TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 5
English Language Arts
2025

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Grade 5 English Language Arts
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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 15-20 minutes should be spent daily on Word Study (Building Vocabulary).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.

- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and
- drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied
- sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- Who is a writer?
- What is the purpose of writing?
- What tools are required for writing?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
- How do I apply revision strategies to strengthen my writing pieces?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process

- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- clearly introduce a topic or opinion.
- create an organizational structure that groups reasons, details, and/or examples to support the writer's purpose.
- provide reasons, facts, definitions, quotations, and/or concrete details that support the main idea of a piece of writing.
- organize an event sequence that unfolds naturally using temporal words, linking words and phrases.
- use precise language and domain-specific vocabulary.
- compose a concluding statement or section related to the main idea/events presented, thus providing a sense of closure.
- use dialogue, sensory details, and descriptions of actions, thoughts, and feelings.

YEAR AT A GLANCE: ELA Grade 5

September - Mid November	**Bookworms ELA Module 1** ● **Unit 1: Writing With a Purpose** In this unit, students will explore all three genres of writing—narrative, opinion, and informative—as they expand their knowledge of the different purposes and audiences for which authors write. ● **Unit 2: Powerful Words** In this unit, students will witness the power of words as they read, analyze, and explore the featured texts. ● **Unit 3: Compare and Contrast** In this unit, students will complete the Culminating Task for Module 1. In the Culminating Task of this module, *Informative Writing: Compare/Contrast Cells Research Project*, students will synthesize what they have learned about animal and plant cells from the nonfiction Shared Reading texts in Module 1, along with the structure and purpose of informative writing, to plan and write an informative text, in which they will juxtapose animal and plant cells.	**Module 1 Grammar/Sentence Composing** ● Review (Grade 4 Concepts: Complex sentences, commas, quotation marks, verb tenses, pronoun agreement, adjectives, adverbs, prepositions); Clauses and Phrases (Review & Deeper Understanding) ● Using Commas Correctly (Advanced); Semicolons and Colons (Introduction) ● Mastering Complex Sentence Structures and Punctuation: Using a variety of sentence types and punctuation marks correctly and effectively.
Mid November - January	**Bookworms ELA Module 2** ● **Unit 1: History of Science** In this unit, students will learn about some trials, tribulations, and accomplishments in the history of science as they analyze and explore nonfiction texts. ● **Unit 2: History of Civil Rights** In this unit, students will dive deeply into the history of civil rights as they progress through a historical fiction Read-Aloud text and Culminating Task.	**Module 2 Grammar/Sentence Composing** ● Verb Moods (Indicative, Imperative, Interrogative - Review); Subjunctive Mood (Introduction) ● Active and Passive Voice ● Developing a Deep Understanding of Verb Voice and Mood: Recognizing and using active and passive voice, and understanding the nuances of verb moods.

February - Mid March	**Bookworms ELA Module 3** ● **Unit 1: Themes in Literature** In this unit, students will continue to dabble in the world of poetry as they read, analyze, and explore the five featured poems. ● **Unit 2: The Underground Railroad** In this unit, students will expand upon their knowledge of Harriet Tubman and the Underground Railroad as they explore the featured fantasy text and engage in an informative writing project. ● **Unit 3: Doing What's Right (skip lessons 26-35)** In this unit, students will develop and share their opinions about doing what's right as they explore the featured fictional text.	**Module 3 Grammar/Sentence Composing** ● Pronoun Case (Nominative, Objective, Possessive - Review & Deeper Understanding); Who vs. Whom ● Pronoun Agreement with Compound Antecedents and Indefinite Pronouns (Nuances) ● Refining Pronoun Usage in Complex Situations: Ensuring correct pronoun case and agreement in more challenging sentence structures.
Mid March - June	**Bookworms ELA Module 4** ● **Unit 1: Trail of Tears** In this unit, students will learn about the Native Americans' journey west to escape European settlers, known as the Trail of Tears, as they explore the featured historical fiction text and engage in an informative writing research project. ● **Unit 2: The Importance of Story** In this unit, students are reminded of the importance of story. They will focus on their ability to write about what they have read and learned in order to demonstrate their understanding and share their experience, knowledge, and opinions with others. ● **Unit 3: Look How Far I've Come** In this unit, students will finish off the year with narrative writing as they reflect on how they have changed as readers and writers. In the final Culminating Task, *Narrative Writing: Reading and Writing Identity*, students will write a personal narrative about their growth and development as readers and writers over the course of their fifth-grade year. Drawing on their knowledge of the elements and structure of personal narrative writing, they will hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year and identify what they have learned about themselves as readers and writers along the way.	**Module 4 Grammar/Sentence Composing** ● Adjective and Adverb Phrases and Clauses; Avoiding Misplaced and Dangling Modifiers ● Parallel Structure ● Using Modifiers with Precision and Clarity: Avoiding errors with misplaced and dangling modifiers and using parallel structure effectively.

GRADE 5
ELA Module 1
Unit 1: Writing with a Purpose
Unit 2: Powerful Words
Unit 3: Compare and Contrast

Connecticut Framework: The Common Core State Standards

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c 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 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a 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 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 Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e Provide a conclusion that follows from the narrated experiences or events.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10 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.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.1.e Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a Use punctuation to separate items in a series.
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a Interpret figurative language, including similes and metaphors, in context.
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2 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.5.4 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 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

SUBJECT **Grade 5 ELA**
MODULE 1: Unit 1: Writing with a Purpose Unit 2: Powerful Words Unit 3: Compare and Contrast
Unwrapped Performance Standards
Concepts: Need to know about: Genre: ● Narrative writing ● Opinion writing ● Informative writing   Elements of Writing: ● Purpose for writing ● Audience ● Theme ● Power of words   Text Structures and Style: ● Structure and style of poetry ● Text structures
Skills Need to be able to: ● Explore all three genres of writing (narrative, opinion, informative)

- Engage in poetry writing
- Emulate the structure and style of the featured poetry texts
- Juxtapose two poetry texts by the same author
- Identify similarities and differences between two poetry texts
- Demonstrate the idea that the same theme can be expressed across multiple texts
- Demonstrate and solidify knowledge through completing narrative, informative, opinion, and poetry genre writing tasks
- Participate in oral discussions as whole class and with partners
- Evaluate narrative, informative, opinion, and poetry genre writing examples
- Learn the necessary components of each genre
- Differentiate one genre from another
- Differentiate between well-written texts and texts which need improvement
- Move through the writing process of determining a topic, planning, drafting, revising, and editing
- Apply what they have learned about genre specific elements of writing
- Produce a well-written genre specific text that demonstrates their topic or concept understanding
- Complete daily written response tasks
- Collaboratively complete text structure anchor charts
- Take the perspective of characters
- Compare and contrast characters using character traits
- Summarizing what they have read in each text
- Provide relevant reasons and evidence to support their statements
- Combine knowledge and skills gained throughout module 1 to complete a culminating task

SUBJECT
Grade 5 ELA

MODULE 1:
Unit 1: Writing with a Purpose
Unit 2: Powerful Words
Unit 3: Compare and Contrast

Big Ideas
Students' statements of enduring ideas

1. Students learn that authors write with different purposes and structures depending on the genre and audience.
2. Students learn that strong writing communicates ideas clearly through thoughtful organization, word choice, and evidence.
3. Students learn that comparing texts deepens understanding of theme, structure, and author's craft.

