

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 5 English Language Arts Literacy Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	ELA	Course Title/Grade Level:	5th Grade
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Topic/Unit Name	Reading	Writing	Suggested Pacing (Days/Weeks)
Topic/Unit #1	Launching + Interpretation Book Clubs (Units of Study for Teaching Reading Book 1)	Launching + Narrative Craft (Units of Study for Teaching Writing Book 1) (narrative)	(Sept- Nov) About 6-8 weeks
Topic/Unit #2	Tackling Complexity: Moving Up Levels of Non-Fiction (Book 2)	Research Reports (Book 2) (information)	(Nov-Jan) About 6 weeks
Topic/Unit #3	Fantasy Book Clubs (Book 4)	Literary and Comparative Essay (opinion)	(Jan-Feb) About 6 weeks
Topic/Unit #4	Argument and Advocacy: Researching Debatable Issues (Book 3)	Research Based Argument Essay (Book 4) (opinion & informational)	(Feb- April) About 5 weeks
Flexible Mini Unit	Building Confident Test-Takers	Building Confident Test-Takers	About 2 weeks
Topic/Unit #5	Author Study	Graphic Novels: Writing in Words and Pictures (Stand-Alone Book) (narrative)	(April- May) About 6 weeks
Topic/Unit #6	Bonus Unit: Little Things are	Bonus Unit: Poetry Anthologies	(May- June) About 3 weeks

	Big... Poetic Craft		
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Topic/Unit 1 Title	Unit 1 Reading Launching + Interpretation Book Clubs	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</p> <p>RL 5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>			

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a conclusion related to the opinion presented.

W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies: 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups <i>(Example: Students will apply what they learned in social studies to apply to the books they are reading. In book clubs students will compare and contrast gender roles and cultural practices.)</i></p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <i>(Example: When launching Reader’s Workshop and book clubs, students will discuss how they can give back to help the routines run smoothly and strengths they have to contribute to club preparation and discussion.)</i></p>
<p>Computer Science and Design Thinking</p>	<p>9.1.5.RMI.1: Identify risks that individuals and households face</p>
<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. <i>(Example: When launching the workshop, advise students on the way to keep their personal information secure i.e. not sharing passwords,</i></p>	<p><i>(Example: In a mini lesson during realistic fiction book clubs, ask students to investigate how the problems faced by characters could be problems faced by any person or family. Elicit examples of typical</i></p>

<i>not granting access to their Google docs, etc.)</i>	<i>risks that individuals and families face and then ask students which ones they notice in the books they're reading and books they've read previously.)</i>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Students will generate, draft, and revise their ideas about their reading. 2. Students will use book clubs as a way to develop their interpretations about themes. 3. Students will analyze how authors develop themes and characters across a text or texts. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are some qualities of strong writing about reading? 2. How can I read with the lens of looking for themes, learning to spot places in a text where the theme shines through? 3. How can I compare and contrast the way a theme is handled similarly and differently in different texts? 4. How can I look at how different authors approach the same theme? 5. What do book club members do in an effective book club that lifts the level of the club's work?
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● the reading workshop routines and procedures. ● strategies to set reading goals. ● strategies to write about reading. ● strategies to grow more complex ideas. ● strategies to notice perspective. ● strategies to revise writing about reading. ● strategies to think interpretively to find possible themes. ● strategies to launch book clubs. ● strategies to collaboratively grow ideas within book clubs. ● strategies to gather evidence to grow theories. ● strategies to express ideas clearly in book clubs. ● strategies to work collaboratively in book clubs. ● strategies to compare and contrast the ways in which themes are developed across texts. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● follow the reading workshop routines and procedures. ● set reading goals. ● write about reading. ● grow more complex ideas. ● notice perspective. ● revise writing about reading. ● think interpretively to find possible themes. ● launch book clubs. ● collaboratively grow ideas within book clubs. ● gather evidence to grow theories. ● express ideas clearly in book clubs. ● work collaboratively in book clubs. ● compare and contrast the ways in which themes are developed across texts.

<ul style="list-style-type: none"> • strategies to analyze the different ways in which a single theme might be developed differently in different texts. • strategies to bridge the connection between theme and craft. 	<ul style="list-style-type: none"> • analyze the different ways in which a single theme might be developed differently in different texts. • bridge the connection between theme and craft.
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Give a performance assessment at the end of the unit.</p> <ul style="list-style-type: none"> • Post-assessment <p>Independent reading level</p> <ul style="list-style-type: none"> • At this time all students are being assessed with the TC (Teachers College Reading Assessment). This serves as the summative assessment for the unit showing the students' level of proficiency with accuracy, fluency, and comprehension in leveled texts.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Give a performance assessment prior to beginning the unit.</p> <ul style="list-style-type: none"> • Pre-assessment <p>Ongoing assessments:</p> <ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Partner conversation • Random collection of notebooks • Reading responses • Writing long off of Post-its
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • Complete Comprehension by Jennifer Serravallo

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.
- The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [FIFTH GRADE UNIT 1 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Interpretation Book Clubs: Analyzing Themes* by Lucy Calkins and Alexandra Marron (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- Leveled classroom library
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**
- Mentor Texts:
 - *Tia Isa Wants a Car* by Meg Medina
 - *Fly Away Home* by Eve Bunting
 - *Home of the Brave* by Katherine Applegate
 - *Absolutely Almost* by Lisa Graff
 - *Bridge to Terabithia* by Katherine Paterson
 - *Wringer* by Jerry Spinelli

Supplemental materials:

- *A Guide to the Reading Workshop*, chapter 6.
- Commonsense.org - for digital literacy lessons
- [Cyber Safety](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 1 Title	<p style="text-align: center;">Unit 1 Writing Launching + Narrative Craft</p>	Approximate Pacing	8 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences</p> <p>SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills:	
<p>Social Studies: 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. <i>(Example: Students will write a narrative story from a Native American’s perspective on settlement in a new area.)</i></p>		<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <i>(Example: When launching Writer’s Workshop, students will discuss how they can give back to help routines run smoothly and strengths they have to contribute to the feedback process and support their fellow classmates as writers.)</i></p>	
Computer Science and Design Thinking			

<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. <i>(Example: When launching the workshop, advise students on the way to keep their personal information secure i.e. not sharing passwords, not granting access to their Google docs, etc.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Writers are decision makers. They draw on their repertoire of strategies for generating narrative writing, assess their work, review their options, and make decisions about the work that needs to be done. 2. Writers lift the quality of their work by cycling through the writing process faster and faster. They step inside the shoes of the character (in this case, themselves at a different time and place) and write in the point of view and with the details that are true to the unfolding. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I generate personal narratives? 2. How do I take my writing through the writing process, crafting and revising to an effort to communicate meaning? 3. How can I enrich my own writing using mentor texts to develop my writer's craft? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● the writing workshop routines and procedures. ● to draw on all they know from prior years of work with narrative writing. ● strategies to generate personal narrative ideas ● strategies to set writing goals ● strategies to build writing stamina and volume. ● strategies to draft personal narratives. ● strategies to bring out the meaning of their story. ● strategies to revise and edit pieces with their peers ● strategies to spell grade-appropriate words correctly. ● to use a comma to set off the words yes and no. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● follow predictable writing workshop routines and procedures. ● draw on all they know from prior years of work with narrative writing. ● generate personal narrative ideas ● set writing goals ● build writing stamina and volume. ● draft personal narratives. ● redraft to bring out meaning - what is this story really about? ● revise and edit pieces with their peers ● revise by spelling grade-appropriate words correctly, consulting references as needed.

