Woodland Park School District

Writing Curriculum Grade 5

Curriculum Team

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Fifth Grade Course Description

In this course, students learn how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position. Students are asked to deliberately use their knowledge of narrative craft to make their stories more thematic. Students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers. Fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.

Pacing Guide

Content Area: English Language Arts

Grade Level: 5

Unit 1: Launch / Narrative Fan Favorites	**September- October (6 weeks)**
Unit 2: Literary Essay: Opening Texts and Seeing More	**November- December (6 weeks)**
Unit 3: Informative/Explanatory Writing	**January (4 weeks)**
Unit 4: Research Based Argument Essay	**February – March (6 weeks)**
Unit 5: Read and Write On Demand	**April (3 weeks)**
Unit 6: Fantasy	**May- June (6 weeks)**

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories	Grade Level: 5	Time Frame: Launch and Unit 1 (6 weeks)

Unit Overview: In this unit, students will be crafting a narrative, paying special attention to elaboration through detail and description. In order to do this well, students will analyze mentor texts and employ close reading strategies to do this work, annotating the text and emulating those craft moves in their own writing; such as figurative language strategies, character moves, and discovering commas. As students do this work in their own writing they will continue to self-evaluate and set goals for themselves moving forward.

NJSLS:
Writing:
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.5.5 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9a 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]").
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.

Language:
L.5.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    C. Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    D. Recognize and correct inappropriate shifts in verb tense
L.5.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

  B. Use a comma to separate an introductory element from the rest of
  the sentence

L.5.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  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.5.6 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).

Speaking and Listening:

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.

Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the novel study, "Maniac Magee" by Jerry Spinelli students will make connections to the following:
- Civil Rights Movement
- Racial Prejudice
- Identity
- Homelessness

Social Studies:

6.1.8.D.5.c Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Health:

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

Unit Goals/Enduring Understandings
- Writers generate ideas for and plan fiction stories inspired by and based on literature.
- Writers elaborate using the elements of fiction and craft inspired by a piece of literature.
- Writers use grammar and conventions to convey ideas precisely and powerfully.
- Writers use writing clubs to give and get feedback throughout the writing process.

Essential Questions:	**Vocabulary and Key Concepts:**
How does reading make us better writers? **How can I study a mentor author's writing and write in the same style as a fan?**	fan fiction, plot, theme, dialogue, internal dialogue, transitions, mentor text, action, point of view, prequel, sequel, double rising timeline, suspense narratives, capitalization, technique, punctuation, details, spelling, event sequences, language, organization, task, purpose, audience

Skills:	**Demonstration of Learning/Assessment:**
Use the structure of a narrative writing Use paragraphs to organize Engage the reader with ideas Use a variety of sentence structure and length Arrange simple and complex sentences in an easy flow Revise Edit/Proofread Publish	TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations

Suggested Mentor Texts/ Resources:
Maniac Magee by: Jerry Spinelli
The True Story of the 3 Little Pigs by Jon Scieszka
The Frog Prince Continued by Jon Scieszka
Wicked by Gregory Maguire (Wizard of Oz)
When you Reach Me by Rebecca Stead (A Wrinkle in Time)
Into the Woods (common fairy tales)
- o   Descendants (Disney Movie based on common fairy tales) - Use clips

Sadlier Grammar Workshop
The Writing Strategies Book by: Jennifer Serravallo

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories	Grade Level: 5	Time Frame: September – October (6 weeks)

Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Fan-fiction are texts written like favorite books (or other media) in which the author takes up the characters and plotline of the original text and creatively reworks them by creating new relationships for the characters, extending plotlines and timelines, developing new settings, and exploring novel themes. Fan- fiction is an opportunity for students to engage in a type of writing that is inspired by favorite authors and books and fully engage in the writing process.		
Writers generate ideas for and plan fiction stories inspired by and based on literature.	● Writers set goals for themselves for the day, the unit and the year. We write these goals down and make a plan for checking in with our goals. ● When writers are generating ideas for fan fiction, we are sure to read a great volume from the author or series that we are a fan of. We study this text for craft. We can use our writing or reading notebooks to jot what we want to remember while reading. ● Writers generate ideas for fiction by reading fiction like a fan. We consider: 　○ How might the story be told from a secondary character's point of view? 　○ How might the story be told in a prequal? Sequel? 　○ Are there any scenes that could be written into this story? 　○ What would happen if characters from two different texts met? 　○ How might the story be told if a new character is introduced? 　○ How might the story be told if characters made alternate decisions? ● Writers are sure to use all we know about the qualities of writing when we are in our notebooks. We know that when we practice writing well, we become better writers. This means that we don't wait until revision and editing to make the writing moves that we know. ● Writers generate ideas and collect entries in their notebooks by pushing "What if…?" scenarios. We write multiple versions of stories. ● Writers generate ideas and collect entries by pushing our writing to be longer and stronger. We make goals for our writing length. We might pick a point on the page and push ourselves to get there. ● Writers generate ideas and collect entries taking the time to daydream. We give ourselves permission to pull our pen from our notebooks and close our eyes. We can envision how a story might go. We are sure to quickly get that down in our notebook with all the details that we envisioned. ● Writers choose the characters and plot of the stories we want to pull out of our notebooks. We reread looking for common characters and character traits. We look for themes and lessons that we return to often. We ask ourselves, *What is it that I want to say*? ● One way writers plan their writing by creating a double rising timeline in our notebooks. One line will hold the actions, dialogue and events of the story. The second line holds the inside story - feelings and internal dialogue. ● Writers use their plan when drafting out of their notebook. We may create a page in a drafting booklet for each bullet on our timeline, saving a page for a hook and conclusion. We draft long our scenes long and strong. We know there will be plenty of time for revision.	●
Writers elaborate using the elements of fiction	● While drafting and revising our fan-fiction, we are sure to keep reading like a fan. ● Writers revise by studying the way the author uses dialogue, specifically the way the characters talk. We make	●

and craft inspired by a piece of literature.	sure we make the characters talk in similar ways in fan-fiction.	
	• Writers are sure to address (or continue addressing) an important theme by putting that theme in their minds and rereading while thinking, *Does this part support the theme? What can I adjust or strengthen?*	
	• Writers can intentionally choose dialogue between characters that fits the theme by having one character give advice to another (Words of the Wiser) or allowing a character to have a huge realization (an aha moment).	
	• Writers of fan-fiction can revise by creating or elaborating on setting. We remember our reader need to orient themselves with the story, even if they have read the original(s). We are sure to be detailed in our descriptions.	
	• One way writers revise is by studying our mentor text and asking, *What has the author done here? Is this one of the author's hallmark moves?* We then replicate that move in our own writing.	
	• Writers are sure to include not just the important actions and events that move the plot, but also the characters reactions to such actions or events. We may consider subtle ways of doing this - facial expressions, body language, symbolism (weather, repeating object or phrase).	
	• Writers revise by rereading with different purposes or lenses. We decide how we might want to revise and use just that lens to revise our writing. For example:	
	○ Looking to see if the character developed in the way we hoped	
	○ Assuring that sentences varied in length and punctuation to create rhythm and suspense in a story	
	• Writers revise by making sure the passage of time has been shown effectively. We add or change transitions to adjust the time passage. We reintroduce setting when we pass time or change our location. We may have a character appear to indicate a new time. We study how our mentor author has done this work and we revise to replicate it.	
	• Writers design a lead by studying how our author begins and we can begin in the same way. This may include:	
	○ Some stories begin with a small action, and this can be an action in the setting	
	○ Some stories begin by creating a mood and a place, and afterwards the sequence of actions	
	○ Sometimes the time and place are revealed slowly, bit by bit, as if the character sees or moves into the setting.	
	We try multiple ways in our notebooks and choose the one that feels just right.	
	• Writers design our endings by studying how our author ends and we can end in the same way. We may write many versions in our notebooks to be sure our ending fits our story precisely. They make sure an ending ties up loose ends, resolves the unresolved difficulties, and brings home the story's true meaning. A strong ending:	
	○ Includes evidence the main character has evolved	
	○ Makes sense with the rest of the story and the literature	
	○ Ties up loose ends and answers all the readers' questions	
	○ Reveals its true purpose or message	
	We try multiple ways in our notebooks and choose the one that feels just right.	