Essential Questions
Teacher's guiding questions

1. How do writers choose the best structure, style, and details to match their purpose and audience?
2. What makes writing effective and meaningful across different genres?
3. How does comparing texts help us understand deeper messages and author choices?

SUBJECT Grade 5 ELA
MODULE 1: Unit 1: Writing with a Purpose Unit 2: Powerful Words Unit 3: Compare and Contrast
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Identify and explain the characteristics, structures, and purposes of narrative, opinion, informative, and poetry genres.
2. Analyze character behavior and development across multiple texts to support understanding and writing.
1. Summarize texts using key ideas and details, and identify central themes.
2. Compare and contrast the development of similar themes across different genres and texts.
3. Plan their writing by selecting focused topics and organizing ideas to meet specific genre requirements.
4. Draft structured written pieces across narrative, opinion, informative, and poetry genres.
5. Revise their writing to improve organization, clarity, detail, and alignment with genre expectations.
6. Edit their writing for grammar, punctuation, and conventions to produce polished, final drafts.
7. Use text evidence to support claims, explanations, and observations in writing and discussion.
8. Evaluate genre writing examples to determine the qualities of effective writing.
9. Apply genre-specific strategies to produce writing that clearly communicates purpose and meets audience expectations.
10. Participate in collaborative discussions by listening actively, responding clearly, and supporting ideas with evidence.

11. Share their thoughts and understandings in writing and oral discussion using academic vocabulary and structured reasoning.

12. Emulate the structure, language, and style of mentor texts, especially in poetry writing.

13. Demonstrate their knowledge through a culminating informative writing task that integrates research, comparison, and text-based analysis.

Apply the Vision of the Graduate by:

a. **Communication:** Students strengthen communication through multiple genre writing tasks, poetry emulation, and oral discussions. Students practice adapting their voice and structure for different audiences and purposes.
b. **Critical Thinking & Problem Solving:** As students evaluate mentor texts and move through the full writing process—from planning to editing—they are critically assessing the strength of ideas, structure, and clarity, using rubrics and peer/teacher feedback to refine their thinking.
c. **Self-Efficacy:** Students build confidence by successfully navigating and producing multiple genres of writing, applying genre-specific criteria, and engaging in self-reflection through formative feedback and rubric-based assessment.
d. **Collaboration:** Teachers facilitate collaborative writing, discussions, and partner-based analysis of texts, allowing students to negotiate meaning, share perspectives, and co-construct understanding throughout the module.
e. **Growth Mindset:** Teachers model and support revision as a necessary and productive part of the writing process, helping students view mistakes as learning opportunities and develop persistence in improving their work over time.

SUBJECT
Grade 5 ELA

MODULE 1:
Unit 1: Writing with a Purpose
Unit 2: Powerful Words
Unit 3: Compare and Contrast

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:
Model and Think Alouds
- Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts.
- The modeling must be strategic and explicit, showing students how and why a writer makes decisions.

Establish Daily Writing Routines
- Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together
- The writing lessons build a classroom community of writers. Each lesson ends with a chance for students to share what they have accomplished with a peer. The sharing is strategic. It builds students' ability to reflect on their growing skills as writers and to set goals for improvement.

Anchor Charts and Visual Aids
- Create and reference text structure, genre, or writing process anchor charts throughout each unit.

Gradual Release of Responsibility (I Do, We Do, You Do)
- Scaffold instruction by moving from teacher modeling to independent practice.

Review and Reinforcement:
- The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Text Engagement:
Interactive Read Aloud
- The teacher reads aloud at a normal adult pace, with many stops. Stops include those from the lesson plans and others that the teacher adds to model, explain vocabulary, and ask questions. Students answer individually or in partners, but always orally. Students sometimes interrupt to ask questions that they have. Students are very active.

Building Background Knowledge
- Create anchor charts about stories and topics to enhance engagement and understanding.

Respond Together
- Model decisions a writer makes for students to improve their text-based responses.

For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

Direct Instruction

- Concepts such as "personal narrative", "opinion writing," and "informative writing" will be introduced through direct instruction.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing **-** Provide opportunities for students to share pieces with authentic audiences.

Vocabulary:

- Deliberate selection of broadly useful Tier 2 words, which is applied after reading to enhance student understanding without interrupting the flow of the text.

Sentence Composing & Grammar

- Teachers will model using three grammar routines: *expand*, *imitate*, *combine*. These help students practice complex grammar and punctuation in meaningful, contextual ways that support reading and writing. Rather than diagramming, students build rich sentences by adding details, mimicking author syntax, and combining ideas for cohesion. These activities deepen grammar understanding and improve both writing skills and reading comprehension.

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<tr><td colspan="2">SUBJECT
Grade 5 ELA</td></tr>
<tr><td colspan="2">MODULE 1:
Unit 1: Writing with a Purpose
Unit 2: Powerful Words
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<tr><td colspan="2">Assessments/Common Learning Experiences
Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</td></tr>
<tr><td><u>Formative</u>

IAB:
● Language and Vocabulary (suggested)

Genre Based Writing Work Session: Process or Product</td><td><u>Summative</u>

Culminating Task:

Informative Writing: Compare/Contrast Cells Research Project (ELA, Module 1, Unit 3, Lessons 41-45)

This culminating task will take 5 days to complete. In this task, students will learn about informative writing structure and purpose in Grade 5, and how to conduct research to learn more information about plant and animal cells. Then they will apply what they have learned about researching a topic, informative writing, and content about plants and animal cells, to independently plan, write, revise, and edit a research report comparing and contrasting plant and animal cells. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

In this Culminating Task, students will plan and write an informative compare/contrast research paper about animal and plant cells. To successfully complete this task, students must apply what they have learned so far during Shared Reading about how to make meaning from texts and from English Language Arts about how to share their thoughts and understandings in writing.

Teachers will use the Grade 5: Compare/Contrast Cells Research Project Rubric and the Grade 5: Editing and Revision Rubric to document student progress.</td></tr>
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SUBJECT Grade 5 ELA	
MODULE 1: Unit 1: Writing with a Purpose Unit 2: Powerful Words Unit 3: Compare and Contrast	
Pacing & Resources	
45 Days Time Allotment: September- mid November	
Unit 1: Writing with a Purpose	
Personal Narrative Lessons 1-5	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Students will make connections to what they have learned about narrative text structure from Shared Reading and the book, Walk Two Moons.
Opinion Writing Lessons 6-10	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 7, we make a connection to what they have learned about narrative elements from Shared Reading and the book, Walk Two Moons. We also support students in making a connection to the elements, structure, and purpose of narrative writing. ● In Lessons 9 and 10, we make connections to opinion writing that is done within written responses in Shared Reading for the book, Walk Two Moons.
Keep On!: The Story of Matthew Henson: Co-discoverer of the North Pole Lessons 11-13	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 11, we support students in making a connection between characters' motivations in this text and in the fictional Shared Reading text, Walk Two Moons.
Learning About Informative Writing Lessons 14-19	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections:

	● In Lesson 14, we make connections to the elements, structure, and purpose of narrative and opinion writing. ● In Lesson 16, we make a connection to the planning stage of the writing process for both narrative and opinion writing. We also support students in making connections to characters from the Shared Reading text, Walk Two Moons, and the Read-Aloud about Matthew Henson, Keep On! ● In Lesson 19, we make connections to genre writing lessons involving the evaluation of writing using a checklist.
Rats Around Us Lessons 20-25	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 20, we make connections to opinion writing that is done within written responses in Shared Reading for the book, Walk Two Moons, highlighting the importance of supporting an opinion with reasons. ● In Lesson 25, we support students in making connections to the content covered earlier in the text and highlight the importance of making connections in order to better understand what we are reading and to answer previously asked questions.
Adventure Story Lessons 26-35	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 26, we make connections to Personal Narrative Writing lessons from the beginning of the module involving the purpose of personal narrative writing and the structure of all narrative writing. We also make connections to the previously-read Shared Reading and Read-Aloud texts, Keep On! and Walk Two Moons, by identifying the narrative text type for each. ● In Lesson 28, we make a connection to the Shared Reading text, Walk Two Moons, involving the use of descriptive details in order to convey experiences and events precisely. ● In Lesson 29, we make a connection to the Shared Reading text, Walk Two Moons, involving the use of dialogue in order to develop experiences and events or show the responses of characters to situations.

