasing or decreasing in importance, growing more complex or evolving into something different altogether. 	<ul style="list-style-type: none"> • Historical events are tied together (cause/effect relationships) • The connection between scientific ideas and concepts • Key steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) • Observe how various people, events, ideas, or concepts influence each other over time 	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.
RI.5.4	<ul style="list-style-type: none"> • Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to 	<ul style="list-style-type: none"> • Texts have supports in place to help readers understand the words within the text (i.e., text features) 	Determine the meaning of general academic and domain-specific words and phrases in a text

	read, discuss, and write about complex texts in that subject.	<ul style="list-style-type: none"> Reading aloud can help figure out challenging words. 	relevant to a grade 5 topic or subject area.
RI.5.5	<ul style="list-style-type: none"> Authors organize their ideas through structural patterns such as problem/solution, chronological order, comparison, and cause/effect of two or more texts. 	<ul style="list-style-type: none"> Structure of a text affects the meaning and style of information Comparing and contrasting two or more texts help to note a pattern in text structures. Using key words helps to identify patterns and meaning in a text. 	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgment based on reasoning. First hand accounts are those that come from direct observation or first hand experiences. Second hand account comes from someone who didn't directly experience it. 	<ul style="list-style-type: none"> Point of views can differ even when describing the same situation, telling the story, or making the same argument An author's own ideas about a topic can be expressed through text features. Words and phrases signal the author's angle on a given topic Identifying the point of view of multiple accounts of the same event or topic can help when analyzing similarities and differences. 	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	<ul style="list-style-type: none"> Comparison is demonstrating the similarities and differences in a topic An argument is the position an author adopts in which they attempt to persuade others to think think or feel a certain way about an issue. Claim is what an author wants readers to accept as true and act on. To delineate is to dar a line between what is and is not the exact argument, claim, reasoning, or evidence. 	<ul style="list-style-type: none"> Text structure affects the meaning of the story Determining relationships between text structures and features helps the reader understand the text A claim is debatable and requires supporting evidence to counter inevitable challenges a critical reader will make. It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. Readers determine if the writer's logic is based on valid, reliable evidence from current and credible source. 	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	<ul style="list-style-type: none"> Comparing is finding what is similar Contrasting is finding what is different Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> Approaches to similar topics refers to the act of comparing and contrasting the "approach" to the same topic used by different authors, different texts, and different types of text. Understand how to integrate information from a text into one written piece or speach. 	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

		<ul style="list-style-type: none"> Looking for what is important in informational text in the headings, table of contents, or first sentences of a paragraph. 	
RI.5.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.4	<ul style="list-style-type: none"> Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression Accuracy refers to reading words correctly or precisely. Readers read with expression, conveying emotion or feeling while reading. Readers use strategies to help their understanding (e.g., self-correct, reread, etc) Readers have a plan when they don’t know a word. 	<ul style="list-style-type: none"> Readers read with expression, fluently and accurately to get an author’s intended meaning. Strategies for when we don’t know a word. Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
W.5.1	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. Opinion is a belief, conclusion, or judgement based on reasoning. Organizational structure is the logical progression and the completeness of ideas in a text. Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. 	<ul style="list-style-type: none"> Point of view can be different for each person even based on the same experience What the opinion is and why by providing reasons supported by facts and details Structure helps the reader make meaning of the piece Linking words provide a connection to the opinion statement Effective claims are short, precise, clear, and summarize the writer’s main point Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	<ul style="list-style-type: none"> • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. • Claim is the statement that the writer is attempting to prove is true. A thesis statement is the writer’s main claim. • Arguments are claims backed by reasons that are supported by evidence. • Analysis involves breaking up a complex idea or process into smaller parts to make it easier to understand. 		
W.5.1.c	<ul style="list-style-type: none"> • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> • Linking words provide a connection to the opinion statement 	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
W.5.3	<ul style="list-style-type: none"> • Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one’s life. • Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. • Descriptions are details of people, places, and events, bringing alive the details in vivid ways that convey the characters’ emotions and capture the reader’s imagination. • Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> • Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). • Writers must develop the character(s), place(s) or event(s) as they move through time and change if they are to seem real. When developing a character in a story, adding specific details about what the characters did, said, and thought, which brings the characters to life. • Events that are well organized help the reader understand the story. 	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. 	<ul style="list-style-type: none"> • (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer’s message? How is the audience likely to respond to the piece? What biases do they have</i> 	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.)

	<ul style="list-style-type: none"> • That pieces on the same topic can differ depending on the audience and task • Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. • Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<p><i>that as the writer I must anticipate and address to effectively advance my argument?</i></p> <ul style="list-style-type: none"> • Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shaped by the occasion, the topic, and the audience 	
W.5.5	<ul style="list-style-type: none"> • Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. • Editing is fixing spelling, punctuation, and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> • Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. • Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. • Writer's purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Conventions help a reader create meaning from a text • Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
W.5.6	<ul style="list-style-type: none"> • The function of various tools for writing and publishing 	<ul style="list-style-type: none"> • Writing can be improved through collaboration with others 	<p>With some guidance and support from adults, use technology, including the Internet, to produce and</p>

	<ul style="list-style-type: none"> • Basic technology vocabulary such as mouse, keyboard, menu, cursor, etc. • How to access and use technology as intended • Using technology allows us to interact with others on our writing • Using technology provides a means for publishing our writing 	<ul style="list-style-type: none"> • Etiquette of collaborating using various digital tools • Online safety etiquette • That different tools offer a better means of creating and working with others on a project 	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.
W.5.7	<ul style="list-style-type: none"> • Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. • Researchers generate questions • Synthesizing multiple sources when researching a subject from different and competing angles to arrive at a meaningful or significant insight. 	<ul style="list-style-type: none"> • Research can be done in a variety of ways to learn about a topic • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively • Questions are the driving purpose of the research • A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	<ul style="list-style-type: none"> • Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. • Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> • Some sources are more credible than others • Writing can answer questions others or I have about a topic • Information for a writing piece can come from a variety of sources 	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.
W.5.9.b	<ul style="list-style-type: none"> • Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others • Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. • Analysis to break down a subject, text, event, or process into its component parts 	<ul style="list-style-type: none"> • Writers apply reading strategies to support their analysis and reflection of informational text. 	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>to understand what it means or how it works.</p> <ul style="list-style-type: none"> Literary nonfiction (create fiction) are essays, biographies, memoirs, and histories. 		
SL.5.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. Expressing is articulating and conveying an idea Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	<p>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>
SL.5.2	<ul style="list-style-type: none"> Summarize is giving a brief statement of the main points. Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. Evaluate is to determine the quality, value, use or importance of data, details or other 	<ul style="list-style-type: none"> How to listen attentively to information being presented in order to communicate what it is mostly about. Writers identify key ideas to summarize, in their own words, the information that is presented 	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

	forms of information one includes in his/her presentation.		
SL.5.3	<ul style="list-style-type: none"> Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic Claim is what an author wants readers to accept as true and act on. Reasons is a cause, explanation, or justification for an action or event. Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be asked about the information presented Claims must be supported by reasons and evidence. 	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	<ul style="list-style-type: none"> Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. Relevance is closely related to the topic or main idea Recount is to give an account of an event or experience Understandable Pace is how fast or slow you talk Background Knowledge is information that is essential to understanding a situation Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> Presentations vary depending on the task, purpose, and audience A clear organization structure allows listeners to hear and process the ideas presented Not all information is relevant Speak clearly at an understandable pace about a topic/text Report, Tell and Recount on experiences about a topic/text Use relevant and descriptive details to support the main idea and/or theme 	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6	<ul style="list-style-type: none"> Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. Formal is being in accordance with usual requirements and customs. Context refers to the place as much as the purpose of any speaking event (e.g., speaking in class, online, small and larger groups, the community at-large or at work with customers and colleagues, interviews) 	<ul style="list-style-type: none"> Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. Command of formal English place a clear and consistent emphasis on being grammatically correct and clearly enunciated words delivered with good eye contact. Speakers need to know how to speak in ways that would be appropriate when addressing customers, colleagues, classmates, or teachers. 	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 for specific expectations.)

L.5.1	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. Usage is how one uses language-- and if it is permitted, approved. 	<ul style="list-style-type: none"> Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	<ul style="list-style-type: none"> Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parentheses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. 	<ul style="list-style-type: none"> Standard English has convention rules to help us be effective communicators Convention rules help the reader understand what we have written Spelling patterns are common configurations of letters in several words 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	<ul style="list-style-type: none"> Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media. 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a

			range of strategies.
L.5.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas. 	<ul style="list-style-type: none"> Language creates mental pictures Figurative Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.
L.5.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation academic words being used frequently during class are important to know and use 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1,2	RL.5.10	Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the	<u>21 Century</u>

		<p>remember the big ideas of the text, as well as the things they were thinking when they read it. Annotations that readers make should help them use that text in conversation.”</p> <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Distribute an article annotated differently by two students—one carelessly, and the other with thought and purpose. ii. Ask kids to consider which will lead to a better conversation, and why. iii. Confirm that the second version will likely be more helpful for the reader. iv. Let students know again that annotation has to be purposeful and helpful to the reader. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Read aloud an excerpt from a familiar text, asking students to annotate their copies as they listen. ii. Tell students to check with a partner to be sure that their annotations are helpful. iii. Ask readers to turn and compare their jotting with a partner. iv. Remind students to check to make sure that their annotations are helpful, perhaps by having a conversation about the text. v. Tell students that there are many different ways to annotate, and they should feel comfortable trying out different systems until they find one that works best for them. <p>d. Link: The teacher will send readers off to prepare for their more complex conversations, being purposeful and deliberate about how they mark articles and take notes.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Remind students that it is important for them to take some time to pull their thoughts together in order to prepare for a conversation. ii. Ask students to reflect on their book club experience, and encourage them to try some of those different preparation strategies. <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Gather readers in their research groups to begin their more complex conversations. 	<p>Cues, Questions, & Advance Organizers</p> <p>Cooperative Learning</p> <p>Providing Practice</p> <p>Setting Objectives & Providing</p>	
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		<p>reading nonfiction, to talk back to texts. To do this work, readers are alert to moments when they are stirred to a strong emotional response, and they carefully analyze how the text may position the reader.”</p> <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Involve readers in thinking along with them as the teacher models reading a text and pausing when it stirs up an emotional response, considering how the text is creating that effect. ii. Demonstrate circling key terms that are stirring up emotions and model thinking aloud about why they may be have an effect on someone. iii. Debrief their work, letting students know they should do more than use language to manipulate readers’ emotions. iv. Remind students of the moves they made that you want them to follow. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Push readers to read more of the text, pausing when they feel emotions stirred up, circling the key terms causing those emotions, and discussing how/why those terms are having an effect. ii. Coach in to raise the level of the work that groups are doing. iii. Convene readers and highlight, or have a group share what they noticed about the text and its effect on them. <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Send students off to read, noting which texts stir up their emotions and analyzing these. ii. Provide questions students can ask to help them analyze how and why. <p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Remind students to consider the source when thinking about the emotions a text is stirring up. ii. Point out that as students read and reread they should always think about why a text might have been created. Who was the likely audience? What might the author have been trying to accomplish? Does the author have a vested interest in writing the text? <p>f. Share: The teacher will:</p>	<p>Cues, Questions, & Advance Organizers</p> <p>Providing Practice</p> <p>Providing Feedback</p> <p>Cues, Questions, & Advance Organizers</p>	
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		<ul style="list-style-type: none"> i. Gather students and let them know they are ready for more sophisticated work--noticing patterns across issues. ii. Push students to consider if the idea that was raised earlier about killer whales might also fit with the issue they are studying. iii. Draw students' attention to patterns across issues by asking them to consider if their ideas about their issues could fit with the first issue they studied or any of the class issues. <p>Session 19 Appendix Documents</p>	Reinforcing Effort & Providing Recognition	
1,3	SL.5.4	<p>6. Celebration: Readers Take Their Researcher-Debating Selves into the World (Session 21)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know protocol for arguing to an audience. • Understand there are real-world situations where positions need to be taken and decisions need to be made. • Be able to debate an issue and adapt their argument for a targeted audience. <p>*This celebration can be done as a center activity as suggested or as a whole class interactive debate.</p> <p>Today to make the end of the unit as lively and engaging and also as real-world feeling as possible, the teacher will provide different scenarios for each group to debate. Each scenario will let the group know a situation with an audience that would want to learn more about the issue the group is debating. If done in centers, one group would be debating and one group would be playing the role of the listening audience and then eventually judging. Likely the teacher will want to chart the steps involved in the scenario debate ahead of time so students can refer to it if needed. It will be a fast-paced, energetic day today. Students should get the idea that there are real-world situations where these issues come into play and people need to make decisions.</p> <p>Session 21 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Cues, Questions, & Advance Organizers</p> <p>Generating & Testing Hypotheses</p>	<p>D</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Creativity</p>

Writer's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2	W.5.7 W.5.8	<p>1. Investigating to Understand an Argument (Session 1)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know argument ● Understand how to think more critically about a topic or issue. ● Be able to research a topic, investigate, and collect information about both sides. <p>a. Connection: The teacher will</p> <ol style="list-style-type: none"> i. Create a real-life mini-drama in which you motivate kids to weigh in on an issue that is relevant and accessible to them. ii. As students jump to share opinions, caution them that these should be based on more than gut reactions. Opinions need to grow from consideration of evidence, which means suspending judgement. iii. Point out that your students' initial opinions about the issue at hand provide them with starting points, and from here, they need to engage in the process of weighing evidence to develop considered arguments. iv. Teaching Point: "Writers, today I want to teach you that when you are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead, evidence that allows you to think through the various sides of the argument." <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Direct students' attention to an introductory text on the topic that clearly supports one side of this issue, and offer some tips for ways to collect evidence. ii. Demonstrate taking notes on Post-its, which can be moved around later. iii. Demonstrate collecting evidence for one side of the issue, using any research skills that are common to your classroom. iv. Debrief in a way that is transferable to another text, another day. 		A Critical Thinking Communication

		<p>c. Active Engagement: The teacher will invite students to give this a try. Reiterate the process you followed, and then set children up to glean more information from a different text. Do this by reading it aloud and stopping after a bit so students can talk with their partners and take more notes.</p> <p>d. Link: Remind writers that solid arguments require a well-rounded, considered understanding of the issue. Offer them more materials they can use to build their arguments, and let them know they'll fast-draft tomorrow.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students that the source of information is important and can change or impact the meaning. ii. Show an example of how students could identify their source. iii. This strategy might be useful for you, or you can invent your own technique using Post-its, index cards, or your notebook. <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Ask writers to review the evidence they've gathered, decide tentatively on a side of the issue, and explain to a partner why they've made that decision. ii. Listen in, coaching partners to press each other for reasons and evidence. iii. Point out that students have just rehearsed the draft of their arguments that they'll write tomorrow. Ask them to write-in-the-air to explain, doing this as rehearsal for writing. <p>Session 1 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Summarizing & Note Taking</p> <p>Feedback</p>	
2, 3	<p>W.5.1 W.5.4 W.5.10 SL.5.3 SL.5.4</p>	<p>2. Flash-Drafting Arguments (Session 2)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know structure of an essay, body paragraphs, research based argument ● Understand how to structure an essay ● Be able to use what they know to write a rough draft <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Show students ways that the writing work they will be doing today is similar to the writing work they have done in the past- and will need to do in the future ii. Teaching Point: "Today, I want to remind you that when a writer writes essays - personal, literary, argument, or otherwise - the writer often organizes her opinion and reasons into a boxes and bullets 	<p>Objectives</p>	<p>C/B</p> <p>Communication Critical Thinking</p>