Writers use grammar and conventions to convey ideas precisely and powerfully.	● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous years of writing. ● When writers are faced with a *How does _____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* ● Writers are sure that their verb tense is consistent and matches our intent. ● Writers edit for commas that separate an introductory element from the rest of the sentence. ● Writers are sure that we use available resources to assure that we are using and spelling words correctly. ● Writers make publishing choices. We decide how our work can reach our intended reader.	●
Writers use writing clubs to give and get feedback throughout the writing process.	● One way that clubs or partnerships form is by writing as a fan of the same mentor author. ● Another way that clubs or partnerships form is by having same or similar writing goals. ● Writers give each other feedback on fan-fiction ideas. We are sure to go beyond, "Sounds Good!" We offer advice on plot and theme, we give feedback on what is working and what, as a reader, you would like to read. ● Writers offer each other feedback during drafting and revision. We might ask for feedback when writing multiple versions of a sentence or part. We might want feedback on dialogue or flow. Just as we revise with one lens at a time, partners can also take a lens when in a feedback conversations. ● Writers can help each other during the editing process. We are sure that we never write on our partners work, rather we offer suggestions with our reasoning for the suggestion.	●

Unit 2: Literary Essay: Opening Texts and Seeing More	Grade Level: 5	Time Frame: November- December (6 weeks)

Unit Overview: This unit is a how-to guide to literary essay writing. Students learn to draw upon what they already know about good essay writing, to think analytically about texts, and to craft claims that can be supported with evidence across texts. Most importantly, students will realize that the ability to read critically, generate ideas, and then support their ideas with evidence will serve them well throughout their lives: a door of opportunity to college and career ambitions. First, you'll help students craft literary essays around a shared digital text. Students strengthen their skills in close reading, developing thesis statements, identifying evidence that fits a claim, and crafting angled mini-stories. Students will draft a literary essay to support a claim about a character or theme. Then, students will write a new literary essay, this time off of a text they select. They will analyze strategies essayists draw on to develop interpretations and craft thesis statements, study new ways authors can support their claims (i.e., analysis of author's craft), and construct strong introductions and conclusions. Finally, students transfer everything they've learned about writing literary essays to help them write varied opinion texts on a range of topics.

NJSLS:

Writing:

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. 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.

2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 4. 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.

1. 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.

2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

4. Use precise language and domain-specific vocabulary to inform about or explain the topic.

5. 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.

1.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

4. Use concrete words and phrases and sensory details to convey experiences and events precisely.

5. 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.5.5. 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

1. 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]").

 2. 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]"). Range of Writing

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.

Speaking and Listening

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.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

2. Follow agreed-upon rules for discussions and carry out assigned roles.

3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (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 (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

Language Standards

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.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Technology Standards
8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

21st Century Skills
CRP1. Acts as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.

Interdisciplinary Connections

Students can research real-world examples of social issues they find in their books, and cite those examples as ways to strengthen their essays.

Health:
2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying
2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

Unit Goals/Enduring Understandings:
- Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
- Essayists mindfully and deliberately organize their writing to communicate their intended message to an audience.
- Essay writers read, reread, and rethink a text in increasingly sophisticated ways.
- Essayists draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses.
- Essayists transfer and apply their essay writing to respond to prompts and real-world situations.

Essential Questions:
- How does an essayist interact with a text to develop a sophisticated essay?
- What is the role of the introduction and conclusion in a literary essay?
- How does an essayist learn to improve her/his writing craft?
- Why might an essayist study multiple texts on the same topic?