Unit 2: Powerful Words	
Messenger, Messenger Lesson 36	In these lessons, we will help students make connections to what they have learned so far. Students will make connections to what they have learned about the structures and styles of narrative, informative, and opinion writing in previous Genre Writing lessons.
Hoops Lesson 37	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● This text connects to the poetic structure and style from the Read Aloud poetry text, Messenger, Messenger. ● A connection is made to the overall theme of the unit, Powerful Words, by supporting students in recognizing an author's use of powerful words.
The Boy Who Loved Words Lesson 38-40	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 38, we make a connection to an author's use of powerful words to convey intended meaning in the poetry texts, Messenger, Messenger and Hoops. ● In Lesson 39, we make a connection to a Poetry lesson when students were writing their own poems based on the structure of the poem in the book, Messenger, Messenger. ● In Lesson 40, we make a connection to writing a compare/contrast summary which takes place in Lesson 38 for the Shared Reading book, Plant Cells and Life Processes.
Unit 3: Compare and Contrast	
Informative Writing: Compare/Contrast Cells Research Project Lessons 41-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 41, we make connections to content in the Shared Reading texts, Animal Cells and Life Processes, and Plant Cells and Life Processes. We also make a connection to note-taking that was done during Shared Reading for these two texts. ● In Lesson 42, we make connections to genre writing lessons from earlier in the year involving the purpose and structure of informative writing. We also make connections to compare/contrast structures that were introduced in fourth grade.

	● In Lesson 43, we make connections to genre writing lessons from earlier in the year involving the elements of informative writing. We also make connections to note-taking and discussions occurring in Shared Reading involving the juxtaposition of animal and plant cells. ● In Lesson 44, we make connections to genre writing lessons from earlier in the year involving the revision stage of the writing process. ● In Lesson 45, we make connections to genre writing lessons from earlier in the year involving the editing stage of the writing process.

Grade 5
ELA Module 2
Unit 1: History of Science
Unit 2: History of Civil Rights

Connecticut Framework: The Common Core State Standards

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10 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.

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.1.e Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2 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 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 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 Describe how a narrator's or speaker's point of view influences how events are described.

SUBJECT

Grade 5 ELA
Module 2 Unit 1: History of Science Unit 2: History of Civil Rights
Unwrapped Performance Standards
Concepts: Need to know about: Genre: ● History of science ● Nonfiction texts ● Informative Elements of Writing: ● Theme ● Perspective ● Characters, setting, objects Writing Process ● Determine topic ● Plan ● Draft ● Revise/Edit
Skills Need to be able to: ● Analyze and explore nonfiction texts ● Recognize the idea that the same theme can be expressed across multiple texts with varying topics ● Dive deeply into the history of civil rights ● Understand multiple text structures and purpose ● Produce new text and analyze existing texts ● Demonstrate and solidify their knowledge through completing an informative genre writing task ● Participate in oral discussions as a whole class and with partners

- Evaluate informative genre writing examples and recognize the necessary components of the genre, how to differentiate one genre from another, and how to differentiate between well-written texts and texts which need improvement
- Move through the writing process of determining a topic, planning, drafting, revising, and editing, and applying what they have learned about genre-specific elements of writing
- Produce a well-written genre-specific text that demonstrates their topic or concept understanding
- Complete daily written response tasks
- Collaboratively complete text structure anchor charts
- Take the perspective of characters
- Compare and contrast characters using character traits
- Summarize what they have read in each text
- Provide relevant reasons and evidence to support statements and opinions
- Combine knowledge and skills gained through module 2 to complete culminating informative writing task

SUBJECT
Grade 5 ELA

MODULE 2:
Unit 1: History of Science
Unit 2: History of Civil Rights

Big Ideas

Student's statements of enduring ideas

1. Readers and Writers Analyze Texts to Deepen Understanding of Structure, Style, and Theme.
2. Writers learn that effective informative writing involves careful planning, relevant evidence, and clear organization.
3. Understanding Text Structure Helps Us Make Meaning and Communicate Clearly.

Essential Questions

Teacher's guiding questions

1. How do authors use structure and language to communicate information clearly and effectively in nonfiction texts?
2. In what ways can different texts express the same theme, even when they cover different topics or time periods?
3. What makes informative writing clear, meaningful, and effective?

SUBJECT Grade 5 ELA
MODULE 2: Unit 1: History of Science Unit 2: History of Civil Rights
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Analyze and explore nonfiction texts by identifying key ideas, structures, and the author's purpose.
2. Recognize and explain how a common theme can be developed across multiple texts, even when the topics vary.
3. Dive deeply into the history of civil rights by reading, analyzing, and responding to texts focused on key events, people, and movements.
4. Understand and apply multiple text structures to improve comprehension and writing.
5. Produce original informative writing that demonstrates clear structure, topic understanding, and appropriate support.
6. Evaluate informative writing samples to identify genre-specific elements and determine strengths and areas for improvement.
7. Engage in collaborative oral discussions to share ideas, clarify understanding, and respond to others using evidence from texts.
8. Move through the writing process—planning, drafting, revising, and editing—to develop clear and focused informative texts.
9. Use daily written response tasks to deepen understanding of texts, characters, and themes.
10. Collaboratively create text structure anchor charts to reinforce understanding of how authors organize information.

11. Take the perspective of historical or literary characters and explain how their viewpoints shape the events of the text.

12. Compare and contrast characters by examining their traits, motivations, and roles in historical and literary contexts.

13. Summarize informational and literary texts by identifying main ideas and supporting details.

14. Support claims and responses with relevant reasons and text-based evidence.

15. Synthesize knowledge and skills from Shared Reading and ELA to complete the Culminating Informative Writing Task: *Civil Rights Research Report*.

Apply the Vision of the Graduate:

a. **Communication:** Through structured writing tasks and guided discussions, students practice communicating complex ideas clearly.
b. **Critical Thinking & Problem Solving:** Students analyze how themes appear across different topics and genres—such as civil rights and scientific discovery—while evaluating text quality, structure, and purpose to deepen comprehension and reasoning.
c. **Self-Efficacy:** Teachers guide students through the full writing process—planning to revision—helping students build confidence in their ability to independently craft well-organized, informative writing.
d. **Collaboration:** Students collaborate during discussions and shared anchor chart creation, learning how to contribute to collective understanding and clarify their thinking through peer interaction.
e. **Integrity:** Through studying civil rights and evaluating historical texts, students reflect on justice, fairness, and truth—values that align with doing the right thing and supporting claims responsibly with evidence.
f. **Emotional Intelligence:** By exploring the experiences of civil rights leaders and ordinary individuals through text, students develop empathy and insight into how people respond emotionally to injustice, perseverance, and change.