<ul style="list-style-type: none"> • strategies to prepare for publication. 	<ul style="list-style-type: none"> • revise using a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>) • publish and celebrate final draft.
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post-assessment writing task:</p> <ul style="list-style-type: none"> • Students should have familiar paper to write on and a supply of additional pages. • Up to 60 minutes • Can use 2 days. Possible schedule: <ul style="list-style-type: none"> ○ Day 1 - 40 minutes to plan and draft ○ Day 2 - 20 minutes to revise and edit • Give the following instructions: <p><i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have sixty minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> • <i>Write a beginning for your story</i> • <i>Use transition words to tell what happened in order</i> • <i>Elaborate to help readers picture your story</i> • <i>Show what your story is really about</i> • <i>Write an ending for your story.”</i> <p>Published student writing</p> <ul style="list-style-type: none"> • Post assessments and published pieces should be scored using the Revised Narrative Writing rubric for Grades 3-6
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre-assessment writing task:</p> <ul style="list-style-type: none"> • Students should have familiar paper to write on and a supply of additional pages. • Up to 60 minutes • Give the following instructions:

	<p><i>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have sixty minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> ● <i>Write a beginning for your story</i> ● <i>Use transition words to tell what happened in order</i> ● <i>Elaborate to help readers picture your story</i> ● <i>Show what your story is really about</i> ● <i>Write an ending for your story.”</i> <ul style="list-style-type: none"> ● Anecdotal Notes from writing conference & small group instruction ● Teacher Observations ● Conference notes ● Partner conversations ● Flash-drafts ● Random collection of notebooks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● FIFTH GRADE UNIT 1 WRITING TEACHING POINTS AND TEACHER NOTES ● <i>Narrative Craft</i> by Lucy Calkins and Alexandra Marron (from the Writing Units of Study set). ● <i>The Writing Strategies Book</i> By Jennifer Serravallo 	

- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**
- Mentor Texts
 - *“Papa”* and *“Eleven”* by Sandra Cisneros
 - *Every Living Thing* by Cynthia Rylant

Supplemental materials:

- *Raising the Quality of Narrative Writing* by Lucy Calkins and Ted Kesler (found in Units of Study for Teaching Writing, Grades 3-5)
- *Up the Ladder Accessing Grades 3-6 Narrative Units of Study* (copy in the Professional Library)

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Unit 2 Reading Tackling Complexity: Moving Up Levels of Non-Fiction	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources: summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in, and teacher led) with diverse partners on grade 5 topics and texts building on others' ideas and expressing their own clearly.</p>			

- SL 5.2 Summarize portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- 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.
- SL 5.5 Include multimedia components 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.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

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.

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

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

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. <i>(Example. Students will read nonfiction texts on different groups that migrated into the colonies. They will use graphic organizers to compare and contrast their experiences.)</i></p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. <i>(Example: Students will read, research, and discuss in research groups about it.)</i></p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native</p>	<p>9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. <i>(Example: In launching a mini lesson for a day of nonfiction reading, explore with students the way the information we are exposed to can be misleading and discuss ways to protect oneself from misinformation.)</i></p>

<p>Americans, and women during the American Revolution, and determine how these groups were impacted by the war. (<i>Example: Students will research different colonial groups and present research papers on those groups.</i>)</p>	
Computer Science and Design Thinking	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. (<i>Example: In responding to text dependent questions with a claim and evidence, model how to search for data in the text to formulate and support a claim.</i>)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will study ways in which their texts are becoming more complex, and be able to independently apply new strategies to tackle these new challenges. 2. Students will build independent reading lives outside of school, turning to complex nonfiction because those texts give them access to knowledge they seek. 3. Students will be lifelong learners, seeing the value of embarking on a learning journey, one that feeds a passion or question of their own. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. In what ways are nonfiction texts becoming increasingly complex? 2. What strategies can I use to tackle complex texts? 3. How does the main idea become more complex? 4. How do I write in my notebook in order to better understand what I am learning and angle my entries so it better explains the information? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● strategies to orientate themselves to the text prior to reading. ● strategies to tackle complex nonfiction texts. ● strategies to determine the main idea(s). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● orientate themselves to the text prior to reading. ● apply strategies to tackle complex nonfiction texts. ● determine the main idea(s).

<ul style="list-style-type: none"> ● strategies to determine the meaning of vocabulary words. ● strategies to summarize ● strategies to learn from a variety of primary sources. ● strategies to write about reading. ● strategies to dig deeper into a topic. ● strategies to synthesize across subtopics. ● strategies to compare and contrast the author's perspective. ● celebrate growth. 	<ul style="list-style-type: none"> ● determine the meaning of vocabulary words. ● summarize ● learn from a variety of primary sources. ● write about reading. ● dig deeper into a topic. ● synthesize across subtopics. ● compare and contrast the author's perspective. ● celebrate growth.
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Give a performance assessment at the end of the unit. <ul style="list-style-type: none"> ● Post-assessment
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Give a performance assessment prior to beginning the unit. <ul style="list-style-type: none"> ● Pre-assessment Ongoing assessments: <ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Teacher observations ● Partner conversation ● Random collection of notebooks ● Reading responses ● Writing long off of Post-its
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. ● Complete Comprehension by Jennifer Serravallo

Benchmark Assessments
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student.
- The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [FIFTH GRADE UNIT 2 READING TEACHING POINTS AND TEACHER NOTES](#)
- *Tackling Complexity: Moving Up Levels of Nonfiction* by Lucy Calkins and Katie Clements (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- Leveled classroom library
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**
- **Mentor Texts:**
 - Bend 1: *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca Johnson
 - Bend 2: *Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean* by Bradley Hagu

Supplemental materials:

- Online research websites, such:
 - Scholastic Go!
 - World Almanac
 - Britannica
 - Discovery Education
- *Energize Research Reading and Writing* by Christopher Lehman

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Unit 2 Writing Lens of History: Writing Research Reports	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information of explanation presented. <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>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.)</p>			

- L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. <i>(Example. Students will read nonfiction texts on different groups that migrated into the colonies. They will use graphic organizers to compare and contrast their experiences. They will then write research papers that use the compare and contrast text structure.)</i></p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. <i>(Example: Students will read, research, and write about the influence it had on the American Revolution.)</i></p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. <i>(Example: Students will research different colonial groups and present research papers on those groups.)</i></p>	<p>9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. <i>(Example: In launching a mini lesson for a day of nonfiction research in the prewriting stage, explore with students the way the information we are exposed to can be misleading and discuss ways to protect oneself from misinformation. Explore how to identify reliable sources.)</i></p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. <i>(Example: Students can enhance their research paper by thoughtfully selecting and designing features that word processors offer.)</i></p>
Computer Science and Design Thinking	
<p>8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.</p>	

(Example: Students will likely interact with their computers more during this unit, as research is typically a component. Before launching the unit, potentially work with the technology department to prepare a list of top 10 most common solutions to problems or elicit from students things they have learned about troubleshooting common problems as computer users.)