Skills:
- Organization and Paragraph
- Purpose/Genre
- Claim
- Grammar and usage
- Write to grow ideas about a text
- Read interpretively
- Reread closely and carefully to identify evidence that best supports a claim

- Support a thesis with a variety of evidence
- Draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses
- Transfer and apply their essay writing to respond to prompts and real-world situations

Academic Vocabulary: structure, elaboration, quotation, interpret

Demonstration of Learning:
- Writing Conferences
- Drafts
- Writing Project
- Writing Notebooks
- Pre and Post Essay

Suggested Mentor Texts/ Resources:

Little Red Riding Hood, edited by Watty Piper (Online resources Session 4)

"Paynee Football Club" video (Online resources Session 3)

"Eleven" by Sandra Cisneros

Trade book pack: "Shells" from Every Living Thing by Cynthia Rylant

Home of the Brave by Katherine Applegate

One Green Apple by Eve Bunting

The Stranded Whale by Jane Yolen

Marshfield Dreams by Ralph Fletcher, including "Attack," "Last Kiss," "A Pox Upon Us All," "Scuttlebutt," and "Tea Rock Lane"

TCRWP Reading Book: Literary Essay: Opening Texts and Seeing More, Grade 5, © 2017

Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx

Teaching videos collection available at https://vimeo.com/tcrwp/albums

Sadlier Oxford Grammar Workshop

Differentiation/Accommodations/Modifications		
Content Curriculum, standards	**Process** How students make sense or understand information being taught	**Product** Evidence of Learning
G&T Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
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Unit 2: The Literary Essay: Opening Texts and Seeing More		Grade Level: 5	Time Frame (6 weeks)
Goals	**Suggested Mini lessons**		**Teacher's Notes/Ideas**
Crafting a literary essay about a shared text	Writers study many mentor texts to identify the parts of a literary essay and explain how they fit together (p. 4-13). We do this by: 1. Reading several mentor essays and taking note of what parts they have in common and how they are held together. 2. Reading each mentor essay and identify its characteristics (refer to chart on p. 9) Writers read a text differently and with an extra-alertness when they intend to write about it (p. 14-24). We do this by: 1. Reading excerpts of a text to note details. 2. Writing long about the details. Writers use templates to draft and revise different possible thesis statements to find the "best" one (p. 25-36). We do this by: 1. Stating my idea about the text. 2. Thinking about the evidence that best supports my idea. 3. Forecasting the types of supports for your thesis. 4. Repeating this process (refer to chart on p. 30). Essayists include memorable stories in their essays to support their points (p. 37-46). We do this by: 1. Choose a point to support. 2. Brainstorm moments to support that point. Essayists use a checklist to rehearse their essay and then, write "fast and furious" to draft a flash draft (p. 47-58). We do this by: 1. Orally rehearsing or "air writing" your essay bit by bit. 2. Using a checklist to guide you (refer to chart on p. 50). 3. Drafting with the checklist in mind.		

Lifting the level of interpretive essays	Essayists study the small, specific details in a text to grow big ideas and interpretations (p. 60-70). We do this by:
	    1. Reread passages in the text.
	    2. Note details that feel odd or important.
	    3. Write about the specific details in your notebook.
	    4. Use prompts to grow these into "big ideas" (refer to charts on p. 65 & 69).		

In order to grow interpretations from a text, writers study times when characters face trouble and consider what they learn from the situation and what the author intends to teach us (p. 71-80). We do this by:

1. Rereading scenes where characters deal with trouble.
2. Asking ourselves: a. "What does the character learn?" b. "What does the author teach us?"
3. Writing long about our thinking.

Writers revise their thesis statement over and over, by checking it against the evidence (p. 81-89). We do this by: 1. Rereading our possible thesis statement.

2. Then, rereading parts of the text and asking: "Does this part of the text go with what I'm claiming about the text?"
3. If you discover a part that does not "fit," then revise your thesis statement so that it does.

Writers carefully select quotes to add voice, power, and life to their literary essay (p. 90-100). We do this by:

1. Choosing an idea from your essay that you want to support.
2. Revisiting the text to find quotes that fit.
3. Ranking the quotes, based on how they best support the claim.
4. Selecting the best quote to include in our essay (refer to chart on p. 95).

Essayists often support their claim by naming an author's craft moves and explaining how they fit with the claim (p. 101-112). We do this by:

1. Rereading each piece of evidence in our essays.
2. Asking ourselves, "How does the author accomplish this?"
3. Use the technique cards (refer to p. 103) to name craft moves that the author uses.

Literary essayists craft introductions, they include a universal statement before introducing the text and their claim (p. 113-117). We do this by:

1. Rereading your claim.
2. Asking: "What do I really want to say about the text?"
3. Using one of the following to generate a lead: a. The world can be… b. In literature, authors write a lot about… c. In life, you should always/never…
4. Introducing the text and your claim, relating it to the universal idea
5. Writing a summary of the text.