		<p>structure. And writers of any genre, once they have a rough idea of structure, often try to get the whole piece of writing down on a page quickly, roughly, and then go back and revise.</p> <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Teach through guided practice. Take children through the process of planning an essay in which they state their opinion and support it. ii. Coach children to name their position, then list their reasons to a partner. iii. Summarize the work the class has done, and then ask one child who is encountering problems others are facing, too, to state her claim and reasons. Recruit the class to help the one child in way that provide universal help. iv. Channel members of the class to work with someone else who is arguing similarly to construct a first body paragraph by writing-in-the-air. Coach them to include at least two pieces of evidence. v. Channel children to refer to the article or their notes to cite evidence. vi. Channel students to move, on doing similar work both talking, writing-in-the-air, and writing on the second body paragraph. vii. Move around the carpet area, listening and interjecting with quick coaching. Then, ask one student to share, coaching her to raise the level of the work. viii. Debrief by naming what students have done that you hope they remember to do again-including when they are sent to their work areas to complete their letters. <p>c. Link: The teacher will:Channel children to write-in-the-air and to then flash-draft the essay they have rehearsed.</p> <p>d. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. When you're done, you've just begun. Remind students that once they have reached the last line of their draft to go back to their research and check off that they have included all their researched information. ii. After, they can go back to reread articles to see if there is more information to bring to their letter. 	<p>Feedback</p> <p>Cooperative Learning</p> <p>Summarizing and Note Taking</p> <p>Feedback</p>	
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		<p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Let students know that writers often reread to identify the work they need to do next. Ask them to try this now, and forever after, whenever they reach a sort of milestone in their work. ii. Coach into students' work, channeling them to think not only about what they might add to their writing, what they might say next, but also to think about what they might do next. Coach them to plan their strategies. <p>Session 2 Appendix Documents</p>	Feedback	
2	<p>RI. 5.1 W.5.1 W.5.9.b SL.5.3</p>	<p>3. Balancing Evidence with Analysis (Session 6)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Know explicit evidence ● Understand argument writing includes research and credible text evidence that supports a claim ● Be able to locate text with explicit evidence to backup the claim <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Tell a story of comparing layer cakes, showing some visuals to ignite students' interest and imply various balances of cake to frosting ii. Teaching Point: "Writers, today I want to teach you that a good argument is a bit like a layer cake - just the right balance of dense, researched evidence layered between rich thinking. To achieve this balance, you add your own thinking and explanations. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Offer two methods for developing thinking about evidence. Begin with a list of predictable strategies writers ask themselves. ii. Offer an anchor chart of predictable questions writers can ask to help them ask their own thinking in response to text evidence. iii. Demonstrate asking and answering a couple of these questions. Be sure to highlight your extended thinking. iv. Shift to reminding students of the work they have done previously with thought prompts, as another method to extend their writing. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Give students a chance to try this work, emphasizing how their talk is rehearsing the thinking they can add to their letters. 	<p>Cues, Questions, & Advanced Organizers</p>	<p>C</p> <p>Critical Thinking Communication</p>

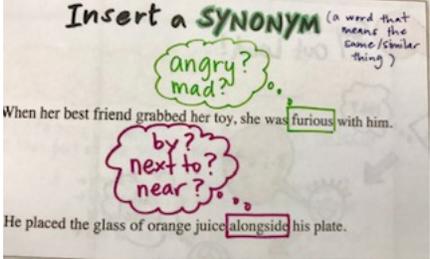
		<p>weaker and can create invalid arguments. To be sure you provide the strongest possible reasons and evidence, it helps to keep asking the questions, 'How do I know?' and be sure that you can give precise, exact answers.”</p> <p>b. Teaching and Active Engagement: The teacher will</p> <ol style="list-style-type: none"> i. Let writers know that practicing evaluating the reasoning of others can help writers to evaluate their own reasoning as well as learn predictable problems that can lead to flawed reasoning. ii. Involve writers in ranking reasons - good, bad, okay - for arguments you provide. iii. Coach into partnerships to help students to weigh evidence as they rank, and to remind them that this work is meant to illustrate common ways many people’s arguments fall apart. iv. Channel the writers to discuss the reasoning that led them to evaluate the argument as strong or weak. v. Reconvene the writers and share some of what you heard as you model sorting some of the demonstration index cards. <p>c. Link: The teacher will help writers make the connection between reading arguments critically and reading and revising their own arguments for flaws in reasoning.</p> <p>d. Mid-Workshop Teaching: The teacher will be on the lookout for flawed arguments and if necessary, return to research.</p> <p>e. Share: The teacher will</p> <ol style="list-style-type: none"> i. Rally students to study the draft of a student who has added his thinking about how evidence used in a counterclaim is problematic, thus exposing its weakness. <p>Session 12 Appendix Documents</p>	<p>Identifying Similarities and Differences</p> <p>Feedback</p> <p>Cooperative Learning</p>	
2, 3	<p>RF.5.4 SL.5.1 SL.5.3 SL.5.6</p>	<p>5. A Mini-Celebration: Panel Presentations, Reflection, and Goal-Setting (Session 14)</p> <p><i>Note to Teacher.</i> Today when you say “Off you go!” you won’t be sending students off to write at their seats. Rather, you’ll be dispersing them to present their positions on chocolate milk in school to a variety of preselected audiences (cafeteria staff, school nurse, PE teacher, school administrators, parents, kids from other classes or grade levels). Each panel of students might give a short oral presentation in defense of their positions. Once both sides have presented, there</p>		<p>D</p> <p>Critical Thinking Communication Collaboration</p>

		writing talents lie- and of areas they might stand to improve. Session 14 Appendix Documents		
2	L.5.1 L.5.2 L.5.3	<p>6. Paragraphing Choices (Session 21)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know editing checklist ● Understand nonfiction text often uses a new paragraph to introduce a new part, idea or a new reason ● Be able to add in a new paragraph and explain the paragraphing decision <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Set your students up to recall what they know about editing, and use a reminder chart ot turn them to strategies for how to edit versus what to edit ii. Teaching Point: “Writers, today I want to teach you that nonfiction writers often use a paragraph to introduce a new part or a new idea or new reason. Nonfiction writers also paragraphs to help the reader with density - they think about how much information a reader can handle at one time.” <p>b. Teaching: The teacher will demonstrate, using a mentor text that you have set up with very clear markers for paragraphing, such as transitional phrases.</p> <p>c. Active Engagement: The teacher will call on students to help you figure out where to paragraph, and then ask one student to explain his or her paragraphing decisions.</p> <p>d. Link: The teacher will debrief the work that students might do as they prepare for publication, and remind them to turn to each other for help.</p> <p>e. Mid-Workshop Teaching: The teacher will encourage students to be daring, writers. Dare to use big words you don’t know how to spell. And be a problem-solver. Use everything you can think of to figure out those spellings and to solve your editing challenges.</p> <p>f. Share: The teacher will set students up with methods for editing in a community of writers.</p> <p>Session 21 Appendix Documents</p>	Setting Objectives Identifying Similarities and Differences Cooperative Learning	C Collaboration Critical Thinking Communication
2, 3	RF.5.4 W.5.6	<p>7. Celebration: Taking Positions, Developing Stances (Session 22)</p> <p>First, set students up in small groups to share their arguments with each other.</p>		C/B

	SL.5.1 SL.5.3 SL.5.6	<p>Invite them to read as if they are giving a speech, using what they learned from their panel presentations to make eye contact, emphasize their points, and stir their audience. Have peers jot down one or two points they found particularly convincing, or phrases they particularly liked, as feedback for writers.</p> <p>Next, ask students to decide where they want their pieces to live. You can keep it as simple as putting them up on the wall, but by now your students know a lot about targeting audiences. Do they want to post their essay somewhere particular in school? Address it and mail it? Post it online? Make a podcast? A class blog?</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know: panel presentation • Understand giving care and attention to oneself when presenting is vital • Be able to convince an audience in some way by presenting findings from research and writing 	Feedback	Communicatio n Critical Thinking
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Language/ Word Study

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.7 RI.5.8 RI.5.9 SL.5.4	<p><u>Interactive Read Aloud</u></p> <p>Teacher will read a variety of articles and students will view videos around chocolate milk. Students will discuss collaboratively the topics and use the information to prepare for their Chocolate Milk Debates.</p> <p>See p. xvi in <i>Argument and Advocacy: Researching Debatable Issues</i></p>	Cooperative Learning Similarities & Differences	C Critical Thinking Collaboration Communicatio n
2	L.5.5.c	<p><u>Grammar</u></p> <p><u>Insert a Synonym Strategy:</u></p> <p>When you come across an unfamiliar word, insert a word you know that would fit the sentence and the larger context. Read on to check that it still makes sense.</p> <p><u>Lesson Language:</u></p>		

		<p><i>I was reading this section, “Get My Message?” from Bobbie Kalman’s book What Is a Primate? (1999). When I came to this sentence, I had to stick in a synonym that made sense. Here’s the sentence: Gorillas use many sounds to “talk” to one another. Female gorillas grunt to scold their young” (10). That word-g-r-u-n-t. I don’t know what it means, even though I can pronounce it. But based on what I am learning about in the sentence, I can put in a synonym, something to do with talking or communicating. I think that grunt means “Makes a sound” so that it still makes sense. Once I stuck in a synonym, I would read it like this, “Female gorillas make a sound to scold their young.”</i></p> <p>Prompts:</p> <ul style="list-style-type: none"> ● What’s going on so far? ● Try a word. Does it make sense? ● Stick in a word that would make sense here. ● Would that word keep the meaning of a sentence? ● What’s another word the author might have used that would still make sense? ● Say a word you know. Keep reading. 	<p>Cue, Questions, & Advance Organizers</p>	
<p>1, 2, 3, 4</p>	<p>L.5.4 L.5.6</p>	<p><u>Interactive Vocabulary</u></p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> ● Organizers like concept mapping or Frayer model ● Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write ● Similarities and differences looking at similar and different words to the term ● Nonlinguistic representation 	<p>Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation</p>	<p>B/C Critical Thinking Communication Collaboration</p>

1	RF.5.3	<p>Benchmark Phonics: Unit 5: Innovation in a Changing World & Unit 6: Struggles for Survival</p> <table border="1" data-bbox="499 256 1318 695"> <thead> <tr> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <td> WEEK 1 Noun Suffixes (-ology, -ant, -er, -or, -ery) • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Noun Suffixes (-ology, -ant, -er, -or, -ery) • Word Study • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect </td> <td> Noun Suffixes (-ology, -ant, -er, -or, -ery) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Noun Suffixes (-ology, -ant, -er, -or, -ery) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Noun Suffixes (-ology, -ant, -er, -or, -ery)s • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> <tr> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> <tr> <td> WEEK 1 Variant Vowel /ō/ (ai, alk, ail, au, aw) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Variant Vowel /ō/ (ai, alk, ail, au, aw) • Spelling-Sound Correspondences • Read Accountable Text "The Crow and the Pitcher" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect </td> <td> Variant Vowel /ō/ (ai, alk, ail, au, aw) • Reread to Build Fluency "The Crow and the Pitcher" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Variant Vowel /ō/ (ai, alk, ail, au, aw) • Read Interactive Text "Hiking in the Arizona Desert" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Review and Assess Variant Vowel /ō/ (ai, alk, ail, au, aw) • Reread for Fluency "Hiking in the Arizona Desert" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1 Noun Suffixes (-ology, -ant, -er, -or, -ery) • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Noun Suffixes (-ology, -ant, -er, -or, -ery) • Word Study • Read Accountable Text • Context Clues • Spelling Patterns: Closed Sort • Share and Reflect	Noun Suffixes (-ology, -ant, -er, -or, -ery) • Reread to Build Fluency • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Noun Suffixes (-ology, -ant, -er, -or, -ery) • Read Interactive Text • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Noun Suffixes (-ology, -ant, -er, -or, -ery)s • Reread for Fluency • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1 Variant Vowel /ō/ (ai, alk, ail, au, aw) • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Variant Vowel /ō/ (ai, alk, ail, au, aw) • Spelling-Sound Correspondences • Read Accountable Text "The Crow and the Pitcher" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect	Variant Vowel /ō/ (ai, alk, ail, au, aw) • Reread to Build Fluency "The Crow and the Pitcher" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Variant Vowel /ō/ (ai, alk, ail, au, aw) • Read Interactive Text "Hiking in the Arizona Desert" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Variant Vowel /ō/ (ai, alk, ail, au, aw) • Reread for Fluency "Hiking in the Arizona Desert" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	<p>Cooperative Learning</p> <p>Homework & Practice</p> <p>Similarities and Differences</p>	<p>C</p> <p>Critical Thinking</p> <p>Collaboration</p>
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Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

- UOS for Teaching Reading: Argument and Advocacy: Researching Debatable Issues (Bk. 4)
- UOS for Teaching Writing: The Research-Based Argument Essay (Bk. 4)
- [Class Demonstration Text and Read-Aloud Text Set](#)
- [Reading Anchor Charts](#)
- [Formative Reading Assessments](#)
- [Writing Anchor Charts](#)
- [Writing Assessments](#)
- [Appendix Documents](#)
- [Language/Word Study](#)
- [Heinemann Website](#)
- Benchmark Phonics

Student Resources:

- Reader’s notebook
- Reader’s log
- Writer’s notebook and/or drafting tablets
- Post-its
- Apps: Google Classroom, Google Hangout, Padlet

Vocabulary:

argument: a claim supported by reasons and evidence
bias: tendency to hold a particular view or perspective
counter argument: a contrasting or opposing argument
credible source: unbiased source that uses facts to support a topic
ethical: researching both sides of an argument to gather facts
overview: a text that gives a summary of both sides of an argument
rebuttal: to oppose an argument by using evidence
unsubstantiated: a claim that does not have good reasons

Unit 5: Test Prep

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Test Prep
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<p>Unit Description: The test prep unit is designed to support teachers in their explicit instruction of the “testing genre.” Understanding that being test is part of being alive, the purpose of the unit is to support our students on the specific knowledge and skills it takes to be successful when they are being tested. The goals of this unit are to familiarize students with the online testing tools they could see on high stakes assessments such as the MAP test. Other goals are to familiarize students with different types of questions they will see on assessments and teach them strategies to solve the problems many students face when taking a high stakes assessments.</p>	<p>Unit Timeline: 10-15 days</p>
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Communicate effectively using voice and purpose in a variety of forms.
- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – Students will understand that... (Big Ideas)

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others’ ideas while expressing their own thinking.

Essential Questions: Students will keep considering...

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.5.1	<ul style="list-style-type: none"> ● Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues ● Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning ● Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding 	<ul style="list-style-type: none"> ● Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole ● Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text ● Explicit quotes from the text can be used to support your ideas 	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	<ul style="list-style-type: none"> • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 		
RL.5.2	<ul style="list-style-type: none"> • Themes are the ideas the text explains, develops, and explores; there can be more than one, but themes are what the text is actually about. • Theme is conveyed directly or indirectly through particular details. • Authors develop their ideas by adding imagery, details, examples, and other information over the course of the text. • The author's development of an idea has an effect on the meaning of the text 	<ul style="list-style-type: none"> • Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • How characters respond to challenges throughout a text adds to the event sequence. • There are often one or more common themes in literature. • Repeating language and symbols often suggest the theme of a text. • Careful and close examination of the development of a text helps to create meaning. 	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	<ul style="list-style-type: none"> • Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. • Cause/effect relationship is the relationship between the reason ("why" something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. • The interactions between characters, settings, or events in a story or drama can be used to understand how a character changes. 	<ul style="list-style-type: none"> • Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. • A lot can be learned by observing how a character handles difficult situations • As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. • Character's actions add to the plot and move along the sequence of events toward the ending • Feelings often motivate characters to act in a certain way • Similarities and differences between characters can lead to tension in a story or drama. 	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).
RL.5.5	<ul style="list-style-type: none"> • Structure of texts refers to how authors organize their ideas and the text as a whole. • Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure 	<ul style="list-style-type: none"> • Parts of a text build on one another to make a whole. • Authors build the story in each chapter, scene, or stanza to create an overall structure. • We can break down the structure of a text to explain how a series of chapters, scenes, or 	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.

	to drama that includes plot an additional stages and sets and scenes.	stanzas are organized and contribute to the development of the text.	
RL.5.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character's point of view. The perspective from which you tell a story limits what content you can include. Assess means to evaluate what the point of view is and how it shapes the story. 	<ul style="list-style-type: none"> Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. Readers should consider point of view when analyzing the development of a text. Point of view of a text affects the description of events. 	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	<ul style="list-style-type: none"> Mood is the atmosphere in the text that evokes a certain emotion or feeling. Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> Stories can be told in multiple ways The same idea can be expressed in different ways, and the formal used can have an effect on the mood/tone. Writers use different devices to set the mood of a text. Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. 	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).
RL.5.9	<ul style="list-style-type: none"> Comparing themes/settings/plots is finding what is similar between those themes/settings/plots Contrasting themes/settings/plots is finding what is different between those themes/settings/plots 	<ul style="list-style-type: none"> Themes are what the author wants you to come away with Themes can be compared/contrasted in stories across the same genre. 	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	<ul style="list-style-type: none"> A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill. To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers read books to grow as readers and learners. Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	By the end of the year, read and comprehend literature, including stories, dramas, at the high end of grades 4-5 text complexity band independently and proficiently.