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

(Example: Encourage and model how to collect quantitative data during students' research process. Model and discuss different ways of presenting that data visually in the form of text features like graphs, charts, timelines, etc. Model and discuss how to use that data to enrich writing by infusing students' own ideas about relationships they've uncovered through their data collection and analysis into their piece.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings:

- Students will write informational texts within a content area study.
- Writers need to research thoroughly in order to write a report.
- Students learn how to write quickly and efficiently, improving their first-draft writing so that it shows their increased prowess as writers.
- Writers improve their stamina for meaningful revision - large-scale elaboration and research.

Essential Questions:

- How do I improve my first-draft writing?
- How do I build my stamina to make meaningful revisions?
- How do I make large-scale revisions to my draft?
- How do I convey information and ideas clearly?
- How do I engage in research while keeping track of and citing relevant sources?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- strategies to plan a research-report prior to drafting
- strategies to prepare to flash-draft
- strategies to flash-draft report
- strategies to take notes while reading
- strategies to revise using various lenses
- strategies to revise by recognizing and correcting inappropriate shifts in verb tense.
- strategies to use verb tense to convey various times, sequences, states, and conditions when revising.
- strategies to prepare to redraft
- strategies to redraft report
- strategies to edit research paper
- strategies to fancy up writing

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- plan a research-report prior to drafting
- prepare to flash-draft
- flash-draft report
- take notes while reading
- revise using various lenses
- revise by recognizing and correcting inappropriate shifts in verb tense.
- use verb tense to convey various times, sequences, states, and conditions when revising.
- prepare to redraft
- redraft report
- edit research paper
- publish
- celebrate growth

ASSESSMENT OF LEARNING

Summative Assessment

(Assessment at the end of the learning period)

Post-assessment writing task:

- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Can use 2 days. Possible schedule:
 - Day 1 - 40 minutes to draft
 - Day 2 - 20 minutes to revise and edit
- Give the following instructions:

“Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have 45 minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you’ll have only 45 minutes to draft this and then 15 minutes the following day to revise and edit. Write in a way that shows all that you know about information writing. In your writing, make sure you:

- *Write an introduction*

	<ul style="list-style-type: none"> ● <i>Elaborate with a variety of information</i> ● <i>Organize your writing</i> ● <i>Use transition words</i> ● <i>Write a conclusion”</i> <p>Published student writing</p> <ul style="list-style-type: none"> ● Post assessments and published pieces should be scored using the Revised Informational Writing rubric for Grades 3-6
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p><u>Pre-assessment writing task:</u></p> <ul style="list-style-type: none"> ● Students should have familiar paper to write on and a supply of additional pages. ● Up to 60 minutes ● Can use 2 days. Possible schedule: <ul style="list-style-type: none"> ○ Day 1 - 40 minutes to draft ○ Day 2 - 20 minutes to revise and edit ● Give the following instructions: <p><i>Think of a topic that you’ve studied or that you know a lot about. You will write an informational text that teaches others interesting and important information and ideas about that topic. You may use any research, notes, or texts if that is useful. You’ll need to rehearse, write, revise, and edit. Write in a way that shows all that you know about information writing. In your writing, be sure to:</i></p> <ul style="list-style-type: none"> ● <i>Write an introduction</i> ● <i>Elaborate with a variety of information</i> ● <i>Organize your writing</i> ● <i>Use transition words</i> ● <i>Write a conclusion</i> <ul style="list-style-type: none"> ● Anecdotal Notes from writing conference & small group instruction ● Teacher Observations ● Conference notes ● Partner conversations ● Flash-drafts ● Random collection of notebooks

Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	On-Demand Benchmark Assessment <ul style="list-style-type: none"> Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. Prompts and more information can be found at www.heinemann.com/myonlineresources Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> FIFTH GRADE UNIT 2 WRITING TEACHING POINTS AND TEACHER NOTES <i>The Lens of History</i> <i>The Writing Strategies Book</i> By Jennifer Serravallo <i>Words Their Way</i> by Bear, Invernizzi, Templeton & Johnston *For word study instruction Mentor Texts: <ul style="list-style-type: none"> <i>Who Settled the West?</i> by Bobbie Kalman <i>They’re Off! The Story of the Pony Express</i> 	
Supplemental materials: <ul style="list-style-type: none"> Baskets of informational text on chosen topics Online resources: <ul style="list-style-type: none"> Heinemann for teaching materials informational websites for students to research their topic 	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Unit 3 Reading Fantasy Book Clubs	Approximate Pacing	6 weeks
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STANDARDS

NJSLS (ELA/L)

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

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL 5.3 Compare and contrast two or more characters, setting, 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 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

RL 5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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

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.

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

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words

RF 5.4 Read with sufficient accuracy and fluency to support comprehension. A) Read grade-level text with purpose and understanding, B) Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings, C) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

Interdisciplinary Connections:

Career Readiness, Life Literacies, and Key Skills:

<p>Social Studies: 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. <i>(Example: In fantasy book clubs, students will discuss who has the power and who is powerless. They will compare this to classical civilization and how Kings and Queens were powerful.)</i></p>	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). <i>(Example: Students engaging in book clubs can be coached to push one another’s thinking through modeling and brainstorming productive discussion tactics.)</i></p>
Computer Science and Design Thinking	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. <i>(Example: When exploring fantasy tropes as a class, collect data - potentially on a poster in your classroom or on a PPT slide you reference each day - to gather information about the kinds of themes, conflicts, settings, societies, etc your students are finding in their fantasy texts. As you collect data, the class can draw conclusions about fantasy texts together.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. This unit aims to create lifelong readers; instilling an eagerness to tackle more complex narratives, the tools to embrace that complexity, and the sense of agency to do this work independently. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What strategies can I use to deal with the complexity of fantasy novels: multi-faceted characters, multiple plotlines, shifting timelines, tricky narrative structure, and complicated symbolism? 2. What internal or external quests are developing and how do they relate to the bigger theme in the text? 3. What are the meanings behind the potential symbols? 4. What strategies will help me to read more critically to analyze the deeper meaning in the text 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:

- strategies to meet the challenges of fantasy novels.
- to turn to nonfiction when needing an explanation for some of the references in their books.
- texts often have multiple main themes.
- how to launch book clubs successfully.
- to critically analyze characters.
- strategies to tackle unfamiliar words.
- to dig deeper to uncover the meaning of potential symbols.
- to pay attention to complex plot and character developments.
- fantasy novels have internal and external quest plots.
- characters are not always what they seem.
- character traits, quests, and themes can run across stories.