SUBJECT
Grade 5 ELA

MODULE 2:
Unit 1: History of Science
Unit 2: History of Civil Rights

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:
Model and Think Alouds
- Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts.
- The modeling must be strategic and explicit, showing students how and why a writer makes decisions.

Establish Daily Writing Routines
- Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together
- The writing lessons build a classroom community of writers. Each lesson ends with a chance for students to share what they have accomplished with a peer. The sharing is strategic. It builds students' ability to reflect on their growing skills as writers and to set goals for improvement.

Anchor Charts and Visual Aids
- Create and reference text structure, genre, or writing process anchor charts throughout each unit.

Gradual Release of Responsibility (I Do, We Do, You Do)
- Scaffold instruction by moving from teacher modeling to independent practice.

Review and Reinforcement:
- The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Text Engagement:
Interactive Read Aloud
- The teacher reads aloud at a normal adult pace, with many stops. Stops include those from the lesson plans and others that the teacher adds to model, explain vocabulary, and ask questions. Students answer individually or in partners, but always orally. Students sometimes interrupt to ask questions that they have. Students are very active.

Building Background Knowledge
- Create anchor charts about stories and topics to enhance engagement and understanding.

Respond Together
- Model decisions a writer makes for students to improve their text-based responses.

For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

Direct Instruction

- Concepts such as "personal narrative", "opinion writing," and "informative writing" will be introduced through direct instruction.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing **-** Provide opportunities for students to share pieces with authentic audiences.

Vocabulary:

- Deliberate selection of broadly useful Tier 2 words, which is applied after reading to enhance student understanding without interrupting the flow of the text.

Sentence Composing & Grammar:

- Teachers will model using three grammar routines: *expand*, *imitate*, *combine*, and *unscramble*. These help students practice complex grammar and punctuation in meaningful, contextual ways that support reading and writing. Rather than diagramming, students build rich sentences by adding details, mimicking author syntax, and combining ideas for cohesion. These activities deepen grammar understanding and improve both writing skills and reading comprehension.

<table>
<tr><td colspan="2">SUBJECT
Grade 5 ELA</td></tr>
<tr><td colspan="2">MODULE 2:
Unit 1: History of Science
Unit 2: History of Civil Rights</td></tr>
<tr><td colspan="2">Assessments/Common Learning Experiences
Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</td></tr>
<tr><td><u>Formative</u>

IAB:
● Write and Revise Information (assured assessment)
● Research: Interpret and Integrate (suggested)
● Research: Use Evidence (suggested)
● Research: Analyze Info (suggested)

Genre Based Writing Work Session: Process or Product</td><td><u>Summative</u>

Culminating Task:
Informative Writing: Civil Rights Research Paper (ELA, Module 2, Unit 2, Lessons 33-45)

This culminating task will take 13 days to complete. In this task, students will apply knowledge about informative writing structure and purpose in Grade 5, and how to conduct research to learn more information about the civil rights movement. Then they will apply what they have learned about researching a topic, informative writing, and content about civil rights, to independently plan, write, revise, and edit a research report in the form of a news article. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

In this Culminating Task, students will research the civil rights movement using multiple sources to plan and write an informative research paper in the form of a newspaper article that includes explanations of civil rights, race discrimination, and segregation, along with descriptions of both an influential individual as well as an event that occurred during the civil rights movement. To successfully complete this task, students must apply what they have learned so far during Shared Reading about how to make meaning from texts and from English Language Arts about how to share their thoughts and understandings in writing.

Collect this Culminating Task for a grade and evaluate using the Grade 5: Civil Rights Research Paper Rubric and the Grade 5: Editing and Revision Rubric.</td></tr>
</table>

SUBJECT Grade 5 ELA	
MODULE 2: Unit 1: History of Science Unit 2: History of Civil Rights	
Pacing & Resources	
45 lessons *Time Allotment: Mid November - January*	
Unit 1: History of Science	
The Flu of 1918: Millions Dead Worldwide! Lessons 1-4	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 1, we make a connection between the Read Aloud text, The Flu of 1918, and the History of Science theme. ● In Lesson 3, students are introduced to the meaning of the term irony, a vocabulary word that is taught during the lessons for the Shared Reading text, The Westing Game, later in Module 2.
The Wright Brothers: How They Invented the Airplane Lessons 5-14	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 5, we make connections between the Read-Aloud texts, The Flu of 1918 and The Wright Brothers, and the History of Science theme. We also make connections to the writing that was done during lessons for the Read-Aloud text, The Flu of 1918, which involved writing about the flu from the perspective of a doctor and a scientist.
Unit 2: History of Civil Rights	
The Watsons Go to Birmingham - 1963 Lessons 15-32	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 15, we make a connection between the Read-Aloud text, *The Watsons Go to Birmingham — 1963*, and the History of Civil Rights theme. We also make a connection to the authors' descriptions of characters in the Shared Reading text, Walk Two Moons.

	● In Lesson 19, we make a connection to the tall tales, Pecos Bill and Paul Bunyan, that some students will have read in Grade 3 in the Bookworms curriculum. Though it is not a classic, we also make a connection to the tall tale, The Boy Who Loved Words, from Module 1. ● In Lesson 28, we make connections to characters and their personalities from previous chapters in the Read-Aloud text, The Watsons Go to Birmingham — 1963. Students are asked to co-write a letter from Byron's perspective to Buphead, a character from previous chapters in the text. In order to do this successfully, students will need to think not only about the character and personality of Buphead but also about how Byron has changed over time in the text and about his relationship with Buphead. ● In Lesson 32, we make a connection to predictions that were made during the Respond Together portion of Lesson 31. Students are asked to compare and contrast the ending that they predicted during a previous lesson and the actual ending of the story. In order to do this successfully, students will need to revisit the predictions that were generated together as a class from a previous lesson.
Informative Writing: Civil Rights Research Paper Lessons 33-45	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 33, we make connections to content from the Read-Aloud text, The Watsons Go to Birmingham — 1963*,* and to the History of Civil Rights theme. ● In Lessons 33–36, we ask students to research a topic using multiple sources and take notes in their own words on a graphic organizer. We revisit these skills which were practiced during the Module 1 Culminating Task: *Compare/Contrast Cells Research Project.* ● In Lessons 38–41, we ask students to engage in the drafting stage of the writing process by using the information from their completed graphic organizer to draft an introduction, body, and conclusion for their newspaper article. We also ask them to add relevant transition words to their writing to make it flow more smoothly. We revisit these skills which were practiced during previous writing lessons in Module 1. ● In Lesson 42, we ask students to engage in the revising and editing stages of the writing process by using checklists to evaluate, revise, and edit their writing and a partner's. We revisit these skills which were practiced during previous writing lessons in Module 1. ● In Lesson 43, we make connections to the incorporation of relevant photographs and captions, two nonfiction text features that were showcased in the nonfiction Shared

	Reading and Read-Aloud texts within Module 2, in order to support and present information in nonfiction texts. ● In Lesson 45, we ask students to share their writing with others, demonstrating their growing ability to speak and listen as they demonstrate knowledge. We revisit these skills which were not only practiced in previous writing lessons but are also practiced daily as students review and discuss their written responses to texts.