Writers edit their essays by studying exemplar essays, considering the conventions reflected in the essays, and then applying those rules to their own writing (p. 118-125).

| **Writing for transfer** | Writers can use the tools and strategies that they have acquired when writing literary essays, when developing other pieces of opinion writing(p. 132-143). We do this by:
1. Reading through a piece of opinion writing (e.g., speech, editorial, petition).
2. Annotating the text for components that it has that are also reflected in a literary essay (refer to chart on p. 135).
 3. Identifying how the tools/strategies you have learned as literary essayists can help you with other opinion pieces.

Essayists consider the best way to order their supports and evidence in their essays (p. 156-160). We do this by:
1. Rereading your supports.
 2. Ranking your supports from least → most important.
3. Trying out different orders of evidence.
4. Selecting the best order.

Writers prepare to draft by studying charts, tools, and notes to review all that they have learned (p. 161-169). We do this by:
1. Doing an inventory of all strategies/tools you can use.
2. Making a drafting plan (refer to example on p. 164).
3. Drafting, using your plan as a guide.

Literary essayists use checklists to study their work, find evidence of what they're doing, and then use this information to set goals (p. 170-177). We do this by:
1. Reading one category in the Writing Checklist.
2. Finding proof in your literary essay.
3. Scoring york work.
4. Repeating with remaining categories.
5. Setting a goal to work towards (refer to chart on p. 174). | |

Unit Title: Informative/Explanatory Writing	Grade Level: 5	Time Frame: January (4 weeks)

Unit Overview: This unit invites children to write feature articles in ways that align with all the NJSLS for fifth grade. Students will be crafting informational texts within a content area study related to history. To glean relevant information, students will need to delve deeply into informational texts, discerning significant ideas and supporting information, synthesizing and comparing across texts, and considering their structure and craft as mentor texts.

NJSLS:
Writing:
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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.5.7 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]").

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.

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

    A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

    B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

    C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. Use correlative conjunctions (e.g., either/or, neither/nor).

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

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as

needed.

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).

Speaking and Listening:

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

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.

Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

21ˢᵗ Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the mentor text *When Lunch Fights Back: Wickedly Clever Animal Defenses* by: Rebecca Johnson and other information passages describing animal traits, students will make connections to earth's ecosystems and animal interactions.

Science:

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Using various informational texts such as: primary resources and links to speeches, students will learn how to read and view complex non-fiction, while learning to abstract the main ideas and supporting (key) details.

Social Studies:

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

Unit Goals/Enduring Understandings
- Informational writers begin by writing broadly about a topic and then focus in on the information they want to share
- Writers research and gather a variety of information to support their nonfiction books
- Informational writers plan and rehearse for drafting
- Informational writers revise their writing by studying mentor texts
- Writers use grammar and conventions to convey ideas precisely and powerfully

Essential Questions:
- How do I become and expert?
- How can I share my expertise?

Vocabulary and Key Concepts:

mentor text, informational, expository, category, subcategory, back-of-book blurb, research, text feature, section, sub-section, expert, boxes and bullets, t-chart, flow chart, timeline, article, print sources, digital sources, evidence

Skills:	Demonstration of Learning/Assessment:
Present ideas clearly and in logical sequence or category Clearly show topics and subtopics and indicated them with headings and subheadings in expository writing Introduce ideas followed by supportive details and examples Support ideas with facts, details, examples, and explanations from multiple authors Organize information according to purpose Write in a way that speaks directly to the reader Writing Process Form questions and located sources for information about a topic Understand the concept of plagiarism Use writer's notebook as a tool for collecting ideas, experimenting, planning, sketching, drafting	TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations

Mentor Texts:
National Geographic Animals Website http://kids.nationalgeographic.com/animals/
Can it Rain Cats and Dogs, by Melvin Berger
20th Century: Race to the Moon by Stephanie Paris
National Geographic Kids Series
Resources: A CURRICULAR PLAN FOR THE WRITING WORKSHOP, GRADE 5, 2011–2012 by Lucy Calkins. If...Then...Curriculum.
Sadlier Grammar Workshop
The Writing Strategies Book by: Jennifer Serravallo