Students will be able to:

- navigate the other worlds of their novels, including complicated settings, multiple characters, and multiple plotlines.
- reveal the quests and themes that reveal themselves within and across their novels.
- analyze themes and quests across texts
- analyze the connection between fantasy and fact.
- analyze potential symbols and their meanings.
- critically read to interpret, infer, and predict about a text.
- synthesize complex plotlines across one text.
- track internal and external quests relating to character and theme across a text or texts.
- consult their nonfiction resources to discover the meaning behind referenced facts and words.
- read with more critical analysis.
-
- Students will launch into fantasy book clubs with more agency and independence.
- Students will read with deep comprehension and synthesize across many pages.
- Students will notice the complexity in fantasy novels and learn strategies to meet those challenges.
- Students will learn to be more analytical as they learn characters are not always what they seem.
- Book clubs will be reading their second or third novel together.
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- Students will learn that characters in fantasy novels are often on quests and those quests can be internal and external.
-
- Students will learn that character traits, quests, and themes can run across stories.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<p>Give a performance assessment at the end of the unit.</p> <ul style="list-style-type: none"> • Post-assessment
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>Give a performance assessment prior to beginning the unit.</p> <ul style="list-style-type: none"> • Pre-assessment <p>Ongoing assessments:</p> <ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Partner conversation • Random collection of notebooks • Reading responses • Writing long off of Post-its
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • <i>Complete Comprehension</i> by Jennifer Serravallo
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • FIFTH GRADE UNIT 3 READING TEACHING POINTS AND TEACHER NOTES 	

- *Fantasy Book Clubs: The Magic of Themes and Symbols* by Lucy Calkins (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- Leveled classroom library
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**
- Mentor Texts:
 - *The Thief of Always* by Clive Barker
 - *The Paper Bag Princess* by Robert Munsch
 - *Mufaro's Beautiful Daughters* by John Steptoe

Supplemental materials:

- *A Guide to the Reading Workshop* (in Units of Study for Teaching Reading set): Chapter 11: Practical Help with Book Clubs

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Unit 3 Writing Literary Essay: Opening Texts and Seeing More	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a conclusion related to the opinion presented. <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W5.9 Draw evidence from literary or informational to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). <i>(Example: Students will use opinion writing skills gained to develop arguments and reasons to support their claim about a text and share with a specific audience.)</i></p>	<p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p>
Computer Science and Design Thinking	
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. <i>(Example: Students should gather data before formulating their opinion or thesis on which they will write. Model using a data-first approach, in that instead of fitting data to an existing thesis, the data drives the formulation of the thesis.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students read analytically and then write to develop claims across a variety of narrative and non-narrative texts, writing well-structured, evidence-based opinion pieces. 2. The art of literary essay writing is transferable to any kind of opinion writing. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I read closely, and write structured, evidence-based interpretive essays, including a compare and contrast essay? 2. How can I draw on everything I know about writing, reading, and essays to go through the entire writing process of writing a literary essay about a story? 3. How can I transfer what I know about writing a literary essay to the challenge of writing any form of opinion piece? 	
STUDENT LEARNING OBJECTIVES	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● strategies to develop a strong thesis statement. ● strategies to collect solid text evidence to support thesis statement. ● strategies to elaborate an essay. ● to compare and contrast two or more texts. ● to analyze theme and big ideas across multiple texts. ● to make intentional choices about how to organize their work. ● writers grow ideas that are central to one story, grounded in close reading, with text evidence, and reflection to support the claim. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● close read for ideas by mining a text for ideas about characters' traits, motivations, troubles, changes, and relationships. ● collect ideas about themes of texts by reading closely. ● develop complex thesis statements. ● collect a variety of text evidence to support thesis and the structures they have chosen. ● make more complex interpretations of texts. ● write a comparative essay using a second text. ● study a theme and its development across two texts. ● compare and contrast central themes or big ideas across two texts.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p><u>Post-assessment writing task:</u></p> <ul style="list-style-type: none"> ● Students should have familiar paper to write on and a supply of additional pages. ● Up to 60 minutes ● Can use 2 days. Possible schedule: <ul style="list-style-type: none"> ○ Day 1 - 40 minutes to plan and draft ○ Day 2 - 20 minutes to revise and edit ● Give the following instructions: <p>Think about the big idea or theme in these stories or ideas you have about the characters. You will have sixty minutes to write an opinion text in which you will write your opinion or claim of how these stories are similar and different, and tell reasons why you feel that way. When you do this draw on everything you know about essays. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write an introduction ● State your opinion or claim ● Give reasons and text evidence to support your thoughts ● Organize your writing
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	<ul style="list-style-type: none"> ● Acknowledge counterclaims ● Use transition words ● Write a conclusion. <p>Published student writing</p> <ul style="list-style-type: none"> ● Post assessments and published pieces should be scored using the Revised Opinion Writing rubric for Grades 3-6
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Pre-assessment writing task: Distribute copies of the following on-demand prompt: After reading, “Thank You, Ma’am” by Langston Hughes, think about the big idea or theme in this story or ideas you have about a character. You will have sixty minutes to write an opinion text (literary essay) in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about literary essays. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● <i>Write an introduction</i> ● <i>State your opinion or claim</i> ● <i>Give reasons and text evidence to support your thoughts</i> ● <i>Organize your writing</i> ● <i>Acknowledge counterclaims</i> ● <i>Use transition words</i> ● <i>Write a conclusion.</i> <ul style="list-style-type: none"> ● Anecdotal Notes from writing conference & small group instruction ● Teacher Observations ● Conference notes ● Partner conversations ● Flash-drafts ● Random collection of notebooks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> • Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. • Prompts and more information can be found at www.heinemann.com/myonlineresources • Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • FIFTH GRADE UNIT 3 WRITING TEACHING POINTS AND TEACHER NOTES • <i>Literary Essay: Opening Texts and Seeing More</i> by Katie Clements and Mike Ochs • <i>The Writing Strategies Book</i> by Jennifer Serravallo • <i>Words Their Way</i> by Bear, Invernizzi, Templeton & Johnston *For word study instruction • Mentor Text: <ul style="list-style-type: none"> ○ <i>House on Mango Street</i> by Sandra Cisneros <ul style="list-style-type: none"> ■ “Eleven” by Sandra Cisneros 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • <i>If... Then... Curriculum Grade 5</i> by Lucy Calkins, pages 41-55 • <i>Literary Essays: Writing About Reading</i> by Lucy Calkins and Medea McEvoy (found in previous Writing Units of Study Grades 3-5) • <i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman and Kate Roberts (copies in the Book Room) 	
Modifications for Learners	
<p>See appendix</p>	

Topic Unit 4 Title	Unit 4 Reading Argument and Advocacy: Researching Debatable Issues	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a conclusion related to the opinion presented. <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>			