RI.5.1	<ul style="list-style-type: none"> • Read closely emphasizing not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Evidence--a detail, quotations, or example--in the text can be used to support your ideas • Analytical questions are answered by inferring with details from the text 	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	<ul style="list-style-type: none"> • Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. • Key details are the parts of a text that support the main idea 	<ul style="list-style-type: none"> • That key details support what the text is mostly about • Summaries include key details and facts from the text. • Readers choose specific text evidence to support their summary. • Complex text often have one or more main ideas. 	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4	<ul style="list-style-type: none"> • Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> • Texts have supports in place to help readers understand the words within the text (i.e., text features) • Reading aloud can help figure out challenging words. 	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	<ul style="list-style-type: none"> • Authors organize their ideas through structural patterns such as problem/solution, chronological order, comparison, and cause/effect of two or more texts. 	<ul style="list-style-type: none"> • Structure of a text affects the meaning and style of information • Comparing and contrasting two or more texts help to note a pattern in text structures. • Using key words helps to identify patterns and meaning in a text. 	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	<ul style="list-style-type: none"> • Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. • Opinion is a belief, conclusion, or judgment based on reasoning. • First hand accounts are those that come 	<ul style="list-style-type: none"> • Point of views can differ even when describing the same situation, telling the story, or making the same argument • An author’s own ideas about a topic can be expressed through text features. • Words and phrases signal the author’s angle on a given topic 	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

	<p>from direct observation or first hand experiences.</p> <ul style="list-style-type: none"> ● Second hand account comes from someone who didn't directly experience it. 	<ul style="list-style-type: none"> ● Identifying the point of view of multiple accounts of the same event or topic can help when analyzing similarities and differences. 	
RI.5.7	<ul style="list-style-type: none"> ● Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. ● Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) ● Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> ● Synthesize information from text and visuals ● Visual information is used to help the reader gain more information from the text ● Readers need to consider the appropriate format/source needed to locate information. ● When researching a topic or question, readers need to draw on multiple sources, either print or digital, to locate what they need efficiently. 	<p>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>
RI.5.8	<ul style="list-style-type: none"> ● Comparison is demonstrating the similarities and differences in a topic ● An argument is the position an author adopts in which they attempt to persuade others to think think or feel a certain way about an issue. ● Claim is what an author wants readers to accept as true and act on. ● To delineate is to dar a line between what is and is not the exact argument, claim, reasoning, or evidence. 	<ul style="list-style-type: none"> ● Text structure affects the meaning of the story ● Determining relationships between text structures and features helps the reader understand the text ● A claim is debatable and requires supporting evidence to counter inevitable challenges a critical reader will make. ● It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. ● Readers determine if the writer's logic is based on valid, reliable evidence from current and credible source. 	<p>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>
RI.5.9	<ul style="list-style-type: none"> ● Comparing is finding what is similar ● Contrasting is finding what is different ● Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> ● Approaches to similar topics refers to the act of comparing and contrasting the "approach" to the same topic used by different authors, different texts, and different types of text. ● Understand how to integrate information from a text into one written piece or speech. ● Looking for what is important in informational text in the headings, table of contents, or first sentences of a paragraph. 	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
RI.5.10	<ul style="list-style-type: none"> ● A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, 	<ul style="list-style-type: none"> ● Readers read books to grow as readers and learners. 	<p>By the end of the year, read and comprehend informational</p>

	<p>intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</p> <ul style="list-style-type: none"> To comprehend a text is to understand what is read in the text 	<ul style="list-style-type: none"> Readers check their comprehension as they read Readers read independently, with little, less, or no teacher guidance 	<p>texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>
W.5.8	<ul style="list-style-type: none"> Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. Research allows us to become an expert and develop an opinion about a topic Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> Some sources are more credible than others Writing can answer questions others or I have about a topic Information for a writing piece can come from a variety of sources 	<p>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>
W.5.9	<ul style="list-style-type: none"> Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. 	<ul style="list-style-type: none"> Support what you say with sound and relevant evidence. 	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
SL.5.1	<ul style="list-style-type: none"> Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. Elaborating on others remarks, either adding details or further developing a thought Prepared is making use of any notes, ideas, any materials needed for a discussion. 	<ul style="list-style-type: none"> Building upon others' talk in conversation deepens the discussion Collaborative discussions lead to a collective understanding Synthesizing information into a conclusion helps wrap up a discussion Being prepared requires anticipating the demands and directions for a discussion. Expressing your ideas isn't restating what someone else has said During a conversation everyone is responsible for including other views and making all in the group feel involved 	<p>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>

	<ul style="list-style-type: none"> Expressing is articulating and conveying an idea Question is what you ask to gain information or clarify understanding 		
SL.5.2	<ul style="list-style-type: none"> Summarize is giving a brief statement of the main points. Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation. 	<ul style="list-style-type: none"> How to listen attentively to information being presented in order to communicate what it is mostly about. Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	<ul style="list-style-type: none"> Point of view is a perspective from which something is viewed; in literary text, narrator's perception of what is happening in the story; in informational text, angle from which a speaker or writer presents information, the stance a writer takes on a topic Claim is what an author wants readers to accept as true and act on. Reasons is a cause, explanation, or justification for an action or event. Evidence is facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. 	<ul style="list-style-type: none"> Some information is more important and a higher quality than other information A speaker has a point of view that influences their discussion of a topic. A speaker may have bias about a subject and it's important for an audience to understand how this could influence the topic. Questions should be asked about the information presented Claims must be supported by reasons and evidence. 	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Unit 5: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1,2</p>	<p><u>Standards</u></p> <p>RL.5.10 RI.5.10</p> <p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p>	<p><u>Unit Performance Assessment:</u></p> <p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p>  <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol</p>	<p><u>R/R Quadrant</u></p> <p><u>21 Century</u></p> <p>D Critical Thinking Communication</p>
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Unit 5: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

<p><u>Understanding</u></p>	<p><u>Standards</u></p>	<p><u>Major Learning Activities:</u></p>	<p><u>Instructional Strategy</u></p>	<p><u>R/R Quadrant:</u></p>
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			Category:	21C:
1	ISTE 1	<p>1. Map Test Taking Tools</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know the tools available for the Missouri Assessment Program (MAP) test ● Understand how to navigate the interface of the MAP ● Be able to apply navigational skills when taking the MAP <p>Testing-Taking Tools Video and practice on Chromebooks</p> <ul style="list-style-type: none"> ● DRC Insight Video ● Navigation ● Options ● Types of manipulation <ul style="list-style-type: none"> ○ Multiple select ○ Highlight ○ Drag & Drop ○ In the drop down <p>Model and practice using the MAP tools</p>	Practice	B Communication
1, 2, 3	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	<p>2. Test takers understand academic vocabulary</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know vocabulary commonly used on standardized tests. ● Understand how vocabulary can give us clues about a question. ● Be able to identify test taking vocabulary in practice questions. <p>This lesson is focused on understanding and applying academic/test vocabulary. In this lesson, you will use a variety of review strategies to practice test taking vocabulary.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Analogy: process of identifying relationships between two concepts (CITW, 2nd Edition) <ul style="list-style-type: none"> ○ Example: heart is to human as compressor is to heat pump, heart: human:: compressor: heat pump ● Best support ● Call to Action: “action” refers to what happens, what people do; a call to action is to rally someone to do something (p 22) ● Claim: what an author want readers to accept as true and act on (p 52) 	Assigning Homework and Providing Practice	A Communication Collaboration

	<p>W.5.8 W.5.9 SL.5.3</p>	<ul style="list-style-type: none"> ● Most likely ● Scene: In drama, the pace where the action occurs; a setting (p 34) ● Source: a person, place, or thing from which something comes or can be obtained (e.g. book, website, journal, person, article) (www.dictionary.com) ● Stanza: usually a grouping of two or more lines separated by a space (p 34) ● Text Features: features of an informational text that help the reader get information (p 34) ● Textual Evidence: pieces of evidence (words, phrases, passage illustrations) that provide the best proof of what they are asserting about the text (p 10) ● Theme: the idea the text explains, develops, and explores; the central message, lesson, a pattern found in the text, or what the author wants you to come away with (p 16) ● Viewpoint or Point of View (POV): The place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. (p 40) <p><i>Definitions taken from: The Common Core Companion: The Standards Decoded Grades 3-5, Classroom Instruction That Works, Dictionary.com</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> ● Matching Game ● Quiz Quiz Trade ● I Have Who Has ● Bingo ● Frayer Model 	<p>Cooperative Learning</p>	
<p>1, 3</p>	<p>RL5.1 RL 5.10 RI.5.1 RI.5.10</p>	<p>3. Test takers understand and analyze questions</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know types of test questions. ● Understand how to determine what a question is asking. ● Be able to analyze different types of questions and look for wording that gives clues about the question. <p>Connection: We have learned that alert test takers take time to understand vocabulary used in test questions. Today, we will dig deeper to analyze what a</p>	<p>Setting Objectives and Providing Feedback</p>	<p>C</p> <p>Communication Collaboration Critical Thinking</p>

		<p>question is asking and how that can help us find the best answer.</p> <p>Teach: Many times questions will have multiple parts, or may require you to find evidence in the text, or even pick more than one answer. Once we know what a question is wanting us to do, we can more easily use the right tool from our test-taking tool-kit. Today, we are going to look at several types of questions that each require us to do something different. Think back to tests you have taken in the past and let's see if we can chart all the question types we already know.</p> <p>Teacher will create an anchor chart of student responses. Add any missed types from the Analyzing Questions Examples document. Based on student performance on Benchmark Assessments and additional data, teacher will select a few example questions to analyze from MAP Practice Tests.</p> <p>Analyzing Questions Examples Missouri Assessment Program - Practice Form Teachers College Videos</p>	Assigning Homework and Providing Practice	
1, 2, 3	<p>RI.5.1 RI.5.2 RI.5.10</p>	<p>4. Test takers understand main idea and supporting evidence</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know main idea and supporting evidence. • Understand that we can find evidence directly in the text. • Be able to find evidence in a passage to support a main idea. <p>Connection: We have spent the past several days analyzing test questions. Today we will apply what we have learned to answer questions about main idea and supporting evidence.</p> <p>Teach: By fifth grade, test-makers expect students to be able to do more than just identify a main idea. We must be able to find evidence that specifically relates to our main idea. Today, we will read passages and then find support within the passage to discuss main idea and supporting details. Evidence comes directly from the passage. So, today, we will utilize our highlighting and annotating tools while practicing.</p> <p>Based on student performance on Benchmark Assessments and additional data, teacher will select a few example questions to analyze from MAP Practice Tests. Main Idea & Supporting Details</p>	<p>Setting Objectives and Providing Feedback</p> <p>Assigning Homework and Providing Practice</p>	<p>B Communication Collaboration Critical Thinking</p>

		<p>Additional Resources:</p> <ul style="list-style-type: none"> ● Readworks ● Newsela ● MAP Practice Form ● Unit 2 Moving Up Levels of Text Complexity - Pre Assessment Question 1 		
1, 2, 3	<p>RL5.1 RL.5.9 RL.5.10 RI.5.1 RI.5.9 RI.5.10</p>	<p>5. Test takers compare two texts Objective: Students will:</p> <ul style="list-style-type: none"> ● Know types of text. ● Understand that elements in multiple texts can be compared. ● Be able to analyze elements in two different texts to find similarities and differences. <p>Connection: We have been preparing our test-taking tool-kits by focusing on questions that refer to one text. Today we will extend those strategies to compare elements of two different texts.</p> <p>Teach: Over the course of the year we have analyzed several types of texts--narratives, journal entries, poems, news articles, informational texts, etc. Today, we will take a closer look at two texts. Sometimes the texts support similar ideas, and other times they make opposing arguments. It is important to keep in mind author's viewpoint and audience when making comparisons.</p> <p>Possible topics to compare:</p> <ul style="list-style-type: none"> ● Theme ● Viewpoint ● Text structure ● Claims and supporting evidence ● Main ideas <p>Based on student performance on Benchmark Assessments and additional data, teacher will select a few example questions to analyze from MAP Practice Tests. Compare two texts</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Readworks - "Playing Outside" Text Set ● Newsela - Paired Text ● Unit 1 Interpretation Book Clubs: Analyzing Theme - Pre & Post 	<p>Setting Objectives and Providing Feedback</p> <p>Identifying Similarities and Differences</p>	<p>C</p> <p>Communication Collaboration on Critical Thinking</p>

		<p>Assessment</p> <ul style="list-style-type: none"> Missouri Assessment Program - Practice Form 		
1, 2, 3	<p>SL.5.1 SL.5.2 SL.5.3</p>	<p>6. Test takers understand the power of effort and goal setting</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> Know brain breaks allow our mind to reset and refocus. Understand that it takes effort to persevere when the brain and body is fatigued and needs a break. Be able to set goals, monitor stamina, and take brain breaks when fatigued. <p>Connection: Students, I want to share with you that there is a direct correlation between effort and achievement. Today, we are going to watch a video or share a short story to see how effort directly impacts achievement.</p> <p>Optional Teaching & Active Engagement Activities:</p> <ul style="list-style-type: none"> Splash/Graffiti Wall Reflection on Effort/Lessons Learned Jigsaw different lenses to watch the video or read a short story (one group could watch/read for preparation, another group determination, another group perseverance, another group achievement, etc.). Discuss how effort applies to test taking (as well as life) and have students make parallels. Highlight the similarities/connections between the effort stories shared and the effort students provide before, during and after an assessment. Gather a collection of books/articles/videos or choose just one book/article/video that students can take home and read with their family and write a reflection on the effort shown by the main character(s). It will be important to reflection the connection between effort and achievement. You could even create a class book of effort/lessons learned reflections. In the reflection sheet, be sure to include a question about what you learned that could be applied to test taking. Celebration - create their own effort stories using any method you choose (PowToons, Google Slide Presentation, Google Classroom, Green Screen, etc...) <p>Link: Each activity should include some sort of reflection on the correlation between effort and achievement and how students will apply what they learned in this lesson. "Students, how do you apply what you learned today in each and every</p>	<p>Reinforcing Effort and Providing Recognition</p>	<p>A</p> <p>Communication Collaboration</p>

		day of your life? Effort Resources (HowellNet)		
2, 3	SL.5.2 SL.5.3	<p>7. Test takers understand how to answer questions following an audio clip</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know strategies for listening comprehension. • Understand the connection between reading and listening comprehension. • Be able to collect evidence from audio source to appropriately respond to questions. <p>This lesson students will listen to audio clips: “Listen to the presentation. Then answer the questions.” “What is the main point of the presentation?” “Which evidence from the presentation best supports the answer to part A?” “What is a lesson of the presentation?”</p> <p>Resources:</p> <ul style="list-style-type: none"> • BrainPop (audio only) • Podcasts • YouTube read alouds • MAP Practice - Online Assessment 	Assigning Homework and Providing Practice	B Communication Collaboration

Language/ Word Study

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.5.1 RI.5.1	<u>Interactive Read Aloud</u> Teacher choice, some choices could be articles to use for Test Prep practice on standards.	Homework & Practice	C Critical Thinking
1, 2, 3, 4	L.5.4 L.5.6	<u>Interactive Vocabulary</u> The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:	Organizers Cooperative Learning Similarities &	B/C Critical Thinking Communication