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	**Process** How students make sense or understand information being taught	**Product** Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Informative/Explanatory Writing	Grade Level: 5	Time Frame: January (4 weeks)

Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teachers Notes
Informational writers begin by writing broadly about a topic and then focus in on the information they want to share	- Writers of information books study mentor text, imagining the books they will create and paying close attention to ways mentors entice readers to learn about a topic." - Information writers grow potential topic ideas in their notebooks, thinking, *If I had to teach a course to the other kids in the class, what would I teach?* - Often information writers write potential back of-the-book blurbs, imagining how their books might go and why those books would interest readers. - Information writers try on possible topics, choosing one that they feel they could teach really well. - Information writers make a plan for how their books could go. One way they do this is by creating a table of contents for their work, determining the chapters that could go in their books. - One way to organize chapters is to decide on a structure and use the appropriate planner to map out the work. We might use: 	●
	Format	Planner		
		main Ideas, details	boxes and bullets	
		compare/contrast	t-chart	
		cause/effect	t-chart	
		problem/solution	T-chart, flow chart	
		sequence	timeline	
		question/answer	t-chart	
Writers research and gather a variety of information to support their nonfiction books	- Information writers gather the information that will fill up the pages of their books. Along the way, they make decisions about how much and what kind of research to conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source. - Information writers record not just facts but ideas. They can use thought prompts to say more about pieces of information that they collect.	●

	● Informational writers make a note of their sources as they research so that they can give credit in their published piece. ● Informational writers mark text features that may fit with their work. We can use features we find and give credit to the source. We collect any that might fit. Before we draft, we consider the features we collected. We might ask, *What does this say? How does it add to the information I am sharing? What can this teach the reader?* Sometimes we add those words to our plan and our writing, other time, we decide to let the feature speak for itself.	
Informational writers plan and rehearse for drafting	● One way information writers rehearse for drafting is to teach all they know about their topic to a partner. They take note of places where they need to collect more information and make a plan to find out more about that particular subtopic. ● Information writers often start by drafting the pages they are most fired up to write. As they draft, they keep in mind that they are setting up their readers to be experts. ● Information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details. ● Information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and sidebar definitions.	●
Informational writers revise their writing by studying mentor texts	● Information writers study mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic. ● Information writers include not only information but some of their own thinking about the information. Information writers might return to their notebooks to grow ideas, drawing on thought prompts such as *This is important because . . .* and *This is connected to . . .* in order to say more. ● Informational writers are sure to use precise, domain specific, vocabulary. We stay on the lookout for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.	●

	● Information writers don't just teach information with words; they teach information with illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features. ● Information writers zoom in to study the structure of each subsection. They make sure the information is in the right section, that is, that each detail fits with the subtopic. Writers also zoom in on paragraphs within each subsection, thinking about whether the information in each paragraph fits together. Another way that writers study the structure of each subsection is to make sure they start with a sentence or two that tell the readers what they will be learning about. ● Writers revise the introduction of their information books, thinking about how they can set their readers up to be experts in the topic and how they can draw readers in right from the start. ● Information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. A powerful kind of concluding section in an information book is structured like an essay, with a thesis and some examples. We can look to mentor text to help guide this work. ● Information writers use transition words to move from detail to detail and to connect subtopics to the main topic.	
Writers use grammar and conventions to convey ideas precisely and powerfully.	● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. ● When writers are faced with a *How does _____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* ● Information writers edit carefully, taking care to make sure spelling and punctuation are accurate so that readers can best learn the information. Writers might use published resources to make sure vocabulary words are spelled correctly. ● Information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others.	●

Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: February- March (6 weeks)

Unit Overview: As argument writers, students are expected to structure their writing so that it includes claims that are supported by reasons that are backed by evidence. They'll to learn withhold judgment, read critically, note-take, build an argument, and revise, rethink, rebuild that argument all over. To accomplish this you will teach students to argue logically through analyzing a text, weighing the evidence, and considering the logical reasoning that can be concluded. They will also consider two other important points--audience appeal and counterargument. Therefore, this unit will also have heavy emphasis are partner talk, but in a new way. In a way that forms productive debate. All this will conclude in the students writing an argumentative piece, emulating the work of mentor texts to do so.