<p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. <i>(Example: Students will research a public issue.. They will form their opinion after researching more about it.)</i></p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). <i>(Example: Students will research a public issue, then write letters to the legislature on their ideas.)</i></p>	<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals to improve upon current actions designed to address the issue.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity. <i>(Example: Club members will collaborate to discuss the debatable issue they are studying while sharing their perspective.)</i></p>
Computer Science and Design Thinking	
<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. <i>(Example: As students research their debatable issues, introduce a mini lesson on how society has influenced their debatable issue as an avenue for deepening their exploration. For example, if students have chosen to write about zoos, work with them to explore how society has influenced the creation of the entertainment zoo system.)</i></p>	

<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Club members collaborate with their peers to debate and study their issue.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will read more complex, challenging texts with greater agency and independence as they learn to become more active and critical citizens. 2. Readers draw on all they have learned about how to read complex nonfiction in order to research and make arguments about debatable issues. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I read more complex, challenging texts with greater agency and independence? 2. How do I become a more active and critical citizen? 3. How do I read nonfiction in order to research and make arguments about debatable issues? 4. How do I analyze craft moves across a text? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● strategies to analyze arguments. ● strategies to research an issue deeply. ● strategies to grow new ideas. ● strategies to study an issue with more depth and an analytic lens. ● strategies to determine an author’s perspective. ● draw on strategies to tackle a difficult text. ● strategies to build on others’ ideas. ● strategies to debate. ● strategies to make a plan before starting a new research project. ● strategies to analyze texts. ● strategies to collaboratively uncover new ideas. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● analyze arguments. ● research an issue deeply. ● grow new ideas. ● study an issue with more depth and an analytic lens. ● determine an author’s perspective. ● tackle a difficult text. ● build on others’ ideas. ● debate. ● make a plan before starting a new research project. ● analyze texts. ● work together to uncover new ideas. ● celebrate growth.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<u>Post-Assessment</u> Give a performance assessment at the conclusion of the unit. <ul style="list-style-type: none"> • Unit 4 Post-assessment
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<u>Pre-Assessment</u> <ul style="list-style-type: none"> • Use data from Unit 2 Post-assessment to drive instruction <u>Other Assessments</u> <ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Partner conversation • Random collection of notebooks • Reading responses • Writing long off of Post-its
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • Complete Comprehension by Jennifer Serravallo
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [FIFTH GRADE UNIT 4 READING TEACHING POINTS AND TEACHER NOTES](#)

<ul style="list-style-type: none"> ● <i>Argument and Advocacy: Researching Debatable Issues</i> by Lucy Calkins and Kelly Boland Hohne (book 3 in Reading Units of Study) ● Gather a variety of texts, both persuasive and those that make good arguments (suggestions found in the online resources). ● <i>The Reading Strategies Book</i> by Jennifer Serravallo ● Leveled classroom library ● <i>Words Their Way</i> by Bear, Invernizzi, Templeton & Johnston *For word study instruction
Supplemental materials: <ul style="list-style-type: none"> ● <i>Real Kids, Real Stories, Real Change</i> by Garth Sundem ● <i>Matters of Opinion: Food in Schools</i> by Tony Allman ● <i>Let's Talk about Animal Rights</i> by Vic Parker ● <i>New York Times Article</i> by Kim Severson called "A School Fight Over Chocolate Milk." ● <i>Straight Talk: The Truth About Food</i> by Stephanie Paris ● Sections from <i>Food and Nutrition</i> edited by Tara Koellhoffer.
Modifications for Learners
See appendix

Topic/Unit 4 Title	Unit 4 Writing Research-Based Argument Essay	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a conclusion related to the opinion presented.

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

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

W 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 and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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 5.6 Analyze multiple accounts of the same event or topic, noting important similarities.

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).

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

<p>SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL 5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	
<p>L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies:</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. <i>(Example: Students will research a public issue. They will form their opinion after researching more about it.)</i></p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). <i>(Example: Students will research a public issue. Students will write letters to the legislature on their ideas.)</i></p>	<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</p> <p>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action. <i>(Example: Students will write a research-based argument essay. The paper will identify a problem and ways to solve the problem.)</i></p> <p>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</p> <p>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</p>
Computer Science and Design Thinking	
<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. <i>(Example: As students research their debatable issues, introduce a mini lesson on how society has influenced their debatable issue as an avenue for deepening their exploration. For example, if students have</i></p>	

<p><i>chosen to write about zoos, work with them to explore how society has influenced the creation of the entertainment zoo system.)</i></p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Club members collaborate with their peers to debate and study their issue.)</i></p>	<p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. <i>(Example: The above standards are all part of conducting and presenting ethical research. Each can be addressed at the beginning of the unit in a series of mini lessons on how best to obtain, organize, and share reliable information while giving credit to authors and sources.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will argue logically by analyzing texts, weighing evidence, and considering logical reasoning by structuring their writing so it includes claims that are supported by reasons that are backed by evidence. 2. Writers will draw on their entire skill set as writers by collecting, sorting, selecting from lots of specific information, assessing their writing using checklists, studying and emulating the work of mentor writers, revising and editing, and meeting publishing deadlines. 3. This unit brings together all of the reading and writing skills students have studied for years, research and organizational skills of the last information unit, the expressive writing skills they learned in narrative writing, and the writing about reading skills they learned in literary essay. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I collect research on both sides of an argument and form my own opinion-with reasons and examples—supporting my side? 2. How can I revise my argument, taking it up a notch, by doing more research and evaluating evidence, anticipating and addressing counter-arguments, and writing to appeal to an audience? 3. How can I draw on everything I have learned about argument writing in order to find a cause or an issue, to make my own plan for writing, and develop a strong persuasive essay? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> ● strategies to research both sides of an issue. ● strategies to generate ideas. ● strategies to support thesis with reasons. ● strategies to flash-draft ● strategies to support reasons with evidence. ● strategies to analyze evidence ● strategies to make a plan before drafting. ● strategies to revise draft. ● how to use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences when revising ● how to use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). ● strategies to edit ● strategies to prepare piece of publication. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● research both sides of an issue. ● generate ideas. ● support thesis with reasons. ● flash-draft ● support reasons with evidence. ● analyze evidence ● make a plan before drafting. ● revise their draft: <ul style="list-style-type: none"> ● Intro ● Closing ● Counter- claims ● Strength-en evidence ● use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences when revising ● revise by using correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). ● edit ● publish
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Post-assessment writing task:</p> <ul style="list-style-type: none"> ● Students should have familiar paper to write on and a supply of additional pages. ● Up to 60 minutes ● Can use 2 days. Possible schedule: <ul style="list-style-type: none"> ○ Day 1 - 40 minutes to plan and draft ○ Day 2 - 20 minutes to revise and edit ● Give the following instructions: <p>Based on this packet of texts, <u>“Social Media May be Harmful to Health”</u>, <u>“All 13-Year Olds Should Get to Have Accounts on Social Media Sites!”</u>, and <u>“A New Documentary Shows What Teens Do on Social Media”</u>, decide whether thirteen-year-olds should be allowed to have accounts on sites like Facebook, Instagram, Twitter, and others. You will have 60 minutes to write a letter to a parent of a thirteen-year old</p>
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	<p>in order to convince the parent that your position makes the most sense. Map out the plan for your persuasive letter to the parent, making sure you reference the texts, prior to drafting.</p> <p><i>In your writing, make sure you:</i></p> <ul style="list-style-type: none"> ● <i>Write an introduction</i> ● <i>State your opinion or claim</i> ● <i>Give reasons and evidence</i> ● <i>Organize your writing</i> ● <i>Acknowledge counterclaims</i> ● <i>Use transition words</i> ● <i>Write a conclusion</i> <p>Published student writing</p> <ul style="list-style-type: none"> ● Post assessments and published pieces should be scored using the Revised Opinion Writing rubric for Grades 3-6
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p><u>Pre-assessment writing task:</u></p> <ul style="list-style-type: none"> ● Instead of giving the pre-assessment, you could refer to the Unit #3 Literary Essay post-assessment to tailor your teaching to the data you gather from this assessment. ● Anecdotal Notes from writing conference & small group instruction ● Teacher Observations ● Conference notes ● Partner conversations ● Flash-drafts ● Random collection of notebooks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student's writing ability
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources

grade level standards; given 2-3 X per year)

- Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.