		<ul style="list-style-type: none"> Organizers like concept mapping or Frayer model Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write Similarities and differences looking at similar and different words to the term Nonlinguistic representation 	Differences Nonlinguistic Representation	tion Collaboratio n																		
1	RF.5.3	<p>Benchmark Phonics: Unit 7: The American Revolution</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Whole Group</th> <th colspan="2">Small Group</th> </tr> <tr> <th></th> <th>LESSON 1</th> <th>LESSON 2</th> <th>LESSON 3</th> <th>LESSON 4</th> <th>LESSON 5</th> </tr> </thead> <tbody> <tr> <th>WEEK 1</th> <td> Final /el/ and /er/ • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td> Final /el/ and /er/ • Spelling-Sound Correspondences • Read Accountable Text "From Protest to War" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect </td> <td> Final /el/ and /er/ • Reread to Build Fluency "From Protest to War" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td> Final /el/ and /er/ • Read Interactive Text "Go Home" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td> Review and Assess Final /el/ and /er/ • Reread for Fluency "Go Home" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>		Whole Group			Small Group			LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Final /el/ and /er/ • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Final /el/ and /er/ • Spelling-Sound Correspondences • Read Accountable Text "From Protest to War" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect	Final /el/ and /er/ • Reread to Build Fluency "From Protest to War" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Final /el/ and /er/ • Read Interactive Text "Go Home" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Final /el/ and /er/ • Reread for Fluency "Go Home" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Cooperative Learning Homework & Practice Similarities and Differences	C Critical Thinking Collaborati on
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Unit 5: Resources

UNIT RESOURCES	
Teacher Resources:	<ul style="list-style-type: none"> Appendix Documents Language/Word Study Benchmark Phonics
Student Resources:	Technology-Access to DRC MAP Online testing site (contact Director of Assessment's office for access)

Unit 6: Learning Through Reading: Westward Expansion or Another Content Area If/Then (FHSD Created) & The Lens of History: Research Reports (Bk. 2)

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Learning Through Reading: Westward Expansion or Another Content Area If/Then & The Lens of History: Research Reports
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<p>Unit Description: Reading: Learning through Reading: Westward Expansion or Another Content Area This unit offers students an opportunity to use their nonfiction reading skills to research a historical time period. The first bend of the unit is devoted to students reading about the time period in general ways, building background knowledge and practicing the nonfiction reading skills they have learned this year and in previous year. The second bend focuses students' attention on a particular aspect of the time period in order to give them a chance to become true experts on a subtopic that they will also teach others through their report writing. In the third and final bend of the unit, students read to build theories and think more critically. The goal is for students to be seamlessly transferring and applying their learning from one subject to another.</p> <p>Writing: The Lens of History: The Lens of History unit is designed to support students' writing of informational texts within the content area of social studies. In Bend I, students will write quick drafts of research reports about Westward Expansion and then revise these reports. The first draft will focus on organizing information in subsections and using all they have learned about informational writing. Students will learn how to make effective choices about the structures they use, as well as, using different lenses when writing. In Bend II, students will write about a more focused topic such as the Pony Express, the Oregon Trail, or the Erie Canal. Students will use mentor texts to analyze their own writing, study how language is used in information writing pieces, how to use imagery, and look for changes in structures to produce more sophisticated writing.</p>	<p>Unit Timeline: Reading: 10-15 days Writing: 20 days</p>
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DESIRED Results

<p>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></p> <ul style="list-style-type: none"> ● Communicate effectively using voice and purpose in a variety of forms. ● Invest in their learning in order to engage in the world around them.
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- Develop an understanding of diversity in order to respect views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – Students will understand that... (Big Ideas)

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others’ ideas while expressing their own thinking.

Essential Questions: Students will keep considering...

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RI.5.1	<ul style="list-style-type: none"> • Read closely emphasizing not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Evidence--a detail, quotations, or example--in the text can be used to support your ideas • Analytical questions are answered by inferring with details from the text 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
RI.5.2	<ul style="list-style-type: none"> • Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what 	<ul style="list-style-type: none"> • That key details support what the text is mostly about • Summaries include key details and facts from the text. 	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

	<p>the text is about and what the author wants you to remember most.</p> <ul style="list-style-type: none"> Key details are the parts of a text that support the main idea 	<ul style="list-style-type: none"> Readers choose specific text evidence to support their summary. Complex text often have one or more main ideas. 	
RI.5.3	<ul style="list-style-type: none"> Sequence of events are the order that events take place. Scientific ideas are concepts Technical procedure are the steps or stages in a course of action Cause and effect relationships are the reasons something has happened and the consequences of the action. To develop is to change, increasing or decreasing in importance, growing more complex or evolving into something different altogether. 	<ul style="list-style-type: none"> Historical events are tied together (cause/effect relationships) The connection between scientific ideas and concepts Key steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) Observe how various people, events, ideas, or concepts influence each other over time 	<p>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>
RI.5.4	<ul style="list-style-type: none"> Domain specific are the certain words that are unique to each discipline and are essential for students to know in order to read, discuss, and write about complex texts in that subject. 	<ul style="list-style-type: none"> Texts have supports in place to help readers understand the words within the text (i.e., text features) Reading aloud can help figure out challenging words. 	<p>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>
RI.5.5	<ul style="list-style-type: none"> Authors organize their ideas through structural patterns such as problem/solution, chronological order, comparison, and cause/effect of two or more texts. 	<ul style="list-style-type: none"> Structure of a text affects the meaning and style of information Comparing and contrasting two or more texts help to note a pattern in text structures. Using key words helps to identify patterns and meaning in a text. 	<p>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>
RI.5.7	<ul style="list-style-type: none"> Visual information refers to displays of information such as charts, graphs, diagrams, timelines, maps, images, animations, or interactive elements on webpages. Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> Synthesize information from text and visuals Visual information is used to help the reader gain more information from the text Readers need to consider the appropriate format/source needed to locate information. When researching a topic or question, readers need to draw on multiple sources, either print or digital, to locate what they need efficiently. 	<p>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>

RI.5.8	<ul style="list-style-type: none"> • Comparison is demonstrating the similarities and differences in a topic • An argument is the position an author adopts in which they attempt to persuade others to think or feel a certain way about an issue. • Claim is what an author wants readers to accept as true and act on. • To delineate is to draw a line between what is and is not the exact argument, claim, reasoning, or evidence. 	<ul style="list-style-type: none"> • Text structure affects the meaning of the story • Determining relationships between text structures and features helps the reader understand the text • A claim is debatable and requires supporting evidence to counter inevitable challenges a critical reader will make. • It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. • Readers determine if the writer's logic is based on valid, reliable evidence from current and credible source. 	<p>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>
RI.5.9	<ul style="list-style-type: none"> • Comparing is finding what is similar • Contrasting is finding what is different • Each author approaches their topic with a different style and point of view 	<ul style="list-style-type: none"> • Approaches to similar topics refers to the act of comparing and contrasting the "approach" to the same topic used by different authors, different texts, and different types of text. • Understand how to integrate information from a text into one written piece or speech. • Looking for what is important in informational text in the headings, table of contents, or first sentences of a paragraph. 	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
W.5.2	<ul style="list-style-type: none"> • Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone • Concluding statement or section provides a final statement or section that connects all the ideas and information, and then relate this to the information or explanation presented, bringing a sense of closure to the piece. • Concrete details are specific details that refer to action objects or places. • Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> • Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer • Structure helps the reader make meaning of the piece • Linking words and phrases help provide a connection between relationships or ideas • Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

W.5.2.a	<ul style="list-style-type: none"> Explanatory texts are defined by their objective; to explain or to inform the audience about a topic using facts and an objective tone Organizational structure is the logical progression and the completeness of ideas in a text. 	<ul style="list-style-type: none"> Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer Structure helps the reader make meaning of the piece 	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	<ul style="list-style-type: none"> Authors use text features to highlight important information Research will help to find information about a topic Concrete details are specific details that refer to action objects or places. 	<ul style="list-style-type: none"> Informative/explanatory texts need to contain facts, definitions, and details; to report what is seen by the writer Convey ideas and information clearly are when writers choose the most important facts and details about the subject, organizing, and grouping them to achieve a clear objective or focus. 	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	<ul style="list-style-type: none"> Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. 	<ul style="list-style-type: none"> Linking words and phrases help provide a connection between relationships or ideas 	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2.d	<ul style="list-style-type: none"> To be accurate and precise, writers, when writing about any topic or text on a specific subject, use domain specific vocabulary to explain or describe. 	<ul style="list-style-type: none"> Precise vocabulary and words specific to the domain or topic aid the writer when trying to explain the topic. 	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.4	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. That pieces on the same topic can differ depending on the audience and task Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. 	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others 	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.)

	<ul style="list-style-type: none"> • Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. • Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. • Purpose is what the writer is trying to accomplish with the piece • Task is the purpose for the writing and the genre. 	<ul style="list-style-type: none"> • Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. • Organization of a text helps the reader create meaning • Writer's purpose is shaped by the occasion, the topic, and the audience 	
W.5.5	<ul style="list-style-type: none"> • Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. • Editing is fixing spelling, punctuation, and grammar errors • Purpose is what the writer is trying to accomplish with the piece • Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. • Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> • Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. • Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. • Writer's purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Conventions help a reader create meaning from a text • Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
W.5.7	<ul style="list-style-type: none"> • Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions. • Researchers generate questions 	<ul style="list-style-type: none"> • Research can be done in a variety of ways to learn about a topic • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively • Questions are the driving purpose of the research 	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

	<ul style="list-style-type: none"> • Synthesizing multiple sources when researching a subject from different and competing angles to arrive at a meaningful or significant insight. 	<ul style="list-style-type: none"> • A writer must consider multiple sources (some offering alternative perspectives) to be considered reliable, valid, and substantial. 	
W.5.8	<ul style="list-style-type: none"> • Accuracy is correctness. The information used as evidence for a claim or support for a hypothesis is true, current, and precise. • Credibility is the measure of believability of the source of information, based on how current, established, and relevant the source is. • Research allows us to become an expert and develop an opinion about a topic • Shared research builds knowledge of everyone as information and ideas are shared collaboratively 	<ul style="list-style-type: none"> • Some sources are more credible than others • Writing can answer questions others or I have about a topic • Information for a writing piece can come from a variety of sources 	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.
W.5.9	<ul style="list-style-type: none"> • Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others • Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. • Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. 	<ul style="list-style-type: none"> • Support what you say with sound and relevant evidence. 	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.b	<ul style="list-style-type: none"> • Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others • Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. • Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. • Literary nonfiction (create fiction) are essays, biographies, memoirs, and histories. 	<ul style="list-style-type: none"> • Writers apply reading strategies to support their analysis and reflection of informational text. 	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]”).

W.5.10	<ul style="list-style-type: none"> • Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) • Purpose is what the writer is trying to accomplish with the piece • Reflection is going beyond revisiting details of what happened, but considering what it means • Revising is re-seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 	<ul style="list-style-type: none"> • Writer's purpose is shaped by the occasion, the topic, and the audience • Planning helps a writer develop a strong piece based on their purpose • Reflection helps a writer improve their piece • Revision makes our writing sound better 	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	<ul style="list-style-type: none"> • Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. • Elaborating on others remarks, either adding details or further developing a thought • Prepared is making use of any notes, ideas, any materials needed for a discussion. • Expressing is articulating and conveying an idea • Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Collaborative discussions lead to a collective understanding • Synthesizing information into a conclusion helps wrap up a discussion • Being prepared requires anticipating the demands and directions for a discussion. • Expressing your ideas isn't restating what someone else has said • During a conversation everyone is responsible for including other views and making all in the group feel involved 	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.
SL.5.2	<ul style="list-style-type: none"> • Summarize is giving a brief statement of the main points. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Diverse Media is all the different forms ideas and information, evidence and data 	<ul style="list-style-type: none"> • How to listen attentively to information being presented in order to communicate what it is mostly about. • Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>come in, including print, audio, video, photograph.</p> <ul style="list-style-type: none"> • Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the speaker to represent ideas more fully and effectively. • Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation. 		
SL.5.4	<ul style="list-style-type: none"> • Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. • Relevance is closely related to the topic or main idea • Recount is to give an account of an event or experience • Understandable Pace is how fast or slow you talk • Background Knowledge is information that is essential to understanding a situation • Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> • Presentations vary depending on the task, purpose, and audience • A clear organization structure allows listeners to hear and process the ideas presented • Not all information is relevant • Speak clearly at an understandable pace about a topic/text • Report, Tell and Recount on experiences about a topic/text • Use relevant and descriptive details to support the main idea and/or theme 	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	<ul style="list-style-type: none"> • Audio elements are recorded content, including music and sound effects, embedded into the presentation. • Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats • Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea 	<ul style="list-style-type: none"> • All available media and methods (e.g., images, audio, multimedia, words, graphs) elements enhance a presentation and make abstract information more comprehensible. 	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	<ul style="list-style-type: none"> • Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. • Formal is being in accordance with usual requirements and customs. • Context refers to the place as much as the 	<ul style="list-style-type: none"> • Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. • Command of formal English place a clear and consistent emphasis on being grammatically 	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 for specific expectations.)

	purpose of any speaking event (e.g., speaking in class, online, small and larger groups, the community at-large or at work with customers and colleagues, interviews)	correct and clearly enunciated words delivered with good eye contact. <ul style="list-style-type: none"> Speakers need to know how to speak in ways that would be appropriate when addressing customers, colleagues, classmates, or teachers. 	
L.5.4	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
L.5.6	<ul style="list-style-type: none"> Content or academic vocabulary words words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation academic words being used frequently during class are important to know and use 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Unit 6: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<p>Unit Performance Assessment:</p> <p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student's F&P reading level.</p> <p>Mastery Levels:</p>  <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the</p>	<p>R/R Quadrant</p> <p>21 Century</p> <p>D Critical Thinking Creativity Communication</p>
1,2	<p>RL.5.10</p> <p>RI.5.10</p>		

	<p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7</p> <p>W.5.2 L.5.3</p>	<p>district protocol. Assessment & Protocol</p> <p>Writing: “Think of a topic that you’ve studied or that you know a lot about. You will have two, forty-five minute sessions to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only these two sessions to complete this, so you’ll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. In your writing, make sure you:</p> <ul style="list-style-type: none"> • Write an introduction • Elaborate with a variety of information • Organize your writing • Use transition words • Write a conclusion” <p>Scoring Guide</p>	
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Unit 6: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.