Grade 5
ELA Module 3
Unit 1: Themes in Poetry
Unit 2: The Underground Railroad
Unit 3: Doing What's Right **(skip lessons 26-35)**

Connecticut Framework: The Common Core State Standards

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b Provide logically ordered reasons that are supported by facts and details.
W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
W.5.1.d Provide a concluding statement or section related to the opinion presented.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.10 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.

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a Use punctuation to separate items in a series.
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a Interpret figurative language, including similes and metaphors, in context.
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2 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 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 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 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

SUBJECT **Grade 5 ELA**
MODULE 3: Unit 1: Themes in Poetry Unit 2: The Underground Railroad Unit 3: Doing What's Right **(skip lessons 26-35)**
Unwrapped Performance Standards
Concepts Need to know about: Types of writing/genre: ● Poetry ● Informative writing ● Opinion writing ● Poetry writing Writing Skills and Elements ● Text structure and purpose ● Theme ● Perspective ● Character traits ● Writing process (topic, plan, draft, revise, edit) Topics/Content ● Underground railroad
Skills Need to be able to: ● Read, analyze, and explore featured poems ● Expand upon their knowledge of Harriet Tubman and the Underground Railroad ● Understand multiple text structures and purposes through both producing new text and analyzing existing text. ● Demonstrate the idea that the same theme can be expressed across multiple texts, regardless of the genre ● Demonstrate and solidify their knowledge through completing informative, opinion, and poetry genre writing tasks ● Participate in oral discussions as a whole class and with partners ● Evaluate informative, opinion, and poetry genre writing examples to learn the necessary components of each genre ● Differentiate one genre from another ● Differentiate between well-written texts and texts which need improvement

- Move through the writing process of determining a topic, planning, drafting, revising, and editing
- Apply what they have learned about genre-specific elements of writing
- Complete daily written response tasks
- Collaboratively complete text structure anchor charts to demonstrate their understanding in writing, showing what they have learned through describing characters, settings, and objects
- Take the perspective of characters
- Compare and contrast characters using character traits
- Summarize what they have read in each text
- Provide relevant reasons and evidence to support their statements or opinions

SUBJECT
Grade 5 ELA

MODULE 3:
Unit 1: Themes in Poetry
Unit 2: The Underground Railroad
Unit 3: Doing What's Right **(skip lessons 26-35)**

Big Ideas
Student's statements of enduring ideas

1. Readers and writers learn that themes can be explored and expressed across many genres.
2. Readers and writers learn how text structure, purpose, and word choice shape meaning.
3. Readers and writers learn that reading and writing help us understand history and take a stand for what's right.

Essential Questions
Teacher's guiding questions

1. How do different types of texts express the same theme in unique ways?
2. How do writers use structure, purpose, and word choice to shape their message?
3. How can collaborative discussions and writing tasks deepen students' comprehension and ability to support their ideas with evidence?

SUBJECT Grade 5 ELA
MODULE 3: Unit 1: Themes in Poetry Unit 2: The Underground Railroad Unit 3: Doing What's Right **(skip lessons 26-35)**
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Read, analyze, and explore featured poems to identify themes, structure, language, and style.
2. Expand their knowledge of Harriet Tubman and the Underground Railroad by engaging with texts that deepen understanding of historical and fictional perspectives.
3. Understand and apply multiple text structures and purposes by both producing original texts and analyzing existing ones across genres.
4. Recognize that the same theme can be expressed across multiple texts regardless of genre, and explain how this occurs.
5. Complete writing tasks in informative, opinion, and poetry genres to demonstrate understanding of genre-specific elements.
6. Participate in whole-class and partner discussions to share ideas, clarify thinking, and respond with evidence from texts.
7. Evaluate examples of informative, opinion, and poetry writing to identify the components of each genre and distinguish well-written texts from those needing improvement.
8. Differentiate among genres by recognizing unique features and purposes of informative, opinion, and poetry texts.
9. Progress through the writing process applying genre-specific writing techniques.

10. Complete daily written response tasks to build fluency and deepen comprehension.

11. Collaboratively create text structure anchor charts that demonstrate understanding of text organization and genre characteristics.

12. Describe characters, settings, and objects in detail to enhance writing and comprehension.

13. Take the perspective of characters to explain their motivations and viewpoints within texts.

14. Compare and contrast characters by analyzing character traits and development across texts.

15. Summarize texts by identifying key ideas and supporting details.

16. Provide relevant reasons and evidence to support statements, opinions, and analysis in both writing and discussions.

Apply Vision of the Graduate by:

a. **Communication:** Students participate in whole-class and partner discussions to interpret poems and texts about the Underground Railroad, clearly expressing their thinking in both spoken and written formats.
b. **Critical Thinking & Problem Solving:** By analyzing the structure, purpose, and quality of diverse texts, students develop critical thinking skills. They compare and contrast character traits, identify themes across genres, and evaluate writing examples to determine what makes a text effective or in need of improvement.
c. **Collaboration:** Students engage in peer and group activities such as partner discussions, whole-class conversations, and collaborative creation of text structure anchor charts.
d. **Growth Mindset:** Throughout the module, students embrace challenges in writing and reading by reflecting on feedback and making meaningful revisions. They show persistence in improving genre-specific texts and adapting their strategies when faced with unfamiliar or complex poems and narratives.
e. **Integrity:** As students write from their own perspectives and analyze the perspectives of others (e.g., Harriet Tubman and characters in poetry), they practice academic honesty. They are expected to use their own words, cite evidence appropriately, and evaluate writing examples respectfully and fairly.
f. **Innovation:** Students creatively explore the idea that the same theme can exist across genres by writing original poetry and narratives inspired by texts on freedom and resistance. They apply imaginative thinking by taking on character perspectives and crafting unique responses that connect to both historical and literary content.
g. **Emotional Intelligence:** Students demonstrate empathy by taking the perspectives of characters—both historical (Harriet Tubman) and fictional—and analyzing how emotions, motivations, and relationships drive actions.

SUBJECT
Grade 5 ELA

MODULE 3:
Unit 1: Themes in Poetry
Unit 2: The Underground Railroad
Unit 3: Doing What's Right **(skip lessons 26-35)**

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:
Model and Think Alouds
- Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts.
- The modeling must be strategic and explicit, showing students how and why a writer makes decisions.

Establish Daily Writing Routines
- Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together
- The writing lessons build a classroom community of writers. Each lesson ends with a chance for students to share what they have accomplished with a peer. The sharing is strategic. It builds students' ability to reflect on their growing skills as writers and to set goals for improvement.

Anchor Charts and Visual Aids
- Create and reference text structure, genre, or writing process anchor charts throughout each unit.

Gradual Release of Responsibility (I Do, We Do, You Do)
- Scaffold instruction by moving from teacher modeling to independent practice.

Review and Reinforcement:
- The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Text Engagement:
Interactive Read Aloud
- The teacher reads aloud at a normal adult pace, with many stops. Stops include those from the lesson plans and others that the teacher adds to model, explain vocabulary, and ask questions. Students answer individually or in partners, but always orally. Students sometimes interrupt to ask questions that they have. Students are very active.