RESOURCES

Core instructional materials:

- [FIFTH GRADE UNIT 4 WRITING TEACHING POINTS AND TEACHER NOTES](#)
- *The Research-Based Argument Essay* by Lucy Calkins, Mary Ehrenworth, and Annie Taranto (book 4 in Writing Units of Study)
- *The Lens of History: Research Reports* by Lucy Calkins and Emily Butler Smith (from the Writing Units of Study set).
- *The Writing Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**

Supplemental materials:

- *Energize Research Reading & Writing* by Christopher Lehman (copies in the book room)
- *If... Then... Curriculum* in Writing Units of Study set, page 30
- *Real Kids, Real Stories, Real Change* by Garth Sundem
- *Matters of Opinion: Food in Schools* by Tony Allman
- *Let's Talk about Animal Rights* by Vic Parker
- *Can We Save the Tiger* by Martin Jenkins
- Articles for the class on chocolate milk
 - "Nutrition in Disguise"
 - "Chocolate Milk: More Harmful Than Healthful"
- Videos on chocolate milk
 - "Sugar Overload"
 - "Flavored Milk: Tasty Nutrition"
- *Real Kids, Real Stories, Real Change* by Garth Sundem
- *Matters of Opinion: Food in Schools* by Tony Allman
- *Let's Talk about Animal Rights* by Vic Parker
- *Can We Save the Tiger* by Martin Jenkins

Modifications for Learners

See [appendix](#)

Flexible Unit	Mini Reading & Writing Unit Building Confident Test Takers	Approximate Pacing	3 Weeks
STANDARDS			
NJSLS (ELA)			
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>			

- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

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

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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.

- A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies: 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). <i>(Example: Preparing for state testing provides a great opportunity to read a variety of nonfiction pieces. There are many articles paired with</i></p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <i>(Example: Students should evaluate what they’re doing well during test prep each day, this can be shared with a partner or the class or something more tangible, like a journal.)</i></p>

<i>high quality questions about civil rights leaders that could be used for teacher modeling or student practice.)</i>	
Computer Science and Design Thinking	
<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Students can collaborate with peers on social-emotional strategies that can be utilized during testing.)</i></p>	<p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). <i>(Example: Model collecting evidence before determining the answer to the question posed by an assessment.)</i></p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) <i>(Example: Model the ways critical thinking is essential to test taking through teaching how to interpret the question being asked, how to evaluate answer choices, and how to make a selection between options.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will analyze the format and components of the NJSLA assessment. ● Students will practice, select, and utilize impactful strategies for reading in a standardized test. ● Students will practice, select, and utilize impactful strategies for answering selected response questions. ● Students will practice, select, and utilize impactful strategies for responding to writing prompts. ● Students will implement self-regulating emotional techniques to stay calm and focused during testing. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What components will I see on the NJSLA? ● What strategies will help me read passages closely on the NJSLA? ● What strategies will help me respond to selected response questions? ● What strategies will help me interpret, organize, and draft a response to writing prompts? ● How can I regulate my emotions to stay calm and focused during testing? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Standardized tests require heightened attention and a toolkit of metacognitive and test-taking strategies. ● Standardized tests are designed to be tricky. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Build and utilize a toolkit of metacognitive and test-taking strategies. ● Read closely and utilize strategies to avoid

<ul style="list-style-type: none"> Stress and anxious feelings can cloud our minds, so staying calm makes us better able to access our brains. 	<p style="text-align: right;">misunderstandings and distractors.</p> <ul style="list-style-type: none"> Build and utilize a toolkit of calming strategies to employ before and during testing.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	NJSLA assessment
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<p>Responding to selected response/multiple choice questions: A pre-assessment is not necessary and the tight test prep schedule probably will not allow for one. If there is time, however, it would be very beneficial to see what strategies students already know and gauge the kinds of distractors that attract them. You could use a passage and question set from this resource in the 5th Grade Test Prep folder.</p> <p>Responding to writing prompts: Look back at students' literary essays, research papers, and narrative work. Come prepared with strengths and gaps that you plan to target with students who need support in the test prep unit.</p> <p>Ongoing:</p> <ul style="list-style-type: none"> Teacher observations Partner conversation Anecdotal notes on independent work Collect student work systematically to analyze both strategy use and accuracy
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. The Teachers College Reading Assessment (TC) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. The Complete Comprehension by Jennifer Serravallo can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods.
Benchmark Assessments (used to establish baseline achievement data and	<ul style="list-style-type: none"> The Developmental Reading Assessment (DRA) will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. The NWEA MAP will be given to students 3 X per year (September, January, June) to assess

measure progress towards grade level standards; given 2-3 X per year)	students' application of reading skills.
RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> • Test Prep Shared Folder 	
Supplemental materials:	
<ul style="list-style-type: none"> • Leveled Classroom Library • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Writing Strategies Book</i> by Jennifer Serravallo 	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Unit 5 Reading Author Study	Approximate Pacing	6 weeks
STANDARDS			
NJSLS (ELA/L)			
RL 5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the			

text.

RL 5.2 Determine the key details in a story, drama or poem to identify the theme and to 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 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

RL 5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words

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

W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a conclusion related to the opinion presented.

W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

SL 5.2 Summarize portions of a text read aloud or information presented in diverse media and formats (e.g., 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.