Reader’s Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.4</p>	<p>1. Important Text Structure <i>This unit can be found in the If/Then Book on pgs. 165-195</i> Objectives: Students will:</p> <ul style="list-style-type: none"> • Know text structures 	<p>Setting Objectives and Providing</p>	<p>A Collaborati on</p>

	SL.5.2	<p>idea. As texts get more complicated, so do the ideas they are forwarding. Readers need to stop often and ask, “What does this part seem to be mostly about? How does it fit with what I already read?”</p> <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Choose a section from “Who Settled the West” and cover up the heading. ii. Model studying a text by pulling out main ideas and key details to summarize that portion of a text. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Choose another section from “Who Settled the West” and cover up the headings, so students are forced to do the heavy lifting with the the scaffolding of text features. ii. Provide copies of the text to reading partnerships. Engage students in determining the main ideas and key details to summarize that portion of the text. <p>d. Link: The teacher will send students off to read their nonfiction text on the assigned topic and remind students to jot main ideas and key details.</p> <p>e. Mid-Workshop: The teacher will:</p> <ul style="list-style-type: none"> i. The teacher will remind readers that summaries are meant to be concise versions of the text. That means that a summary should contain the most important ideas and information so that anyone who read or heard the summary would have a good grasp of the text’s most crucial ideas and information. ii. Leave students with the following questions that students can ask themselves to support this work: <ul style="list-style-type: none"> 1. How would you summarize this (paragraph, section, part) of the text? 2. What are the main ideas of this entire text? 3. Which detail would be most important to include in one of the main ideas of the text? 4. What is a main idea of the first three paragraphs of this text? The final section? <p>f. Share: The teacher will give students an opportunity to share their notes and summary with their reading partner.</p>	<p>Cooperative Learning</p> <p>Summarizing and Note Taking</p>	
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		Appendix Documents		
1	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.9 W.5.2 W.5.4 W.5.7 W.5.8 W.5.9 SL.5.4 L.5.4 L.5.6</p>	<p>3. Summarizing and Note Taking Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know the most important information ● Understand that although some details seem interesting, they may not be as important to helping you understand the main ideas. ● Be able to take notes that include only the most important information <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students of the work they did in Unit 2, Chunking of a Text. ii. “Today I want to teach you that researchers choose only what seems most important to jot down, and they jot mostly in their own words, quickly, without full sentences.” <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Model choosing only what seems most important by showing students how you read a chunk of text, then look up from the book and try to summarize what you read by listing the major points (you can hold up your hand and list the points on your fingers as a model for students to follow), then come up with an idea those points support. ii. Then show students how you quickly jot down what you wrote and then decide on a heading for the points you have listed. <p>c. Active Engagement: The teacher will offer students a chance to try this work with another chunk of text, pushing them to decide whether they need to create a new category to record the new information or whether it can be incorporated into the notes you have already taken. Remind students that some details seem interesting, they may not actually support the main idea.</p> <p>d. Link: The teacher will send students off to work, reminding them to read over their notes to see if they have included the names of key people, key places, and key events.</p> <p>e. Mid-Workshop: The teacher will point out to students how to quote within your notes, using quotation marks when you do so that you can then go back to incorporate quotes into your writing and conversation about your topic.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Ask students to form a circle with room for the teacher in the middle. 	<p>Setting Objectives and Providing Feedback</p> <p>Cues, Questions, and Advance Organizers</p>	<p>C</p> <p>Communication Creativity Critical Thinking</p>

		<p>ii. Encourage them to make connections between their learning by offering them some conversation prompts.</p> <ol style="list-style-type: none"> 1. That fits with what I'm learning because... 2. That's different from I'm learning because... 3. Now I'm starting to have a new idea... 4. This is helping me to understand why... 5. Now, I'm wondering... <p>Appendix Documents</p>		
1,3	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.9 W.5.2 W.5.4 W.5.7 W.5.8 W.5.9 SL.5.1 SL.5.4 SL.5.5 SL.5.6</p>	<p>5. Analyzing Point of View Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know point of view ● Understand opinion and facts ● Be able to analyze how author's craft depicts the author's point of view. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students the difference between a fact and opinion. ii. Readers, today I want to teach you that readers don't just think about the information in a text, they also figure out the point of view of the author of that text and how he or she might be swaying you to think a certain way about a topic. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Teach students that one way to figure out the author's point of view on a topic is to look for places where the author's opinion is coming through. You might show them two sentences: <ol style="list-style-type: none"> 1. Many settlers went west in covered wagons 2. Boldly, full of courage and determination, settlers set forth on the journey west. ii. You can let students know that the first statement is a fact. There are records to show that many settlers did go west in covered wagons. The second statement is an opinion. It is a feeling about the event. The words <i>boldly</i> and <i>full of courage and determination</i> in the second sentences are clues to the author's opinion. You can tell the author supports the settlers. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Show students three texts on the transcontinental railroad (pg. 190 and 191 from If...Then..Curriculum). 	<p>Setting Objectives and Providing Feedback</p> <p>Providing Practice</p>	<p>C</p> <p>Critical Thinking Communication</p>

		<p>ii. Likely students will notice that while one author has taken what seems to be a more “neutral” positions, not mentioning any of the conflict and portraying the railroad as wholly good, another author's is more nuanced, allowing for some of the complications that came along with the building of the railroad.</p> <p>iii. Lead students to discuss the kinds of language choices that the authors have made and what those language choices show about the authors' points of view on topics and events.</p> <p>d. Link: The teacher will send students off to practice this using multiple accounts of the same event (including first-person and third-person accounts and in different types of text structures).</p> <p>e. Mid-Workshop: The teacher will: provide each group of students a primary source document they have already studied and let them try this point of view work with these documents. Some questions they may ask themselves and others:</p> <ol style="list-style-type: none"> 1. Suppose the (person involved) wrote about the (event). How would is account most likely be different than the account given by the (outside observer)? 2. What are the differences in focus between the two accounts? 3. What is the purpose of each of the documents? How does that help you to think about the author's point of view? 4. What words or phrases best show the author's point of view? 5. How does the point of view in (text 1) differ from the point of view in (text 2)? 6. The points of view in both texts are similar because both authors.....? <p>f. Share: The teacher will invite students to share with their reading partner the point of view from a text they worked with today and how the author might be swaying them to think a certain way about the topic.</p> <p>Appendix Documents</p>	Cooperative Learning	
1,3	RI.5.1 RI.5.2 RI.5.3	<p>6. Celebration Objectives: Students will:</p> <ul style="list-style-type: none"> • Know that researches celebrate their hard work. 	Setting	C/D Collaborati

	RI.5.4 RI.5.5 RI.5.6 RI.5.9 W.5.2 W.5.4 W.5.7 W.5.8 W.5.9 SL.5.1 SL.5.4 SL.5.5 SL.5.6	<ul style="list-style-type: none"> ● Understand the importance of sharing their research with others and seeing the effect their research may have on their audience. ● Be able to take their learning and apply it to future researching tasks. <p><i>Note to teacher:</i> Classroom celebrations will vary within each classroom. A celebration idea may be an expert fair, in which you invite students from other classes, and ideally, parents and caregivers, to attend the fair and learn from your students' hard won expertise. Organize your classroom so that your students are set up in "booths" around the room. You may place students with similar topics together and ask them to plan their expert work together. Visitors will mingle from booth to booth, to listen to each group's presentation.</p> <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Welcome visitors to the classroom.. ii. "Today I want to teach you that researchers often celebrate their learning by sharing it with others." <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Explain the structure for today's celebration. ii. Share expectations for the celebration (especially if guests are arriving for the celebration) <p>c. Active Engagement: The teacher will have students actively participating in the celebration that was chosen for the individual classroom.</p> <p>d. Link: The teacher will allow students to get in their groups to present their expert topic to their visitors.</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Gather students in the meeting area to reflect on the great work they were able to accomplish in this unit. ii. Ask students to jot down a few key pieces of learning that they plan to carry with them each time they engage in research. 	Objectives and Providing Feedback	on Communication Creativity
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Writer's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	W.5.7	1. Organizing for the Journey Ahead (Session 1)		A

		<p>other perspectives on the same story.</p> <p>ii. “ That is what I want to teach you today - that every single story or fact has multiple points of view from which it can be seen, and writers need to always ask themselves, ‘What are some other ways to see this story?’ Often this means keeping an ear, an eye, out for the voices of people whose points of view are not often heard.”</p> <p>b. Teaching: Teacher will:</p> <p>i. Explain that writers of information need to seek out other perspectives to the stories they are researching, and offer an example of finding the first story and then finding other perspectives.</p> <p>ii. Debrief in a way that creates generalizations that apply to other days, other texts.</p> <p>c. Active Engagement: Teacher will use a shared video clip or artifact, ask students to describe the first story and then, to go beyond that, finding other perspectives.</p> <p>d. Link: Teachers will remind students to carry with them this question of what other perspectives they could include in their writing.</p> <p>e. Mid-Workshop Teaching: Teacher will help students to compare and contrast primary source documents with a partner that is not studying the same subtopic they are studying.</p> <p>f. Share: Teacher will:</p> <p>i. Guide students to talk about how the mentor text (the video) used quotations</p> <p>ii. Ask students to think more about the qualities of good informational writing.</p> <p>Session 14 Appendix Documents</p>	<p>Practice</p> <p>Similarities and Differences</p>	
2	SL.5.1	<p>6. Celebration (Session 20)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know that writers celebrate their writing when finished with text. ● Understand the importance of sharing their writing with others and seeing the effect their writing may have on their audience. ● Be able to take their learning and apply it to future writing tasks <p><i>Note to teacher:</i> Teacher celebrations will vary within each classroom. Some options for your celebration could include: a Museum share, seminars for younger</p>	<p>Setting Objectives</p>	<p>C/D</p> <p>Collaboration Communication Creativity</p>

		<p>students, website or blogs to share out writing globally, making copies to distribute to classroom or school libraries. Other options to incorporate technology into your celebration: Google hangout, twitter chat, Skype, Today's meet, or Padlet (as a feedback/check-in)</p> <p>a. Connection: Teacher will have students reflect on all the hard work and thought that has gone into their final project and gear up for the celebration about to commence.</p> <p>b. Teaching: Teacher will:</p> <ol style="list-style-type: none"> i. Explain the structure for today's celebration. ii. Share expectations for the celebration (especially if guests are arriving for the celebration) <p>c. Active Engagement: Teacher will have students actively participating in the celebration that was chosen for the individual classroom.</p> <p>d. Link: The teacher will allow students to give feedback or check-in with the information that they learned from other student presentations or projects.</p> <p>e. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Give students the opportunity to praise their peers work. ii. Share with students that the work they just completed will be helpful to future writing pieces. <p>Session 20 Appendix Documents</p>	<p>Providing Recognition</p> <p>Reinforcing Effort</p> <p>Providing Feedback</p>	
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Language/ Word Study

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	RL.5.1 RI.5.1	<p><u>Interactive Read Aloud</u> Teacher choice of read aloud.</p> <p>Students will collaboratively discuss texts.</p>	Cooperative Learning	C Critical Thinking
1	L.5.1.d	<p><u>Grammar Strategy:</u> Go through your draft, underlining all the verbs. For each verb, ask yourself, "Is this</p>	Settign Objectives	C Critical Thinking

happening now (present), did it happen earlier (past), or is it about to happen (future)?" Check to make sure the verbs within a sentence show the same time.

Teaching Tip:

There is an exception to this rule! There are certain sentence constructions where you are communicating about different times within the same sentence. For instance, in the sentence "When Mary gets here, everyone will laugh at her," *gets* is present and *will laugh* is future. This makes sense with the sentence as the first and second parts of the sentence communicate different times. Depending on the writers you teach, you may want to offer the rule and the exceptions to the rule. For less-experienced writers and/or English language learners, it may be helpful to have a list of verbs conjugated in present, past, and future tense to provide them with examples. Be sure to use both regular (e.g., *walk/walked*) and irregular (e.g., *stand/stood, go/went*) verbs.

Prompts:

- When did it happen?
- Check the other verbs in that sentence.
- Let's identify the tense of each verb.
- Is it happening now? Or in the past?
- I see you caught two different tenses in the same sentence. Which one will you change? Why?

Mixed Tenses	Tense Consistency
During the lesson, Marco stood up then dives into the water. (past/present)	During the lesson, Marco stood up then dove into the water. (past/past) OR During the lesson, Marco stands up then dives into the water. (present/present)
The tiny bird sits on the ground and cried out for its mother. (present/past)	The tiny bird sits on the ground and cries out for its mother. (present/present)

Homework and Practice

		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> OR The tiny bird sat on the ground and cried out for its mother. (past/past) </div> <p><i>Adapted from: The Writing Strategies Book by Jennifer Serravallo p. 353</i></p>																		
2	L.5.2.c	<p>Grammar Teacher will use mentor texts as examples of commas setting off the words yes and no (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentences (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Students apply skill in thier writing.</p>	Settign Objectives Homework and Practice	C Critical Thinking																
1, 2, 3, 4	L.5.4 L.5.6	<p>Interactive Vocabulary</p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> • Organizers like concept mapping or Frayar model • Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write • Similarities and differences looking at similar and different words to the term • Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communica tion Collaboratio n																
1	RF.5.3	<p>Benchmark Phonics: Unit 8: Water & Unit 9: Economies in Transition</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3" style="background-color: #f4a460;">Whole Group</th> <th colspan="2" style="background-color: #4a7ebb; color: white;">Small Group</th> </tr> <tr> <th style="background-color: #f4a460;">LESSON 1</th> <th style="background-color: #f4a460;">LESSON 2</th> <th style="background-color: #f4a460;">LESSON 3</th> <th style="background-color: #f4a460;">LESSON 4</th> <th style="background-color: #f4a460;">LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f4a460; vertical-align: middle; font-weight: bold; writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 1</td> <td style="background-color: #f4a460;"> Diphthongs /ou/ and /oi/ • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td style="background-color: #f4a460;"> Diphthongs /ou/ and /oi/ • Spelling-Sound Correspondences • Read Accountable Text "Why the Sea Is Salty" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect </td> <td style="background-color: #f4a460;"> Diphthongs /ou/ and /oi/ • Reread to Build Fluency "Why the Sea Is Salty" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td style="background-color: #f4a460;"> Diphthongs /ou/ and /oi/ • Read Interactive Text "The Deepest Place on Earth" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td style="background-color: #f4a460;"> Review and Assess Diphthongs /ou/ and /oi/ • Reread for Fluency "The Deepest Place on Earth" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Diphthongs /ou/ and /oi/ • Spelling-Sound Correspondences • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Diphthongs /ou/ and /oi/ • Spelling-Sound Correspondences • Read Accountable Text "Why the Sea Is Salty" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect	Diphthongs /ou/ and /oi/ • Reread to Build Fluency "Why the Sea Is Salty" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Diphthongs /ou/ and /oi/ • Read Interactive Text "The Deepest Place on Earth" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Diphthongs /ou/ and /oi/ • Reread for Fluency "The Deepest Place on Earth" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Cooperative Learning Homework & Practice Similarities and Differences	C Critical Thinking Collaborati on
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		Whole Group			Small Group				
		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5			
WEEK 1	Irregular Past Tense Verbs	Irregular Past Tense Verbs	Irregular Past Tense Verbs	Irregular Past Tense Verbs	Irregular Past Tense Verbs	Review and Assess Irregular Past Tense Verbs			
	<ul style="list-style-type: none"> • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect 	<ul style="list-style-type: none"> • Spelling-Sound Correspondences • Read Accountable Text "A Dreadful Day" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect 	<ul style="list-style-type: none"> • Reread to Build Fluency "A Dreadful Day" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect 	<ul style="list-style-type: none"> • Read Interactive Text "The Foolish Brothers" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency 	<ul style="list-style-type: none"> • Reread for Fluency "The Foolish Brothers" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment 				

Unit 6: Resources

UNIT RESOURCES

Teacher Resources:

- *Who Settled the West?* by Bobbie Kalman
- UOS for Teaching Reading: If...Then...Curriculum
- UOS for Teaching Writing: The Lens of History: Research Reports (Bk. 2)
- [Appendix Documents](#)
- [Heinemann Website](#)
- Benchmark Phonics

Student Resources:

- Reader's notebook
- Reader's log
- Writer's notebook and /or drafting tablets
- Post-its

Vocabulary:

categorizing: A structural pattern used especially in nonfiction texts to present information in logical categories of related material

cohesion: the act or state of cohering, uniting, or sticking together

geography: The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries

paraphrase: using one's own words to express the main ideas in what has been read, seen, or heard

primary source: pertaining to or being a firsthand account, original data, etc., or based on direct knowledge

subtopic: a topic that is included within another topic

text feature: parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, sub headings, indexes, key words, sidebars, hyperlinks)

Unit 7: Fantasy Book Clubs: The Magic of Themes and Symbols (Bk. 4) & Shaping Texts: From Essay and Narrative to Memoir (Bk. 3)

Content Area: English Language Arts	Course: Fifth Grade	UNIT: Fantasy Book Clubs: The Magic of Themes of Symbols & Shaping Texts: From Essay and Narrative to Memoir
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<p>Unit Description:</p> <p>Reading: In this unit, students will be learning to be better readers by reading fantasy novels. With exciting plots and young heros, these novels entice children to read. Fantasy novels also teach readers to deal with complexity through multi-faceted characters, multiple plot lines, shifting timelines, tricky narrative structures, and complicated symbolism. This unit, then, aims to help you create lifelong readers of all your children.</p> <p>Writing: In this unit, students will be given time and freedom to write what they know a lot about and are passionate about using knowledge from their lived experience. Students will be able to discern the central ideas and themes in a text, that can also mean the texts of their lives. Students will be able to analyze that text, to find new meanings.</p>	<p>Unit Timeline: 20 days</p>
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Communicate effectively using voice and purpose in a variety of forms.
- Invest in their learning in order to engage in the world around them.
- Develop an understanding of diversity in order to respect views of others.
- Persevere through challenges in order to reflect and develop opportunities for growth.