Building Background Knowledge
- Create anchor charts about stories and topics to enhance engagement and understanding.

Respond Together
- Model decisions a writer makes for students to improve their text-based responses.

For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

Direct Instruction

- Concepts such as "personal narrative", "opinion writing," and "informative writing" will be introduced through direct instruction.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing **-** Provide opportunities for students to share pieces with authentic audiences.

Vocabulary:

- Deliberate selection of broadly useful Tier 2 words, which is applied after reading to enhance student understanding without interrupting the flow of the text.

Sentence Composing & Grammar:

- Teachers will model using three grammar routines: *expand*, *imitate*, *combine*, and *unscramble*. These help students practice complex grammar and punctuation in meaningful, contextual ways that support reading and writing. Rather than diagramming, students build rich sentences by adding details, mimicking author syntax, and combining ideas for cohesion. These activities deepen grammar understanding and improve both writing skills and reading comprehension.

<table>
<tr><td colspan="2">MODULE 3:
Unit 1: Themes in Poetry
Unit 2: The Underground Railroad
Unit 3: Doing What's Right (skip lessons 26-35)</td></tr>
<tr><td colspan="2">Assessments/Common Learning Experiences
Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</td></tr>
<tr><td><u>Formative</u>

Bookworms Module 3:
● Compare/Contrast Underground Railroad project (lessons 9-12)
○ Consider collecting this Compare/Contrast Underground Railroad Project for a grade and evaluate using the <u>Grade 5: Informative Writing Rubric</u> and the <u>Grade 5: Editing and Revision Rubric</u>.

IAB:
From Module 2 suggestions:
● Research: Interpret and Integrate (suggested)
● Research: Use Evidence (suggested)
● Research: Analyze Info (suggested)

Genre Based Writing Work Session: Process or Product</td><td><u>Summative</u>

*The Module 2 Culminating Task is the summative assessment for trimester 2.</td></tr>
</table>

SUBJECT Grade 5 ELA	
MODULE 3: Unit 1: Themes in Poetry Unit 2: The Underground Railroad Unit 3: Doing What's Right **(skip lessons 26-35)**	
Pacing & Resources	
25 days *Time Allotment: February - Mid March*	
Unit 1: Themes in Poetry	
Poetry: The Grackle, Pigeon, Something Told the Wild Geese Lessons 1-2	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lessons 1 and 2, we make connections to the poetry text *Messenger Messenger* from Module 1.
Poetry: Long-Leg Lou and Short-Leg Sue, The Earth is a Living Thing Lessons 3-4	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 3, we make a connection to previous poetry lessons that involved reading the poem straight through once before discussing it in depth. ● In Lesson 4, we make connections to previous poetry lessons that involved students writing (or co-writing) original poems based on the poetry authors that were studied.
Unit 2: The Underground Railroad	
Aunt Harriet's Underground Railroad in the Sky Lessons 5-8	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 5, we make a connection to the writing that was done during the Culminating Task of Module 2: *Informative Writing: Civil Rights Research Paper*. Students are asked to take the perspective of a journalist in the year 1900 in order to generate five interview questions they might ask Harriet Tubman. As they think about

	questions, we ask them to make connections to the perspective they took when writing their newspaper article in Module 2. ● In Lesson 8, we make a connection to the Respond Together activity that was completed during Lesson 5. Students are asked to complete a similar activity that involves generating interview questions, but this time the questions are for the author of the book rather than Harriet Tubman.
Compare/Contrast Underground Railroad Project Lessons 9-12	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 9, we make a connection to the Culminating Task of Module 1: *Compare/Contrast Cells Research Project*. ● In Lesson 10, we make a connection to the point-by-point structure of the compare/contrast writing that was completed in the Culminating Task of Module 1: *Compare/Contrast Cells Research Project*. We also make connections to compare/contrast structures that were introduced in fourth grade. Additionally, we ask students to take notes about a topic(s) in their own words on a graphic organizer from two sources they have read. We revisit these skills which were practiced during the Module 1 Culminating Task: *Compare/Contrast Cells Research Project* and the Module 2 Culminating Task: *Civil Rights Research Paper.* ● In Lesson 11, we ask students to engage in the drafting stage of the writing process by using the information from their completed graphic organizer to draft an introduction, body, and conclusion for their compare/contrast paper. We also ask them to add relevant transition words and phrases to their writing to make it flow more smoothly. We revisit these skills which were practiced during previous writing lessons and Culminating Tasks in Modules 1 and 2. ● In Lesson 12, we ask students to engage in the revising and editing stages of the writing process by using checklists to evaluate, revise, and edit their writing. We revisit these skills which were practiced during previous writing lessons and Culminating Tasks in Modules 1 and 2. We also ask students to share their writing with others, demonstrating their growing ability to speak and listen as they demonstrate knowledge. We revisit these skills which were not only practiced in previous writing lessons and Culminating Tasks but are also practiced daily as students review and discuss their written responses to texts.

Unit 3: Doing What's Right	
A Single Shard Lessons 13-25	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 13, we make a connection to previous Written Responses and Respond Together activities that involved summarizing the events in a text by writing a diary entry from the perspective of a character in the text. ● In Lessons 17 and 23, we make connections between the main character's actions in the story and the Doing What's Right theme.

GRADE 5
ELA Module 4
Unit 1: Trail of Tears
Unit 2: The Importance of a Story
Unit 3: Look How Far I've Come

Connecticut Framework: The Common Core State Standards

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b Provide logically ordered reasons that are supported by facts and details.
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.a 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 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.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10 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.

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a Use punctuation to separate items in a series.
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

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

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2 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 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 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 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

SUBJECT
Grade 5 ELA

MODULE 4:
Unit 1: Trail of Tears
Unit 2: The Importance of a Story
Unit 3: Look How Far I've Come

Unwrapped Performance Standards

Concepts:
Need to know about:

Genre/Type of Writing:

- Historical fiction text
- Informative writing research project
- Narrative writing
- Personal narrative writing
- Fantasy
- Persuasive writing techniques
- Opinion text structure

Writing Elements and Craft

- Text structure and purpose
- Theme
- Importance of story
- Narrative text structure and elements
- Components of each genre (informative, opinion, narrative)
- Writing process (topic, plan, draft, revise, edit)
- Self-evaluation/self-analysis
- Reflection

Content/Topic

- Trail of Tears

Skills
Need to be able to:

- Understand multiple text structures and purpose
- Produce new text and analyze existing text
- Demonstrate the idea that the same theme can be expressed across multiple texts, regardless of genre
- Explore fantasy text
- Write about what they have read and learned in order to demonstrate their understanding and share their experience, knowledge, and opinions with others
- Draw on their knowledge of the elements and structure of personal narrative writing to hone in on their feelings, struggles, perspective, and process from the beginning of the year to the end of the year
- Identify what they have learned about themselves as readers and writers along the way
- Demonstrate sophisticated self-evaluation and reflection
- Demonstrate and solidify their knowledge through completing informative, opinion, and narrative genre writing tasks
- Participate in oral discussions as a whole class and with partners
- Evaluate informative, opinion, and narrative genre writing examples to learn the necessary components of each genre
- Differentiate one genre from another,
- Differentiate between well-written texts and texts which need improvement
- Produce a well-written genre-specific text that demonstrates their topic or concept understanding
- Complete daily written response tasks
- Collaboratively complete text structure anchor charts to demonstrate their understanding in writing,
- Take the perspective of characters
- Compare and contrast characters using character traits
- Summarize what they have read in each text
- Provide relevant reasons and evidence to support their statements or opinions
- Apply what they have learned about opinion text structure and persuasive writing techniques to independently plan, design, revise, and edit a book advertisement on the book they feel is the best of all the curriculum texts they have read or listened to in fifth grade
- Apply what they have learned about narrative text structure and elements, reflective thinking, and self-analysis to independently plan, draft, revise, and edit a personal narrative sharing their growth as a reader and writer throughout fifth grade

SUBJECT
Grade 5 ELA

MODULE 4:
Unit 1: Trail of Tears
Unit 2: The Importance of a Story
Unit 3: Look How Far I've Come

Big Ideas
Student's statements of enduring ideas

1. Readers and writers learn that stories help us make meaning, connect with others, and share our experiences.
2. Readers and writers learn that writing is a powerful tool for reflection, self-expression, and growth.
3. Readers and writers learn how genre, structure, and purpose influence how we understand and communicate ideas.