L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>Social Studies 6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era. <i>(Example: Students will think about what they learned in social studies to apply to the power struggles they notice in their books.)</i></p>	<p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). <i>(Example: Students engaging in book clubs can be coached to push one another’s thinking through modeling and brainstorming productive discussion tactics and how to craft effective book club questions.)</i></p>
<p>Computer Science and Design Thinking 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. <i>(Example: In author study clubs, coach students to search for patterns across the author’s texts. Students can create a chart, either on a poster paper or on a PPT slide, to collect examples that fall into the categories they’re noticing.)</i></p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will follow an author like a fan of that author, learning not only about the distinctive, unique moves that author tends to make but also thinking about the topics and themes that the author tends to address, noticing the similar and different ways an author approaches the same theme throughout his or her writing. 2. Students will become lifelong readers by being fans of books and authors. 3. Students will become experts on particular author(s). 4. Students will learn life lessons and live differently after reading many books by the same author. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I follow an author like a fan, learning not only the distinctive craft moves the author tends to make but also about the topics and themes that the author tends to address? How can I notice similar and different ways that an author approaches the same theme? 2. How can I come to know an author well so that I am aware of that author’s distinctive craft moves? How can I study the way an author uses craft techniques to develop his or her theme? 3. How can I become an author expert, becoming so knowledgeable about an author that I can talk about and reference that author’s works almost automatically, as if I were a literary critic? 4. How can I learn life lessons from the authors that I love? How can I live my life differently because of what I read? 	
STUDENT LEARNING OBJECTIVES	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • strategies to read closely to get to know an author deeply. • strategies to collaborate to grow ideas. • strategies to read with a writer’s eye. • how to become an author expert. • strategies to compare and contrast books. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read closely to get to know an author deeply. • collaborate to grow ideas. • read with a writer’s eye. • become an author expert. • compare and contrast books.
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Refer to Author Study Post-Assessment Document</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Refer to the Unit #3 Fantasy Book Clubs post-assessment to tailor your teaching to the data you gather from this assessment. • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • Teacher observations • Partner conversation • Random collection of notebooks • Reading responses • Writing long off of Post-its
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) • The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. • Complete Comprehension by Jennifer Serravallo

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. • The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.
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RESOURCES

Core instructional materials: <ul style="list-style-type: none"> • FIFTH GRADE UNIT 5 READING TEACHING POINTS AND TEACHER NOTES • <i>If... Then... Curriculum Assessment-Based Instruction, Grades 3-5</i> by Lucy Calkins, pages 117-135 • Leveled classroom library • Access to book room text sets by same author • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>Words Their Way</i> by Bear, Invernizzi, Templeton & Johnston *For word study instruction

Supplemental materials: <ul style="list-style-type: none"> • TCRWP, Reading Curricular Calendar, Fifth Grade, 2013-2014, Unit Nine - Author Study: Reading Like a Fan • Collections of books or short texts by one of the following authors: <ul style="list-style-type: none"> ○ Patricia Polacco ○ Sandra Cisneros ○ Cynthia Rylant ○ James Howe ○ Kevin Henkes ○ Sarah Weeks

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Unit 5 Writing Graphic Novels: Writing in Words and Pictures	Approximate Pacing	6 weeks
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STANDARDS

NJSLS (ELA/L)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences

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

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
<p>2.4.5.P1b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theater work.</p> <p>2.4.5.P3a: Practice drama/theater work and share reflections individually and in small groups, and informally with an audience. <i>(Example: Students will rehearse then perform their graphic novel during a class celebration. Students will reflect on the experience with their peers).</i></p>	<p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. <i>(Example: Students will choose a piece to take through the writing process and publish in a Word Document).</i></p>
Computer Science and Design Thinking	
<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p>	

(Example: In the planning stages, students meet in groups to discuss ideas they have for their graphic novel to give feedback and deepen their ideas.)

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

(Example: Brainstorm with students the ways in which they feel shaped by society. Drill down into a handful of experiences they remember that illustrate times or areas of their lives in which they feel especially influenced by society. That would be a great graphic novel.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings:

1. Writers will write and illustrate graphic novels with believable characters, tension that builds, and details that bring the dialogue to life.

Essential Questions:

1. How do I write a graphic novel?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- strategies to generate thoughtful ideas.
- strategies to develop ideas with depth.
- strategies to read like writers.
- how to select a seed idea.
- different memoir structures.
- strategies to rehearse prior to drafting.
- strategies to draft
- to transfer memoir writing strategies to a new piece when drafting.
- large-scale revision strategies.
- to use punctuation to separate items in a series.
- to form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses during revision.
- strategies to edit.

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- generate thoughtful ideas.
- develop ideas with depth.
- read like writers.
- select a seed idea.
- choose a memoir structure.
- rehearse prior to drafting.
- draft
- transfer memoir writing strategies to a new piece when drafting.
- make large-scale revisions.
- revise by using punctuation to separate items in a series.
- form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses during revision.
- edit.
- publish and celebrate.

- strategies to fancy up their writing in order to publish and celebrate.

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Post-assessment writing task:

- Students should have familiar paper to write on and a supply of additional pages.
- Up to 60 minutes
- Can use 2 days. Possible schedule:
 - Day 1 - 40 minutes to plan and draft
 - Day 2 - 20 minutes to revise and edit
- Give the following instructions:

Think of a theme/lesson learned from your life which you have strong feelings. You will have forty-five minutes to write a memoir (blend of an opinion and narrative writing) where you will share your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, opinion writing, and narratives. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan and draft in one sitting. Then you will have fifteen minutes the following day to revise and edit.

In your writing, make sure you:

- Write an introduction
- State your opinion or claim
- Give reasons and evidence
- Organize your writing
- Use transition words
- Write a conclusion

Published student writing

- Post assessments and published pieces should be scored using the **Revised Memoir Writing rubric for Grades 3-6**

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

Pre-assessment writing task:

- *Memoir draws on both narrative and opinion writing skills. Instead of giving the opinion writing pre-assessment, refer to the data you gathered from Unit 4's opinion writing post-assessment and Unit 1's narrative post-assessment*

	<ul style="list-style-type: none"> ● Anecdotal Notes from writing conference & small group instruction ● Teacher Observations ● Conference notes ● Partner conversations ● Flash-drafts ● Random collection of notebooks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student’s writing ability
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>On-Demand Benchmark Assessment</p> <ul style="list-style-type: none"> ● Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. ● Prompts and more information can be found at www.heinemann.com/myonlineresources ● Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.
RESOURCES	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● FIFTH GRADE UNIT 5 WRITING TEACHING POINTS AND TEACHER NOTES ● <i>Graphic Novels: Writing in Words and Pictures (Stand-Alone Book, 2023 Publication)</i> ● Mentor Texts: <ul style="list-style-type: none"> ○ <i>Stinky</i> by Eleanor Davis ○ <i>Toon Books: Comics as Easy as ABC</i> 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● Graphic novels in the SBS Media Center 	
Modifications for Learners	
See appendix	

Topic/Unit 6 Title	Unit 6 Reading Little Things are Big... Poetic Craft	Approximate Pacing	3 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>RL 5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL 5.5 Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. poem).</p> <p>RL 5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <p>RF 5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p>			

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

W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

SL 5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., 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.

L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
Social Studies	<p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</p> <p><i>(Example: Explore reading and writing political poetry, such as works by Amanda Gorman, Langston Hughes, Maya Angelou, etc.)</i></p>
6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period <i>(Example: Students will read different poetry sets that show how people fought for equal rights.)</i>	
Computer Science and Design Thinking	
<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. <i>(Example: Group students and provide them a poem with layered meaning. Ask students to determine the literal and figurative meanings of the poem together, without whole class support. A great poem to start with would be "Allowables" by Nikki Giovanni.)</i></p>	

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings:

- Poetry allows readers to notice language and its rhythms and how a few simple words can evoke strong images or strong emotions.
- Poems are all around us.
- Readers find poetry hidden in their novels, noticing passages that are figurative and pause to consider the effects of the author's careful construction.