Understandings – *Students will understand that... (Big Ideas)*

1. Readers use a variety of strategies to make meaning and apply critical thinking to multiple texts.
2. Writers communicate in a variety of ways using relevant information to develop their writing.
3. Speakers and Listeners engage in collaborative discussion to build upon others' ideas while expressing their own thinking.

Essential Questions: *Students will keep considering...*

- What strategies can a reader use to understand multiple complex texts?
- How do readers analyze text to make meaning?
- How do writers develop their ideas effectively?
- How do writers communicate their ideas to a specific audience?
- How do speakers prepare to engage in a collaborative discussion?
- How do listeners take other’s ideas to express their own thinking?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.5.1	<ul style="list-style-type: none"> • Draw inferences is to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues • Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning • Quote accurately is to “lift lines” directly from the text or copy specific sections of the text to demonstrate understanding • Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 	<ul style="list-style-type: none"> • Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole • Close reading emphasizes not only surface surface details but the deeper meanings and larger connotations between words, sentences, and the full text • Explicit quotes from the text can be used to support your ideas 	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
RL.5.2	<ul style="list-style-type: none"> • Themes are the ideas the text explains, develops, and explores; there can be more than one , but themes are what the text is actually about. • Theme is conveyed directly or indirectly through particular details. • Authors develop their ideas by adding imagery, details, examples, and other information over the course of the text. • The author’s development of an idea has an effect on the meaning of the text 	<ul style="list-style-type: none"> • Central ideas of a text are similar to beams of a building, the main elements that make up the text and that all the supporting details help to develop. • How characters respond to challenges throughout a text adds to the event sequence. • There are often one or more common themes in literature. • Repeating language and symbols often suggest the theme of a text. • Careful and close examination of the development of a text helps to create meaning. 	<p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

RL.5.3	<ul style="list-style-type: none"> Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge. Cause/effect relationship is the relationship between the reason (“why”) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result. The interactions between characters, settings, or events in a story or drama can be used to understand how a character changes. 	<ul style="list-style-type: none"> Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text. A lot can be learned by observing how a character handles difficult situations As stories unfold, events and characters change; these changes are the consequence of the interactions that take place between people, events, and ideas within a story or an actual event. Character’s actions add to the plot and move along the sequence of events toward the ending Feelings often motive characters to act in a certain way Similarities and differences between characters can lead to tension in a story or drama. 	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).
RL.5.4	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Authors repeat the same lines for emphasis or effect A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. Tone is the voice of the text. It can be formal or informal. 	<ul style="list-style-type: none"> Surrounding sentences help to determine the meaning of figurative language Language helps keep readers engaged and sets the tone. Tone often reveals something about the dynamics between characters and what the characters are thinking. 	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	<ul style="list-style-type: none"> Structure of texts refers to how authors organize their ideas and the text as a whole. Drama is written to primarily be performed. The elements of drama are characters, setting, descriptions, dialogue, stage directions, and theme. There is a structure to drama that includes plot an additional stages and sets and scenes. 	<ul style="list-style-type: none"> Parts of a text build on one another to make a whole. Authors build the story in each chapter, scene, or stanza to create an overall structure. We can break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text. 	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, poem.

RL.5.6	<ul style="list-style-type: none"> Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings Third person is when a narrator who usually identifies with the main character's point of view. The perspective from which you tell a story limits what content you can include. Assess means to evaluate what the point of view is and how it shapes the story. 	<ul style="list-style-type: none"> Readers must analyze different perspectives from various accounts to gain an understanding or position about a subject. Readers should consider point of view when analyzing the development of a text. Point of view of a text affects the description of events. 	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	<ul style="list-style-type: none"> Mood is the atmosphere in the text that evokes a certain emotion or feeling. Different types of media (e.g., print, pictures, and illustrations, and electronic and new media) Digital text refers to any document of any sort created or reformatted to be read, viewed, or experienced on digital technology. 	<ul style="list-style-type: none"> Stories can be told in multiple ways The same idea can be expressed in different ways, and the formal used can have an effect on the mood/tone. Writers use different devices to set the mood of a text. Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. 	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).
RL.5.9	<ul style="list-style-type: none"> Comparing themes/settings/plots is finding what is similar between those themes/settings/plots Contrasting themes/settings/plots is finding what is different between those themes/settings/plots 	<ul style="list-style-type: none"> Themes are what the author wants you to come away with Themes can be compared/contrasted in stories across the same genre. 	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.1	<ul style="list-style-type: none"> Read closely emphasizing not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text Explicitly is stated in great or precise detail; may pertain to factual information or literal meaning Quote accurately is to "lift lines" directly from the text or copy specific sections of the text to demonstrate understanding 	<ul style="list-style-type: none"> Taking a group of details and drawing insight or understanding about the meaning or importance within the passage of the text as a whole Close reading emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text Evidence--a detail, quotations, or example--in the text can be used to support your ideas Analytical questions are answered by inferring with details from the text 	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	<ul style="list-style-type: none"> ● Cite specific text evidence by quoting a specific passage from the text to support claim, assertions, or argument. Evidence comes from the text itself. 		
RI.5.2	<ul style="list-style-type: none"> ● Main idea is the most important or central idea of a paragraph or a larger part of a text. The main idea tells the reader what the text is about and what the author wants you to remember most. ● Key details are the parts of a text that support the main idea 	<ul style="list-style-type: none"> ● That key details support what the text is mostly about ● Summaries include key details and facts from the text. ● Readers choose specific text evidence to support their summary. ● Complex text often have one or more main ideas. 	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	<ul style="list-style-type: none"> ● Sequence of events are the order that events take place. ● Scientific ideas are concepts ● Technical procedure are the steps or stages in a course of action ● Cause and effect relationships are the reasons something has happened and the consequences of the action. ● To develop is to change, increasing or decreasing in importance, growing more complex or evolving into something different altogether. 	<ul style="list-style-type: none"> ● Historical events are tied together (cause/effect relationships) ● The connection between scientific ideas and concepts ● Key steps or stages are more important than others depending on how it affects the outcome (ie. people, events, environment) ● Observe how various people, events, ideas, or concepts influence each other over time 	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.
RF.5.4	<ul style="list-style-type: none"> ● Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression ● Accuracy refers to reading words correctly or precisely. ● Readers read with expression, conveying emotion or feeling while reading. ● Readers use strategies to help their understanding (e.g., self-correct, reread, etc) ● Readers have a plan when they don't know a word. 	<ul style="list-style-type: none"> ● Readers read with expression, fluently and accurately to get an author's intended meaning. ● Strategies for when we don't know a word. ● Audiences should understand text when it is read aloud. 	Read with sufficient accuracy and fluency to support comprehension.
W.5.1	<ul style="list-style-type: none"> ● Point of view is the place, vantage point, or consciousness through which we hear or see someone describe a situation, tell a story, or make an argument. 	<ul style="list-style-type: none"> ● Point of view can be different for each person even based on the same experience ● What the opinion is and why by providing reasons supported by facts and details 	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	<ul style="list-style-type: none"> ● Opinion is a belief, conclusion, or judgement based on reasoning. ● Organizational structure is the logical progression and the completeness of ideas in a text. ● Evidence is the detail the writer provides to support opinion (e.g., facts, quotations, examples, photographs, expert opinions, etc.). ● Reasons/reasoning are what writer bases claims and ideas on more than personal preference. The reasons to support an opinion must be based on evidence, information, and logic. ● Linking words and phrases connect one sentence, ideas, or paragraph to another, allowing writer to express the nature or importance of the relationship between the two ideas. ● Claim is the statement that the writer is attempting to prove is true. A thesis statement is the writer's main claim. ● Arguments are claims backed by reasons that are supported by evidence. ● Analysis involves breaking up a complex idea or process into smaller parts to make it easier to understand. 	<ul style="list-style-type: none"> ● Structure helps the reader make meaning of the piece ● Linking words provide a connection to the opinion statement ● Effective claims are short, precise, clear, and summarize the writer's main point ● Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. 	
W.5.3	<ul style="list-style-type: none"> ● Narrative is a story one tells. A narrative can be fictional or grounded in facts, such as an autobiographical or historical narrative, or a recount of personal experience in one's life. ● Narrative text structures traditionally have a beginning, a problem, a series of events, a resolution of the problem, and an ending. ● Descriptions are details of people, places, and events, bringing alive the details in vivid ways that convey the characters' emotions and capture the reader's imagination. ● Event sequence is the order of events in which the story occurs. 	<ul style="list-style-type: none"> ● Narrative pieces are a genre of writing that includes multiple types (e.g., poetry, historical fiction, autobiographical, etc). ● Writers must develop the character(s), place(s) or event(s) as they move through time and change if they are to seem real. When developing a character in a story, adding specific details about what the characters did, said, and thought, which brings the characters to life. ● Events that are well organized help the reader understand the story. 	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.b	<ul style="list-style-type: none"> Literary (narrative) techniques are carefully crafted to create certain emotional impacts on the reader. Dialogue are the actual words the characters say. Dialogue is written with quotation marks and is a conversation between two or more characters. Pacing is the speed at which the action unfolds or the story is told. 	<ul style="list-style-type: none"> Details in a story bring the story to life and help the reader create mental pictures of what is taking place in the story. 	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.d	<ul style="list-style-type: none"> Concrete words refer to things we can touch, see, hear, smell, and taste. Sensory language (details) evokes a place, person, or situation through its use of smells, sounds, textures, and other rich details. 	<ul style="list-style-type: none"> Concrete words provide facts and details to the text. Including concrete words and sensory details help the reader understand the experiences and emotions in the story. 	Use concrete words or phrases and sensory details to convey experiences and events precisely.
W.5.4	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowing the audience of a piece will help an author anticipate and respond appropriately to their concerns and questions about a topic. That pieces on the same topic can differ depending on the audience and task Effective writers produce clear compositions by using precise words, proper grammar, and sentence structure. Writers develop the character(s), place(s), or event (s) as they move through time and change if they are to seem real. Development includes everything from examples and quotations, to details and other forms of evidence used to support and illustrate whatever the writer is saying about the subject. Organization comes in a variety of approaches, what matters most is a clear, appropriate, logical, and effective structure to the idea. Purpose is what the writer is trying to accomplish with the piece 	<ul style="list-style-type: none"> (Grade-specific expectations for writing types are defined in standards 1-3 above.) Determine who the audience for the piece of writing will be and make decisions for the piece based on the following questions: <i>what do they already know or need to learn to understand the writer's message? How is the audience likely to respond to the piece? What biases do they have that as the writer I must anticipate and address to effectively advance my argument?</i> Attention to detail is important to produce a quality piece, it includes revision, editing, and receiving feedback from others Development should extend, clarify, or enhance the writer's claims or, in narratives, advance the story. It can look like figures, tables, dialogue, or images that add more information or further illustration. Organization of a text helps the reader create meaning Writer's purpose is shaped by the occasion, the topic, and the audience 	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.)

	<ul style="list-style-type: none"> Task is the purpose for the writing and the genre. 		
W.5.5	<ul style="list-style-type: none"> Revising is to re-see, consider the paper or idea from a whole new angle or hear a different way to express an idea or emotion. Editing is fixing spelling, punctuation, and grammar errors Purpose is what the writer is trying to accomplish with the piece Planning is what writers do to prepare for writing for a piece (e.g., outline ideas, gather and generate ideas, create an outline, brainstorm, mind map, etc.) Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Conventions are the rules that apply to and govern the genre, format, grammar, spelling, and other aspects of writing a paper. Strengthening a piece is revising for concision, clarity, and coherence. 	<ul style="list-style-type: none"> Revising a piece could be adding details or deleting information, connecting sentences to make it flow better. Editing makes our writing look better and helps the reader understand the piece. It can be done while composing the piece, not just at the end of the process. Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Conventions help a reader create meaning from a text Strengthening a piece tightens wording, refines arguments, removes unnecessary information so key ideas, reasoning, and evidence are emphasized. 	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
W.5.9.a	<ul style="list-style-type: none"> Evidence facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others Draw (gather) evidence from all that is read, seen, or heard about a subject that best supports a claim. Analysis to break down a subject, text, event, or process into its component parts to understand what it means or how it works. Literary texts are fiction, drama, poetry, art, and graphic novels. 	<ul style="list-style-type: none"> Writers apply reading strategies to support their analysis and reflection of literary text. 	<p>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>
W.5.10	<ul style="list-style-type: none"> Audience is who the piece will be presented to (e.g., teacher, students, community, etc.) Purpose is what the writer is trying to accomplish with the piece 	<ul style="list-style-type: none"> Writer's purpose is shapes by the occasion, the topic, and the audience Planning helps a writer develop a strong piece based on their purpose Reflection helps a writer improve their piece Revision makes our writing sound better 	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,</p>

	<ul style="list-style-type: none"> • Reflection is going beyond revisiting details of what happened, but considering what it means • Revising is re-seeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better. 		purposes, and audiences.
SL.5.1	<ul style="list-style-type: none"> • Collaborative discussion refers to discussing ideas and working jointly with others to create new thinking. Partners take the remarks of others and add details or further develop the thoughts. • Draw conclusions using the key ideas and evidence and also the implied or inferred meaning. • Elaborating on others remarks, either adding details or further developing a thought • Prepared is making use of any notes, ideas, any materials needed for a discussion. • Expressing is articulating and conveying an idea • Question is what you ask to gain information or clarify understanding 	<ul style="list-style-type: none"> • Building upon others' talk in conversation deepens the discussion • Collaborative discussions lead to a collective understanding • Synthesizing information into a conclusion helps wrap up a discussion • Being prepared requires anticipating the demands and directions for a discussion. • Expressing your ideas isn't restating what someone else has said • During a conversation everyone is responsible for including other views and making all in the group feel involved 	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.
SL.5.2	<ul style="list-style-type: none"> • Summarize is giving a brief statement of the main points. • Visual, Oral, and Quantitative information are images, video, art graphics of any other sort intended to convey the ideas the speaker wants to communicate; measurable, quantifiable data that is displayed or formatted so as to suit the speaker's purpose. • Diverse Media is all the different forms ideas and information, evidence and data come in, including print, audio, video, photograph. • Format refers to the ways in which information can be presented--charts, graphics, slides, images, as well as multiple media, all of which allow the 	<ul style="list-style-type: none"> • How to listen attentively to information being presented in order to communicate what it is mostly about. • Writers identify key ideas to summarize, in their own words, the information that is presented 	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>speaker to represent ideas more fully and effectively.</p> <ul style="list-style-type: none"> ● Evaluate is to determine the quality, value, use or importance of data, details or other forms of information one includes in his/her presentation. 		
SL.5.4	<ul style="list-style-type: none"> ● Theme is the central underlying idea, concept, or message that the author conveys in a fiction text. ● Relevance is closely related to the topic or main idea ● Recount is to give an account of an event or experience ● Understandable Pace is how fast or slow you talk ● Background Knowledge is information that is essential to understanding a situation ● Organization is the appropriate and effective structure. 	<ul style="list-style-type: none"> ● Presentations vary depending on the task, purpose, and audience ● A clear organization structure allows listeners to hear and process the ideas presented ● Not all information is relevant ● Speak clearly at an understandable pace about a topic/text ● Report, Tell and Recount on experiences about a topic/text ● Use relevant and descriptive details to support the main idea and/or theme 	<p>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>
SL.5.5	<ul style="list-style-type: none"> ● Audio elements are recorded content, including music and sound effects, embedded into the presentation. ● Digital media includes presentation software (Powerpoint, Keynote, Google Slides, etc); digital images, screen captures of online material, stand-alone or embedded video, along with audio and mixed-media formats ● Visual displays (e.g., tables, charts, graphs, infographics, etc.) convey an idea 	<ul style="list-style-type: none"> ● All available media and methods (e.g., images, audio, multimedia, words, graphs) elements enhance a presentation and make abstract information more comprehensible. 	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
SL.5.6	<ul style="list-style-type: none"> ● Informal discourse is the talk and discussions between peers that is relaxed, casual, and familiar. ● Formal is being in accordance with usual requirements and customs. ● Context refers to the place as much as the purpose of any speaking event (e.g., speaking in class, online, small and larger groups, the community at-large or at work with customers and colleagues, interviews) 	<ul style="list-style-type: none"> ● Each presentation or talk has its own unique audience each time one speaks, and so it's important to know how to speak to address the audience and the occasion. ● Command of formal English place a clear and consistent emphasis on being grammatically correct and clearly enunciated words delivered with good eye contact. ● Speakers need to know how to speak in ways that would be appropriate when addressing customers, colleagues, classmates, or teachers. 	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards L.5.1 and L.5.3 for specific expectations.)</p>