Essential Questions
Teacher's guiding questions

1. Why are stories important to us as readers and writers?
2. How can writing help us reflect on who we are and how we've grown?
3. How do authors use structure and language to persuade, inform, or tell a story?

SUBJECT Grade 5 ELA
MODULE 4: Unit 1: Trail of Tears Unit 2: The Importance of a Story Unit 3: Look How Far I've Come
LEARNING OBJECTIVES *The students will be able to:*

Students will be able to:

1. Explore and analyze historical fiction texts to understand complex events such as the Trail of Tears and identify themes across genres.
2. Engage in an informative writing research project to demonstrate understanding of historical topics.
3. Explore and interpret a fantasy text to identify key elements of the genre and analyze theme, character, and plot.
4. Understand and apply multiple text structures and purposes by analyzing mentor texts and producing original writing.
5. Recognize that the same theme can be expressed across multiple texts, regardless of genre, and explain how those themes are developed.
6. Write about what they have read and learned to communicate understanding, experiences, knowledge, and opinions clearly.
7. Demonstrate growth as readers and writers by reflecting on their feelings, struggles, and progress throughout the school year.
8. Apply personal narrative structure and elements to write reflectively about their identity as readers and writers.
9. Identify what they have learned about themselves through the year by engaging in sophisticated self-evaluation and reflection.

10. Complete writing tasks in informative, opinion, and narrative genres to demonstrate mastery of genre-specific skills.

11. Participate in oral discussions to clarify thinking, build on others' ideas, and provide text-based evidence during whole-class and partner conversations.

12. Evaluate examples of informative, opinion, and narrative writing to identify key components, distinguish between genres, and assess writing quality.

13. Differentiate among genres by identifying structure, purpose, and key features of informative, opinion, and narrative writing.

14. Move through the writing process to produce polished, well-structured writing.

15. Complete daily written response tasks to build writing fluency, synthesize understanding, and support textual analysis.

16. Collaboratively create text structure anchor charts to demonstrate understanding of genre-specific structures and purposes.

17. Describe characters, settings, and objects in detail to deepen comprehension and enhance written expression.

18. Take the perspective of characters to analyze motivations and point of view.

19. Compare and contrast characters using evidence from texts and character trait analysis.

20. Summarize texts by identifying key events, themes, and supporting details.

21. Support their statements and opinions with relevant reasons and evidence drawn from texts.

22. Apply opinion writing and persuasive techniques to independently plan, draft, revise, and edit a book advertisement selecting a favorite curriculum text.

23. Apply narrative writing techniques and self-reflection to independently plan, draft, revise, and edit a personal narrative focused on their growth as a reader and writer throughout the year.

Apply the Vision of the Graduate By:

a. **Communication:** Students express ideas and knowledge by writing informative, opinion, and personal narrative pieces; participating in partner and whole-class discussions; and supporting their thinking with evidence while responding to texts.
b. **Self-Efficacy:** Through the writing process—planning, drafting, revising, and editing—students independently create well-structured book advertisements and personal narratives, showcasing their growth as readers and writers from the start to the end of the year.
c. **Collaboration:** Students co-construct text structure anchor charts, engage in peer dialogue about theme, character, and structure, and collaborate to deepen understanding of how genre and purpose shape meaning across texts.
d. **Growth Mindset:** By reflecting on their own growth in the culminating personal narrative task and revising their work using feedback, students demonstrate perseverance, adaptability, and a belief in their ability to improve through effort.
e. **Innovation:** Students creatively connect themes across genres and produce original texts—including fantasy-inspired responses and a narrative of their personal reading and writing journey—that blend analysis with imaginative expression.
f. **Emotional Intelligence:** Students take on the perspectives of characters from historical and fantasy texts, explore emotional growth in their own narratives, and demonstrate empathy through reflective writing about their reading identities and experiences.

SUBJECT
Grade 5 ELA

MODULE 4:
Unit 1: Trail of Tears
Unit 2: The Importance of a Story
Unit 3: Look How Far I've Come

Instructional Strategies
Based on our department philosophy for student learning, teachers will:

General:
Model and Think Alouds
- Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts.
- The modeling must be strategic and explicit, showing students how and why a writer makes decisions.

Establish Daily Writing Routines
- Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together
- The writing lessons build a classroom community of writers. Each lesson ends with a chance for students to share what they have accomplished with a peer. The sharing is strategic. It builds students' ability to reflect on their growing skills as writers and to set goals for improvement.

Anchor Charts and Visual Aids
- Create and reference text structure, genre, or writing process anchor charts throughout each unit.

Gradual Release of Responsibility (I Do, We Do, You Do)
- Scaffold instruction by moving from teacher modeling to independent practice.

Review and Reinforcement:
- The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Text Engagement:
Interactive Read Aloud
- The teacher reads aloud at a normal adult pace, with many stops. Stops include those from the lesson plans and others that the teacher adds to model, explain vocabulary, and ask questions. Students answer individually or in partners, but always orally. Students sometimes interrupt to ask questions that they have. Students are very active.

Building Background Knowledge
- Create anchor charts about stories and topics to enhance engagement and understanding.

Respond Together
- Model decisions a writer makes for students to improve their text-based responses.

For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

Direct Instruction

- Concepts such as "personal narrative", "opinion writing," and "informative writing" will be introduced through direct instruction.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing **-** Provide opportunities for students to share pieces with authentic audiences.

Vocabulary:

- Deliberate selection of broadly useful Tier 2 words, which is applied after reading to enhance student understanding without interrupting the flow of the text.

Sentence Composing & Grammar:

- Teachers will model using three grammar routines: *expand*, *imitate*, *combine*, and *unscramble*. These help students practice complex grammar and punctuation in meaningful, contextual ways that support reading and writing. Rather than diagramming, students build rich sentences by adding details, mimicking author syntax, and combining ideas for cohesion. These activities deepen grammar understanding and improve both writing skills and reading comprehension.