Essential Questions:

- How can I read a variety of poems, with attention to mood, sounds, word choice, and images?
- How can I notice how these elements and the parts of a poem work together to create meaning?
- How can I read novels with a new appreciation for word choice, figurative language, and imagery?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> various elements of poetry, from form to mood to sound to rhythm to wordplay. poets play with words, structure, and sound to create meaning. Students will revisit the poems in their packet, paying closer attention to the layers of meaning hidden within the lines. how parts of a poem work together to make a whole that conveys an idea. images in poems make meaning. strategies to transfer this work to their novels. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> notice novelists' use of repetition, of imagery, and of comparison and to think about the impact of these craft moves. create their own meanings when reading poetry. ponder a poem's bigger meaning. transfer the work they've practiced on poems to the context of their independent reading. notice various elements of poetry, from form to mood to sound to rhythm to wordplay. dig deeper, reading poems with special attention to meaning. make meaning of the images in poems. glean insights from the endings of poems. look at things differently and think about things differently. carry themes and images from their favorite poems into their reading of novels.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p><u>Performance Assessment</u> Give post-assessment.</p> <ol style="list-style-type: none"> Log into your Heinemann account.
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	<ol style="list-style-type: none"> 2. Enter registration code. 3. Find post-assessment, teacher instructions, student rubric and more in the My Online Resources Grade 5 Reading Units of Study
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p><u>Pre- Assessment</u></p> <ul style="list-style-type: none"> ● Log into your Heinemann account. ● Enter registration code. ● Find pre assessment, teacher instructions, student rubric and more in the My Online Resources Grade 5 Reading Units of Study ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● Teacher observations ● Partner conversation ● Random collection of notebooks ● Reading responses ● Writing long off of Post-its
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Anecdotal notes from reading conferences and small group instruction (Students should each have a reading goal based on assessment data. Each student should be met with 2 X a week in either a conference, strategy group, or guided reading group to practice strategies connected to his/her individual goal.) ● The Fountas and Pinnell Benchmark Assessment System (BAS) can be used as an alternate assessment to find an independent text level and instructional goal for students during non-benchmark periods. ● Complete Comprehension by Jennifer Serravallo
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Teachers College Reading Assessment will be given to students 3 X per year (September, January, June). An independent text level and an instructional goal will be found for each student. ● The NWEA MAP will be given to students 3 X per year (September, January, June) to assess students' application of reading skills.

RESOURCES

Core instructional materials:

- [FIFTH GRADE UNIT 6 READING TEACHING POINTS AND TEACHER NOTES](#)
- *If... Then... Curriculum Assessment-Based Instruction, Grades 3-5* by Lucy Calkins, pages 74-93
- *The Reading Strategies Book* by Jennifer Serravallo
- Leveled classroom library
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston ***For word study instruction**

Supplemental materials:

- Mentor Texts:
 - *All the Places to Love* by Patricia MacLachlan
 - *The Other Side* by Jacqueline Woodson
 - *Each Kindness* by Jacqueline Woodson
 - *Love That Dog* by Sharon Creech
- Mentor Poems:
 - “The Hippopotamus” by Ogden Nash
 - “Dust of Snow” by Robert Frost
 - “The Traveling Onion” by Naomi Shihab Nye
 - “Valentine for Ernest Mann” by Naomi Shihab Nye

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Unit 6 Writing Poetry Anthologies	Approximate Pacing	3 weeks
STANDARDS			
NJSLS (ELA/L)			
<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>W 5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> <p>RL 5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL 5.5 Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. poem).</p> <p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.)</p> <p>L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills:
Social Studies: 6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period <i>(Example: Students will read different poetry sets that show how people fought for equal rights.)</i>	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. <i>(Example: Students will choose a poem to publish in a Word Document. This will be added to the class anthology).</i>
Computer Science and Design Thinking	
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. <i>(Example: Ask students to brainstorm a poem about the influence of society on a system in their lives.)</i>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
Enduring Understandings: <ol style="list-style-type: none"> 1. This unit supports connections between reading and writing and teaches writers to zoom in on craft and its relation to meaning. 2. Writers will play with language and study mentor texts as they learn to use poetry to convey specific themes and messages Essential Questions: <ol style="list-style-type: none"> 1. How do I generate possible poems that support a topic or theme? 2. How do I write poems in response to the topics and themes that surround me? 3. How do I read poetry with comprehension and craft appreciation? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: <ul style="list-style-type: none"> • how differently crafted texts can offer different perspectives on the same subject. • strategies to generate poems. 	Students will be able to: <ul style="list-style-type: none"> • make close observations, thoughts, and questions about the world and personal experience as a way to generate possible poems.

<ul style="list-style-type: none"> strategies to bring forth the meaning and tone of their poems. 	<ul style="list-style-type: none"> make repeated revisions. draft, revise, and edit several poems, using mentor texts and minilessons as guides throughout the process. explain and analyze the major differences between poems, drama, and prose.
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> Published student writing
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> Anecdotal Notes from writing conference & small group instruction Teacher Observations Conference notes Partner conversations Flash-drafts Random collection of notebooks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> You may choose to select another piece for student writing portfolio in addition to the pre/post assessment and published piece if you think there is a better example of student's writing ability
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	On-Demand Benchmark Assessment <ul style="list-style-type: none"> Students will be asked to write on demand pieces in each of the 3 genres (Narrative, Information, and Opinion) 2 X per year in September and in June. Prompts and more information can be found at www.heinemann.com/myonlineresources Assessments should be scored using the corresponding district Grades 3-6 writing rubrics for Narrative, Information, and Opinion Writing.

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> FIFTH GRADE UNIT 6 WRITING TEACHING POINTS AND TEACHER NOTES <i>If... Then... Curriculum Assessment-Based Instruction</i> by Lucy Calkins, Pages 56-67: Poetry Anthologies <i>The Writing Strategies Book</i> by Jennifer Serravallo <i>Words Their Way</i> by Bear, Invernizzi, Templeton & Johnston *For word study instruction
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Supplemental materials:

- Packets of poems such as:
 - “Dreams” by Langston Hughes
 - “Listen to the Mustn’ts” by Shel Silverstein
- Poetry anthologies to serve as mentor texts, such as:
 - *This Is Just to Say: Poems of Apology and Forgiveness* by Joyce Kilmer
 - *This Place I Know: Poems of Comfort* edited by Georgia Heard
 - *Extra Innings: Baseball Poems* by Lee Bennett Hopkins
 - *If You’re Not Here, Please Raise Your Hand: Poems about School* by Kalli Dakos
 - *Fine Feathered Friends* by Jane Yolen
 - *Roots and Blues: A Celebration* by Arnold Adoff
- www.poetryfoundation.org

Modifications for Learners

See [appendix](#)