L.5.1	<ul style="list-style-type: none"> Grammar is the study of words and their component parts and how they combine to form sentences; the structural relationships in language that contribute to their meaning. Usage is how one uses language-- and if it is permitted, approved. 	<ul style="list-style-type: none"> Grammar rules help us be effective communicators 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	<ul style="list-style-type: none"> Capitalization signals where a sentence begins but also indicates that word is a title, a person's name, a product or band name, or some other form of a proper noun. Punctuation refers to all the marks--period, comma, colon, semicolon, dash, hyphen, quotation and question marks, parentheses, exclamation points, and others--that writers use to be clear, make connections, and create a style that suggests how the text should be read. It is, as some say, what makes the music of the writing happen in ways similar to musical notations that signal where, when, and how long to stop or speed up, where to pause and what to emphasize. Conventional spelling is the correct spelling of a word, the one you would find in a dictionary. 	<ul style="list-style-type: none"> Standard English has convention rules to help us be effective communicators Convention rules help the reader understand what we have written Spelling patterns are common configurations of letters in several words 	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	<ul style="list-style-type: none"> Language is a body of words and the systems for their use common to a people who are of the same community or nation, the same geographical area, or the same cultural tradition. Conventions are those rules about which punctuation marks to use, how, when, why, and where to use them when writing different types of documents in various media. 	<ul style="list-style-type: none"> Drawing on elements such as syntax, rhetoric, punctuation, and diction, writers choose words and arrange them to serve a purpose or for effect 	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	<ul style="list-style-type: none"> Multiple-meaning words are words that mean more than one thing, depending on the context 	<ul style="list-style-type: none"> Language has specific rules Word parts change the meaning of the sentences/phrases 	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5</i>

			<i>reading and content</i> , choosing flexibly from a range of strategies.
L.5.5	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. Word relationships are how two or more words might be related grammatically, rhetorically, conceptually, or in some other meaningful way as they are used in a text. Included in this category of words are figures of speech such as metaphors, analogies, and similes, which are based entirely on associations and relationships between words and ideas. 	<ul style="list-style-type: none"> Language creates mental pictures Figurative Language helps keep readers engaged Real life connections help anchor meaning of words Words have a variety of meaning Words express how the author feels 	Demonstrate understanding of word relationships and nuances in word meanings.
L.5.5.a	<ul style="list-style-type: none"> Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader. Literal language is factual and explicit, the reader does not need to infer to glean the meaning. Nonliteral language implies figurative language—often similes, metaphors, personification, and abstract words. A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”) A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”) Personification involved attributing human characteristics to something that is non-human. 	<ul style="list-style-type: none"> Figurative language changes or goes beyond literal meaning. Language creates mental pictures Language helps keep readers engaged 	Interpret figurative language, including similes and metaphors, in context.
L.5.6	<ul style="list-style-type: none"> Content or academic vocabulary words 	<ul style="list-style-type: none"> Readers constantly learn and use new words through conversations and texts Identify unknown words and seek meaning 	Acquire and use accurately grade-appropriate conversational, general academic, and

	<ul style="list-style-type: none"> words and phrases that signal time or relationships (after, before, next) in conversation 	<ul style="list-style-type: none"> certain words are used during certain grade-appropriate and/or academic conversations the importance of using and understanding subject specific vocabulary during classroom conversation academic words being used frequently during class are important to know and use 	<p>domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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Unit 7: Assessment

EVIDENCE of LEARNING

<u>Understanding</u> 1,2	<u>Standards</u> RL.5.10 RI.5.10 RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.6 RI.5.7	<p><u>Unit Performance Assessment:</u></p> <p>Reading: Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of the quarter) for reading is the determination of a student’s F&P reading level.</p> <p>Mastery Levels:</p> <table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th colspan="4">F&P Reading Level</th> </tr> <tr> <th>Level</th> <th>Lexile Measure</th> <th>Approximate Grade</th> <th>Approximate Age</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100-120</td> <td>1</td> <td>6-7</td> </tr> <tr> <td>2</td> <td>120-150</td> <td>2</td> <td>7-8</td> </tr> <tr> <td>3</td> <td>150-180</td> <td>3</td> <td>8-9</td> </tr> <tr> <td>4</td> <td>180-220</td> <td>4</td> <td>9-10</td> </tr> <tr> <td>5</td> <td>220-260</td> <td>5</td> <td>10-11</td> </tr> <tr> <td>6</td> <td>260-300</td> <td>6</td> <td>11-12</td> </tr> </tbody> </table> <p>Teachers will administer the Fifth Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. Assessment & Protocol</p> <p>Writing: <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow we will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you have forty-five minutes to complete this, so you will need to plan, draft, and revise in one sitting.</i></p> <p><i>If you want to find and use information from a book or an outside source, you may bring it with you</i></p>	F&P Reading Level				Level	Lexile Measure	Approximate Grade	Approximate Age	1	100-120	1	6-7	2	120-150	2	7-8	3	150-180	3	8-9	4	180-220	4	9-10	5	220-260	5	10-11	6	260-300	6	11-12	<p><u>R/R Quadrant</u></p> <p style="text-align: center;"><u>21 Century</u></p> <p style="text-align: center;">D Critical Thinking Creativity Communication</p>
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	W.5.1 L.5.3	<i>tomorrow. In your writing make sure you:</i> <ul style="list-style-type: none"> ● Write an introduction ● State your opinion or claim ● Give reasons and evidence ● Organize your writing ● Acknowledge counterclaims ● Use transition words ● Write a conclusion Opinion Rubric	
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Unit 7: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *Teacher can use pre-assessment in writing and assessment wall data to plan for instruction.*

Reader's Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1	RL.5.1 RL.5.2 RL.5.3	1. Learning alongside the Main Character (Session 2) Objectives: Students will: <ul style="list-style-type: none"> ● Know main characters grow throughout stories ● Understand how learn alongside main characters as they read ● Be able to be alert to clues that characters are in the midst of important learning experiences. a. Connection: The teacher will: <ol style="list-style-type: none"> i. Tell a story about your reading experience, where a main character seems confused by his or her environment. ii. "Readers, today I want to teach you that in complicated stories such 	Setting Objectives	B Critical Thinking Collaborati on Communic ation

		<p>as fantasy novels, often the main characters begin without a lot of knowledge, and they have a steep learning curve. As alert readers, when the main character is told important information or has dramatic new experiences, you can see those moments as opportunities for you to learn hand in hand with main character.”</p> <p>b. Teaching: The teacher will demonstrate in your read-aloud text how you learn with the main characters as they ask questions, hear explanations, and have new experiences.</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students of text markers that indicate the character is learning, such as direct questions, explanations, and unfamiliar experiences. Set them up to try this work on a text excerpt of the read-aloud. ii. Ask students to turn and talk - and then summarize what they said. <p>d. Link: The teacher will give you students a moment to talk about the learning curve of the main character in their book. Then encourage your students to use their pencils as they read, and send them off.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students that as they learn along with the characters that often times they can infer ahead of the character.</p> <p>f. Share: The teacher will channel students to take responsibility for their own independent reading lives.</p> <p>Session 2 Appendix documents</p>	<p>Cues, Questions and advanced organizers</p> <p>Cooperative learning</p> <p>Reinforcing effort</p>	
1	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.7 RL.5.9 L.5.5</p>	<p>2. Here Be Dragons (Session 6)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know characters face literal or fictional conflicts ● Understand characters face metaphorical conflicts ● Be able to see how conflicts develop into themes <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Share a story that demonstrates metaphor, such as the “Here Be Dragons” term on old maps, which symbolized the host of unknown dangers that travelers might encounter ii. “Readers, today, I will teach you that in fantasy stories, characters face different kinds of dragons - some are literal, while others are metaphorical dragons symbolizing conflicts faced by those 	<p>Setting Objectives</p>	<p>C</p> <p>Critical Thinking</p>

		<p>characters. Experienced readers look for these conflicts, and consider whether some of them are becoming themes in their novels.</p> <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Demonstrate the difference between real dragons and metaphorical dragons. Foster the idea that all characters have dragons. ii. Summarize as a series of replicable steps, including thinking about dragons in real people’s lives. <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Give your readers a chance to try thinking metaphorically about characters’ dragons, in the read-aloud text and/or their own stories. ii. Recap their conversations, elevating students’ responses to include minor characters and inner troubles. <p>d. Link: The teacher will inspire your readers to think about the dragons in their own lives, as well as the lives of their characters.</p> <p>e. Mid-Workshop Teaching: The teacher will suggest to students that sometimes characters have blinders on - they can’t fully see everything because their own perspectives limit their understanding.</p> <p>f. Share: The teacher will channel club members to think about ways to make their club work more effective using the anchor chart titled: <i>Sophisticated Readers of Fantasy...</i></p> <p>Session 6 Appendix Documents</p>	<p>Reinforcing effort</p> <p>Summarizing and Note taking</p>	
1	<p>RL.5.1 RL.5.2 RL.5.3 RI.5.1 RI.5.2 RI.5.3 W.5.9a</p>	<p>3. Using Information to Better Understand Fantasy Stories (Session 11)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know nonfiction text relates to their real life ● Understand writers of fantasy refer to nonfiction texts to develop their stories ● Be able to use nonfiction text to know about the world they are reading in fantasy <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Explain that many fantasy writers use nonfiction to help them develop ideas for their novels. ii. “Just as writers of fantasy refer to nonfiction texts to develop the worlds of their stories, readers of fantasy can refer to nonfiction texts to more fully understand the world they are reading about. As 	<p>Setting Objectives</p>	<p>B</p> <p>Critical Thinking</p>

		<p>readers of fantasy, you can use reference texts, online factual information, or other nonfiction texts to build a full image of the characters, settings, and events you are reading about.”</p> <p>b. Teaching: The teacher will demonstrate how to research and use information from nonfiction texts to more fully understand the world evoked in a fantasy story.</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Set students up to revisit an earlier class fantasy read-aloud, alongside nonfiction. ii. With the students, read an excerpt of a companion nonfiction piece, giving them time to discuss the new ideas they get about the fantasy piece by reading nonfiction. <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students about the teaching point, as well as making clear that this is not something that can be done everyday as a fantasy reader. ii. Give students a quick tip to help them navigate the logistics of balancing their fantasy novels and their nonfiction work. <p>e. Mid-Workshop Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. remind students that fantasy creatures and words can appear in more than one book, by different authors. ii. Sometimes knowing that literary history can give us some bigger things to think about when considering the significance of a word or object or creature. <p>f. Share: The teacher will invite students to share their discoveries from today’s nonfiction research.</p> <p>Session 11 Appendix Documents</p>	<p>Identifying similarities and differences</p> <p>Reinforcing Effort</p> <p>Providing Feedback</p>	
1	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.7 W.5.9a</p>	<p>4. Investigating Symbolism (Session 14)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know what symbols are in a story ● Understand how repeated symbols might connect to a possible theme for a story ● Be able to think about small, symbolic details-and share. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Ask students to consider what first comes to mind when they think 	<p>Setting Objectives</p>	<p>D</p> <p>Critical Thinking Communication Collaboration</p>

		<p>fantasy.</p> <p>ii. Point out that most of what they called out were objects, characters, or settings that could also be seen as symbols.</p> <p>iii. “Today I want to teach you that fantasy readers keep an eye out for repeated or highlighted images, objects, characters, or settings. When fantasy readers see these things they pause and ask themselves, ‘Could this be a symbol of something else?’ and ‘How does this symbol connect to a possible theme for this story?’”</p> <p>b. Teaching: The teacher will:</p> <p>i. Demonstrate how to find symbols, interpret meanings, and consider how symbols might fit with a bigger theme.</p> <p>c. Active Engagement: The teacher will ask students to try analyzing symbols in a different painting or text.</p> <p>d. Link: The teacher will explain to students that the work they were able to do with the painting or text the class studied is the same type of work they can do with their fantasy books.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. “When you come across an object that is mentioned a lot, or described in fine detail, you will want to stop and take note.</p> <p>ii. You will want to ask yourself, ‘Could this be a symbol? What could it be a symbol for? And how does it fit with the rest of the story?’”</p> <p>f. Share: The teacher will Invite students to think about small, symbolic detail-and then connect them to big ideas or themes.</p> <p>Session 14 Appendix Documents</p>	<p>Cooperative Learning</p> <p>Reinforcing Effort</p>	
1	<p>RL.5.1 RL.5.2 RI.5.3 RL.5.5 RL.5.9 W.5.9a</p>	<p>5. Identifying Archetypes (Session 17)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know archetypes ● Understand that archetypes help make predictions and anticipate how stories will go while finding deeper meaning of stories ● Be able to use what they know about archetypes to make predictions, inferences, and interpretations about stories <p>a. Connection: The teacher will:</p> <p>i. Tell a story about a time when knowing about archetypes was fun for you.</p> <p>ii. “Fantasy readers use what they know about the genre every time</p>	<p>Setting Objectives</p>	<p>C</p> <p>Critical Thinking</p>

		<p>they read. Knowing about and expecting archetypes can help readers go beyond simply noting characters, plots, and settings and move into making astute predictions, inferences, and interpretations. They can do this by using their knowledge as a types of shortcut to analysis.</p> <p>b. Teaching and Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Ask students to brainstorm common archetypes they know from literature. ii. Explain that archetypes can be used as a tool to help fantasy readers do more thinking work. iii. Set students up to watch a video clip that is rich in archetypes. iv. Record the archetypes students noticed on a chart. v. After a second viewing of the video, record the students' thinking about the archetypes they found. <p>c. Link: The teacher will reiterate that archetypes are a launch pad to stronger thinking.</p> <p>d. Mid-Workshop Teaching: The teacher will guide students to stop and think when they encounter an unexpected archetype.</p> <p>e. Share: The teacher will discuss how readers can reach toward their goals by using tools and revising their work with the help of those tools.</p> <p>Session 17 Appendix Documents</p>	<p>Summarizing and Note taking</p> <p>Reinforcing effort</p>	
1,3	W.5.9.a SL.5.4 SL.5.5 L.5.6	<p>6. Celebration: Happily Ever After (Session 20)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know to apply learning to other genres ● Understand the importance of sharing their progress in the fantasy genre ● Be able to take learning into the next part of their learning journey <p><i>Note to teacher:</i> Classroom celebrations will vary depending on the classroom. A celebration that could happen: dress as fantasy character and have book talks while mingling, reader's theater to present key scenes of stories, create a book trailer of book, have a grade level celebration, create a whole class quest, have students share the journey they traveled as readers throughout the year. Other options could be a twitter chat, FlipGrid, or writing a letter to a friend about what they learned about the genre.</p> <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Congratulate students on the learning they did together not only in 	Setting Objectives	B/D Creativity Collaboration Communication

		<p>this unit but also throughout the school year.</p> <ul style="list-style-type: none"> ii. Guide students to reflect on their work and admire how far they have come. iii. Teaching Point: “Welcome, reading heroes and heroines. Enter if you are prepared for your final quest.” <p>b. Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Gather students together in their book clubs. ii. Go over expectations of the day and address the importance of reflection on the learning they have embarked on throughout the school year. <p>c. Active Engagement: The teacher will:</p> <ul style="list-style-type: none"> i. Set up stations around the room with the various units learned throughout the year. ii. Explain to students that they will take post-it notes and leave behind thoughts of their growth in each genre. <p>d. Link: The teacher will:</p> <ul style="list-style-type: none"> i. Praise the students for all their hard work throughout the school year. ii. Explain the work they have done this year will take them into the next couple of years as they grow to become even stronger readers <p>e. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Give students the opportunity to reflect with their peers on the work they have completed. ii. Encourage students to continue on their reading quests in the future and grow even more as readers. <p>Session 20 Appendix Documents</p>		
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Writer’s Workshop