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Unit 1: Trail of Tears
Unit 2: The Importance of a Story
Unit 3: Look How Far I've Come</th></tr>
<tr><td colspan="2">Culminating Task
Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</td></tr>
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IAB:
● Write/Revise Narrative (suggested)
● Brief Writes (suggested)

Genre Based Writing Work Session: Process or Product</td><td><u>Summative:</u>

Culminating Task:
1. Opinion Writing: Book Advertisement (ELA, Module 4, Unit 2, Lessons 36-40)

This culminating task will take 5 days to complete. In this task, students will reinforce their understanding of opinion writing structure and purpose. Within this structure, they will incorporate concepts and knowledge learned from books across the curriculum this year in both Shared Reading and Read Aloud lessons and apply what they've learned about opinion and persuasive writing techniques to independently plan, write and design, revise, and edit a book advertisement. Successful completion of this task allows students to demonstrate how well they can incorporate persuasive elements and supporting evidence from their selected text into an opinion text structure and use that structure to share their opinion in a creative way.

In this Culminating Task, students will create a persuasive argument in the form of an advertisement, to convince the reader that the student's chosen book is the best of all the books read or listened to during the fifth-grade year. To successfully complete this task, students must apply what they have learned about opinion text structure and persuasive writing techniques in genre writing lessons across the year, and about how to identify and use text evidence to support their opinion from both genre writing lessons and written response tasks, in their writing piece.

Collect this Culminating Task for a grade and evaluate using the Grade 5: Book Advertisement Rubric and the Grade 5: Editing and Revision Rubric.</td></tr>
</table>

	2. Narrative Writing: Reading and Writing Identity (ELA, Module 4, Unit 3, Lessons 41-45) This Culminating Task will take 5 days to complete. In this task, students will reinforce their understanding of the structure and purpose of narrative writing. Within this structure, they will incorporate what they've learned about narrative text structure from books across the curriculum this year in both Shared Reading and Read Aloud lessons and apply what they've learned about the structure and purpose of narrative writing and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative of how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate personal narrative elements into a narrative text structure and use that structure to reflect on their growth as a reader and a writer in fifth grade. In this Culminating Task, students will create a personal narrative that reflects on their growth as a reader and a writer at the beginning, middle, and end of their fifth-grade school year. To successfully complete this task, students must apply what they have learned about narrative text structure and personal narrative writing techniques in genre writing lessons across the year, then incorporate each learned element and their personal reflections into this personal narrative writing piece. Collect this Culminating Task for a grade and evaluate using the Grade 5: Reading and Writing Identity Rubric and the Grade 5: Editing and Revision Rubric.

SUBJECT Grade 5 ELA	
MODULE 4: Unit 1: Trail of Tears Unit 2: The Importance of a Story Unit 3: Look How Far I've Come	
Pacing & Resources	
45 days *Time Allotment: Mid March - June*	
Unit 1: Trail of Tears	
The Porcupine Year Lessons 1-16	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 1, we make a connection to the Trail of Tears theme. ● In Lesson 15, students are asked to take the perspective of the author and co-write examples of dialogue between two characters in the text. We revisit this skill which was practiced in Lesson 14 when students were asked to take the perspective of the author and co-write a backstory about one of the characters in the text.
Trail of Tears Research Project Lessons 17-22	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 17, we make connections to content in the Read-Aloud text, The Porcupine Year, and to the *Trail of Tears* theme. ● In Lessons 18 and 19, we ask students to research a topic using multiple sources and take notes in their own words on a graphic organizer. We revisit these skills which have been practiced during previous lessons for informative writing research projects. ● In Lesson 20, we ask students to distinguish between information to keep and eliminate from their graphic organizer before beginning to draft an informative writing piece. We revisit this skill which was practiced during Lesson 37 of the Module 2 Culminating Task: *Informative Writing: Civil Rights Research Paper.* ● In Lesson 21, we ask students to engage in the drafting stage of the writing process by using the information from their completed graphic organizer to draft an introduction, body, and conclusion for their writing piece. We also ask them to add relevant

	transition words to their writing to make it flow more smoothly, and to utilize effective word choice. We revisit these skills which have been practiced during previous writing lessons. ● In Lesson 22, we ask students to engage in the revising and editing stages of the writing process by using checklists to evaluate, revise, and edit their writing. We also ask students to share their writing with others, demonstrating their growing ability to speak and listen as they demonstrate knowledge. We revisit these skills which have been practiced during previous writing lessons.
Unit 2: The Importance of a Story	
Tuck Everlasting Lessons 23-35	In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections: ● In Lesson 23, we make a connection to previous Written Responses and Respond Together activities that involved writing summaries. ● In Lesson 30, we ask students to think about their knowledge of the various places mentioned in previous chapters of the book so far in order to co-construct a map during the Respond Together portion of the lesson.
Opinion Writing: Book Advertisement Lessons 36-40	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: ● In Lesson 36, we make connections to the structure, purpose, and elements of opinion writing (in the form of a book review) from previous opinion writing lessons. We also make connections to the focus of previous opinion writing lessons that involved using a checklist to plan and draft an opinion text. Additionally, we make connections to the Read-Aloud text, The Boy Who Loved Words. ● In Lesson 37, we make connections to the focus of previous opinion writing lessons that involved referencing a text and using a checklist to identify supporting reasons and evidence for an opinion piece. We also make connections to the Read-Aloud text, The Boy Who Loved Words. ● In Lesson 38, we make connections to the focus of previous writing lessons that involved using checklists to evaluate, revise, and edit their writing and a partner's in order to prepare a final draft for publication.

	● In Lesson 39, we make connections to the focus of previous writing lessons that involved practicing with a partner how to present information to an audience.
Unit 3: Look How Far I've Come	
Narrative Writing: Reading and Writing Identity Lessons 41-45	Throughout this culminating task, we will connect to what students have learned about themselves and their growth as fifth grade readers and writers this year. This task builds on what students have learned about writing structure and technique in earlier narrative writing and personal narrative writing lessons, and incorporates concepts and knowledge students have learned in Shared Reading and Read Aloud narrative texts throughout the year in fifth grade, including character growth and development, descriptive language and other author's craft elements, and strong sentence structure. Below is a list of those connections: ● In Lesson 41, we make connections to the purpose and structure of narrative writing from previous narrative writing lessons. Students are asked to use a graphic organizer to plan a personal narrative. We revisit this skill which has been practiced during previous narrative writing lessons that involved using a graphic organizer to plan a narrative writing piece. ● In Lesson 42, students are asked to use a graphic organizer and Narrative Checklist to plan a conclusion to a personal narrative and begin the first draft. We revisit this skill which has been practiced during previous narrative writing lessons that involved using a graphic organizer and narrative checklist to plan and begin drafting a narrative writing piece. ● In Lesson 43, students are asked to evaluate and revise their writing by using effective word choice and a Narrative Checklist. They are also asked to use an editing checklist to evaluate and edit their writing. We revisit these skills which have been practiced during previous writing lessons for multiple genres. ● In Lesson 44, students are asked to use checklists to evaluate, revise, and edit their writing and a partner's in order to prepare a final copy for publication. We revisit these skills which have been practiced during previous writing lessons for multiple genres. ● In Lesson 45, students are asked to read each other's published personal narratives and provide specific positive feedback that is based on the elements of a narrative checklist. We revisit this skill which has been practiced during previous writing lessons for multiple genres when students used checklists to guide the feedback they gave to their peers.

CURRENT REFERENCE:

Open Up Resources. (2024, October 11). *Bookworms K–5 reading & writing | Curriculum access*. Access Open Up Resources. Retrieved July 25, 2025, from https://access.openupresources.org/curricula/bookworms-k5/original/grade-5/index.html

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