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2	W.5.4 L.5.3	<p>1. What Makes a Memoir (Session 1)</p> <p>Objectives: Students will:</p>	Setting Objectives	C

		<ul style="list-style-type: none"> ● Know the definition of a memoir. ● Understand the characteristics that make up a memoir. ● Be able to analyze a mentor text to determine memoir characteristics. <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Create a drumroll to build excitement for the upcoming unit. ii. Teach students that when you start a big writing project, it helps to take time to read over work that is the sort of thing you plan to make. It's a bit like looking at the picture on the cover of a jigsaw puzzle before setting to work making the puzzle. It helps to think especially about how all the parts fit together into the whole. <p>b. Teaching: The teacher will recruit students to reread a familiar memoir with you, noticing the way it combines story and reflection narrative and essay.</p> <p>c. Active Engagement: The teacher will:</p> <ol style="list-style-type: none"> i. Give students a copy of a finished memoir, <i>Eleven</i>. ii. Ask students to jot down thoughts in their writer's notebooks about different parts of <i>Eleven</i> iii. Read aloud parts of <i>Eleven</i> iv. Ask students to turn and talk about the different kinds of writing in <i>Eleven</i> v. Tell students that a memoir might be both personal narrative and essay combined. <p>d. Link: The teacher will send children off to spend the workshop time reading memoirs and thinking about the different pieces that fit together to make a memoir, and about how memoirs differ from each other.</p> <p>e. Mid-Workshop Teaching: The teacher will remind students that a memoir is a piece of writing that is about something that is significant to the writer.</p> <p>f. Share: The teacher will ask children to pause their own writing and join you in the meeting area, bringing along their charts and observations about memoir.</p> <p>Session 1 Appendix Documents</p>	<p>Providing Practice</p> <p>Cooperative Learning</p> <p>Providing Practice</p> <p>Providing Recognition</p>	<p>Collaboration on Critical Thinking Communication</p>
2	<p>W.5.4 W.5.10 L.5.3</p>	<p>2. Interpreting the Comings and Goings of Life (Session 2)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know common issues or themes in writing ● Understand how to identify common issues or theme in writing ● Be able to analyze personal writing for recurring issues or themes 	<p>Setting Objectives</p>	<p>B/C</p> <p>Critical Thinking Communication</p>

		<p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Tell students that most of us have a few topics we revisit repeatedly, and explain that this has been true of their writing as well ii. Explain that memoir writers reread entries, memoirs, jottings to grow big ideas iii. Today, I want to teach you that writers don't just chronicle their life or record their lives. Writers interpret. When analyzing their life stories, writers ask, 'What are the big ideas here?' and then they look for themes and issues that appear again and again in their entries and memories. <p>b. Teaching: The teacher will explain that writers reread their writing, looking for topics or patterns that underlie many of their entries.</p> <p>c. Active Engagement: The teacher will ask writers to reread their notebooks, looking for underlying issues or themes and to write about what they find.</p> <p>d. Link: The teacher will:</p> <ol style="list-style-type: none"> i. Remind writers that in this unit, each child will be expected to compose his/her own writing process ii. Remind them that today they will invent ways to find their themes and issues in their lives. <p>e. Mid-Workshop Teaching: The teacher will help students think about the small moments from their life that fit into their big theme or issue.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Celebrate the choices students have made. Ask them to record self-assignments beside their entries. ii. Ask children to share their work with a partner, especially noticing the strategies each chose to use today. <p>Session 2 Appendix Documents</p>	<p>Provide Practice</p> <p>Providing Recognition</p>	<p>ation Creativity</p>
2	<p>RL.5.2 W.5.3 W.5.5 L.5.3</p>	<p>3. The Inspiration to Draft (Session 8)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> ● Know the writing process ● Understand how to use different strategies to help inspire their writing ● Be able to draft a memoir using internal emotions to engage the audience <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Remind students of the approaching deadline, nudging them to draft 	<p>Setting Objectives</p>	<p>B</p> <p>Collaborati on Communic ation Critical</p>

		<p>if they haven't done so yet</p> <p>ii. Before you begin your first draft, the one written on lined paper outside your notebook, be sure you think hard about how you can inspire yourself to do your best work. Writing well requires knowledge and skill, yes, but also inspiration.</p> <p>b. Teaching: The teacher will:</p> <p>i. Tell a story about ways to lift the level of first-draft writing. Specifically, teach children that the writer needs to feel an emotion toward a subject in order to make readers feel it, too</p> <p>ii. Set children up to use the boxes-and-bullet format to take notes as you give a little talk about strategies writers can use to raise the level of first-draft writing.</p> <p>c. Active Engagement: The teacher will set students up to use their notes as a prop to help them recall and re-create your little talk. Then ask them to speak with a partner about your talk, adding their ideas to yours.</p> <p>d. Link: The teacher will encourage writers to set their own goals, using their checklists as guides.</p> <p>e. Mid-Workshop Teaching: The teacher will:</p> <p>i. Teach students that when they are brave to tackle the hard problems or issues in their life, their writing often becomes more powerful</p> <p>ii. Teach students that if you are writing all-is-perfect entries, you may want to think, 'Where's the struggle in this subject?' and 'Is this the truth of what has been on my mind lately?'</p> <p>f. Share: The teacher will:</p> <p>i. Tell the story of one writer who collected an excess of entries and drafts and then paused to ask, 'What do I really want to say?' and used that question to lead him to start an entirely new draft.</p> <p>ii. Coach students to share further thoughtful suggestions about the draft presented</p> <p>Session 8 Appendix Documents</p>	<p>Note Taking</p> <p>Providing Practice</p> <p>Cooperative Learning</p> <p>Providing Recognition</p> <p>Providing Feedback</p>	<p>Thinking</p>
2	<p>W.5.3.d</p> <p>W.5.5</p> <p>L.5.3</p>	<p>4. Revising the Narrative Portion of a Memoir (Session 10)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Know how to identify internal feelings in writing Understand how external events and internal feelings carry meaning 	<p>Setting Objectives</p>	<p>B/C</p> <p>Communication</p>

		<ul style="list-style-type: none"> ● Be able to revise their draft using strategies to carry meaning in their piece a. Connection: The teacher will: <ul style="list-style-type: none"> i. Reiterate all the options your children have as memoirists, and then tell them they have no option when writing a memoir but to reveal themselves through it. ii. Teach students that even within a memoir, both the external events and the internal feelings will usually evolve across a timeline, or a story mountain. iii. Teach students that writers often have to redraft their memoirs so that each point on the external timeline affects the central character on the inside, creating a parallel internal timeline. b. Teaching: The teacher will <ul style="list-style-type: none"> i. Reiterate the teaching point in different words, emphasizing that writers approach the narrative section of a memoir thinking, “What feeling do I want to show in the beginning? In the middle? The end?” ii. Illustrate your point by reading aloud a short text showing children the external and internal story lines in it. iii. Highlight the fact that the external events move the story forward. The character’s responses to those events constitute the internal story line, conveying the impact the events have on the person or on the relationships. c. Active Engagement: The teacher will: <ul style="list-style-type: none"> i. Tell students about a child who deliberately shifted between the external and the internal story and whose internal storyline follows a clear sequence. ii. Ask children to track the journey of feelings on a copy of the child’s text. d. Link: The teacher will: <ul style="list-style-type: none"> i. Highlight the importance of redrafting ii. Remind writers that when they work on the narrative sections of their memoir, they need to plan for a journey of feelings and to remember that the external storyline is intertwined with the internal one. e. Mid-Workshop Teaching: The teacher will remind students that they can 	<p>Providing Feedback</p> <p>Questions</p> <p>Providing Practice</p> <p>Providing Feedback</p> <p>Providing</p>	<p>Critical Thinking</p>
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		<p>also convey the internal story by using very specific actions that show exactly how they are feeling.</p> <p>f. Share: The teacher will:</p> <ol style="list-style-type: none"> i. Contrast the way novice writers describe feelings-usually summarizing the generic feeling in a single word-with the way that skilled writers capture feelings. ii. Ask children to share with their partner instances in which they captured their feelings in print or to help each other do this if they haven't yet had a chance to do it. <p>Session 10 Appendix Documents</p>	<p>Practice</p> <p>Providing Recognition</p> <p>Identifying Similarities and Differences</p>	
2	W.5.5 L.5.3	<p>5. Seeing Again, with New Lenses: Interpreting Your Own Story (Session 12)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> • Know strategies to interpret the theme and big ideas in a text • Understand how to study characters in a mentor text • Be able to evaluate their memoir using mentor texts to uncover ideas and theories in order to revise their piece <p>a. Connection: The teacher will:</p> <ol style="list-style-type: none"> i. Set students up to anticipate the work ahead. Remind them that memoirists write and support theories about themselves like essayists write theories about characters. ii. Today I want to teach you that just as you study your characters in the books you read, you can study yourself in the stories you tell. <ol style="list-style-type: none"> 1. You can look back over your entries to come up with bigger theories about who you are as a person. <p>b. Teaching: The teacher will:</p> <ol style="list-style-type: none"> i. Explain to students that the prompts they use to develop ideas about characters in literature can be used to develop ideas about themselves. ii. Model using the charted prompts to explore theories about yourself and entertain possible ideas for a memoir. iii. Debrief in ways that highlight the replicable work you've done. <p>c. Active Engagement: The teacher will help students use the prompts to develop ideas, insights, and theories about their own lives.</p> <p>d. Link: The teacher will send children off to explore new thinking.</p>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Nonlinguistic</p>	<p>B/C</p> <p>Communication Critical Thinking Creativity</p>

		<p>e. Mid-Workshop Teaching: The teacher will:</p> <ul style="list-style-type: none"> i. Explain to students that there is another way to develop theories about yourself by looking for images that stand for something important to you. ii. Teach students to reread their notebook, look for images - for pictures, objects, scenes, places - that capture something important. <p>f. Share: The teacher will:</p> <ul style="list-style-type: none"> i. Place the <i>Ways to Structure a Memoir</i> anchor chart in the room. ii. Ask students to make a plan for themselves for tomorrow using an idea from the anchor chart. <p>Session 12 Appendix Documents</p>	<p>Representation</p> <p>Providing Feedback</p> <p>Reinforcing Effort</p>	
2, 3	W.5.5 SL.5.1	<p>6. Celebration (Session 19)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Know writers take the time to celebrate when finishing a text. • Understand that sharing writing with others will allow students to see how their piece affect others and may motivate or inspire • Be able to share their writing with the public and see how their writing affects others. <p>a. Connection: Teacher will welcome everyone and set the tone for the ceremony with an introduction or a story.</p> <p>b. Teaching: Teacher will:</p> <ul style="list-style-type: none"> i. Explain the way the ceremony will go. <p>c. Active Engagement: The teacher will have a few children share with the whole group, then the group will divide, and the rest of the children will share with one of the smaller groups.</p> <p>d. Link: Teacher will asks students to begin sharing their memoirs with their special guests or peers.</p> <p>e. Share: Teacher will listen to students compliment one another and provide feedback of the entire unit.</p> <p>Session 19 Appendix Documents</p>	<p>Reinforcing Effort and Providing Feedback</p>	<p>C/D</p> <p>Communication</p>
<h2>Language/ Word Study</h2>				

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>																
1	RL.5.1 RL.5.2 RL.5.3 SL.5.1 SL.5.2	Interactive Read Aloud Teacher will read the following texts and have students discuss collaboratively. <i>The Thief of Always, The Paper Bag Princess, Mufaro's Beautiful Daughters</i> See pacing on p. xv.	Critical Thinking	C Critical Thinking																
1, 2, 3, 4	L.5.4 L.5.6	Interactive Vocabulary The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> Organizers like concept mapping or Frayer model Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write Similarities and differences looking at similar and different words to the term Nonlinguistic representation 	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration																
1	RF.5.3	Benchmark Phonics: Unit 10: Exploring Matter <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3" style="background-color: #f46d43; color: white;">Whole Group</th> <th colspan="2" style="background-color: #4a7ebb; color: white;">Small Group</th> </tr> <tr> <th style="background-color: #f46d43; color: white;">LESSON 1</th> <th style="background-color: #f46d43; color: white;">LESSON 2</th> <th style="background-color: #f46d43; color: white;">LESSON 3</th> <th style="background-color: #f46d43; color: white;">LESSON 4</th> <th style="background-color: #f46d43; color: white;">LESSON 5</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f46d43; color: white; writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 1</td> <td style="background-color: #f46d43; color: white;"> Plurals: Spelling Changes/Irregulars • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect </td> <td style="background-color: #f46d43; color: white;"> Plurals: Spelling Changes/Irregulars • Word Study • Read Accountable Text "Noisy!" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect </td> <td style="background-color: #f46d43; color: white;"> Plurals: Spelling Changes/Irregulars • Reread to Build Fluency "Noisy!" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect </td> <td style="background-color: #f46d43; color: white;"> Plurals: Spelling Changes/Irregulars • Read Interactive Text "About Sayeed" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency </td> <td style="background-color: #f46d43; color: white;"> Review and Assess Plurals: Spelling Changes/Irregulars • Reread for Fluency "About Sayeed" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment </td> </tr> </tbody> </table>	Whole Group			Small Group		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	WEEK 1	Plurals: Spelling Changes/Irregulars • Word Study • Build Automaticity • Spelling Patterns: Pre-Assessment • Share and Reflect	Plurals: Spelling Changes/Irregulars • Word Study • Read Accountable Text "Noisy!" • Context Clues • Spelling Patterns Closed Sort • Share and Reflect	Plurals: Spelling Changes/Irregulars • Reread to Build Fluency "Noisy!" • Writing Follow-Up • Dictation • Spelling Patterns: Common Features Sort • Share and Reflect	Plurals: Spelling Changes/Irregulars • Read Interactive Text "About Sayeed" • Use Reading Big Words Strategy • Spelling Patterns: Buddy Sort • High-Frequency Words • Build Fluency	Review and Assess Plurals: Spelling Changes/Irregulars • Reread for Fluency "About Sayeed" • Decode by Analogy • Spelling Patterns: Assessment • High-Frequency Words • Extend Learning • Cumulative Assessment	Cooperative Learning Similarities and Differences Homework & Practice	C Critical Thinking Collaboration
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Unit 7: Resources

UNIT RESOURCES

Teacher Resources:

- *The Thief of Always* by Clive Barker
- *The Paper Bag Princess* by Robert Munsch
- *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe
- *Eleven and Papa Who Wakes Up Tired in the Dark: Two Short Stories* by Sandra Cisneros
- *When I Was Your Age: Original Stories About Growing Up*, Vol. 1 by Amy Ehrlich, ed.
- UOS for Teaching Reading: Fantasy Book Clubs: The Magic of Themes and Symbols (Bk. 7)
- UOS for Teaching Writing: Shaping Texts: From Essay and Narrative to Memoir (Bk. 3)
- [Reading Anchor Charts](#)
- [Formative Reading Assessments](#)
- [Writing Anchor Charts](#)
- [Heinemann Website](#)
- [Reading Appendix Documents](#)
- [Writing Appendix Documents](#)
- [Language/Word Study](#)
- Benchmark Phonics

Student Resources:

- Reader's notebook
- Reader's log
- Writer's notebook and /or drafting tablets
- Post-its

Vocabulary:

external: A struggle between a literary or dramatic character and an outside force such as nature or another character, which drives the dramatic action of the plot

internal: A psychological struggle within the mind of a literary or dramatic character, the resolution of which creates the plot's suspense

memoir: A biographical text in which a writer takes a reflective stance in looking back on a particular time or person. Usually written in the first person, memoirs are often briefer and more intense accounts of a memory or set of memories than the accounts found in biographies and autobiographies

metaphorical: A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, as in "a sea of troubles" or "All the world's a stage"

symbolism: The use of symbols to signify ideas and qualities, by giving them symbolic meanings that are different from their literal sense