NJSLS:
Writing:
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.5.4 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.5.5 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different 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.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research.
    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]").
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.

Language:
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
    B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. Use correlative conjunctions (e.g., either/or, neither/nor).

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

C. Use a comma to set off the words yes and no (e.g., Yes, thank

you), to set off a tag question from the rest of the sentence (e.g.,

It's true, isn't it?), and to indicate direct address (e.g., Is that you,

Steve?).

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

D. Use underlining, quotation marks, or italics to indicate titles of

works.

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

E. Spell grade-appropriate words correctly, consulting references as needed.

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

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.5.6 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).

Speaking and Listening:

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. 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. Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

Technology Standards:

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.2. Analyze the resource citations in online materials for proper use.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through

school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using various informational texts such as: primary resources, research articles, and links to speeches, students will learn how to read and view complex non-fiction, while learning to abstract the viewpoints/bias and collect evidence and reasons to draw our own conclusions. For example, students will become Boston Massacre Detectives. Students will use the knowledge to create a defense case for the British soldiers or the rowdy colonists.

Social Studies:

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

Health:

2.2.6.D.2 Develop a position about a health issue in order to inform peers.

Unit Goals/Enduring Understandings
● Writers will build powerful arguments by using different media types on a particular topic
● Writers persuade the reader through voice, structure and precise language
● Writers take a solid stance and support it with clear evidence from various sources.
● Writers use grammar and conventions to convey ideas precisely and powerfully.

Essential Questions:	Vocabulary and Key Concepts:
● How do I use voice in my writing to leave a mark on the world? ● Where is our voice needed in the world? ● How do we move others to action?	argument, opinion, audience, evidence, reason, support, researcher, claim, counterclaim, anecdotes, comparisons, convince, comparison, boxes and bullets

Skills:	Demonstration of Learning/Assessment:
Understand an essay as a short literary composition used to clearly state the author's point of view Understand structure and purpose of an essay Begin with a title or opening that tells the reader what is going to be argued and finish with a summary Use opinions supported by facts Use quotes to support point of view Provide a series of clear arguments or reasons to support the argument	TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations

Mentor Texts:
Zoochosis
Video: Arabian Oryx
The Swazi Eleven
Great Shared Reading Resource:
National Geographic Bottled Water
http://voices.nationalgeographic.com/2012/02/13/bottled-water-is-silly-but-so-is-banning-it/
https://youtu.be/uZsDliXzyAY
Sadlier Grammar Workshop
The Writing Strategies Book by: Jennifer Serravallo

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	**Process** How students make sense or understand information being taught	**Product** Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: Unit 4 (6 weeks)
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teachers Notes**
Writers will build powerful arguments by using different media types on a particular topic	- Researchers generate ideas for argument writing by listing topics they already know a lot about. We might ask, *Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?* - Researchers begin to generate ideas for argument writing by listing topics that make them curious. We then make a research plan asking *Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?* - Researcher generate ideas for argument essays by considering how they could make their world a better place. We can start small and think about our home, our school, our town and expand until we are getting curious about how we can make the world a better place. We include these ideas in our notebooks. - Researchers collect information on their topic from multiple sources including printed text, digital text, video and other media sources. We are sure to jot down where found our information so that we can give credit in our argument essays. - Researchers compare the sources for expertise, validity, and trustworthiness by laying two or more resources next to each other. They ask, *How are these alike? How are these different?* - Researchers use a variety of tools to collect research on a particular topic - Boxes and bullets - T-charts - Venn Diagrams - Drawings and Captions - Researchers compare points of view of authors on the same topic by - Studying images. - Studying main ideas. - Considering which facts the author has included and which they have left out. - When researching, we jot facts and thoughts, suspending final judgment until we have heard all sides of the topic or issue. We hear what all sides have to say.	●
Writers persuade the reader through voice, structure and precise language	- Researchers reread their notes on a topic noticing trends in their thoughts and facts. We write long on their noticing and begin to consider a particular side of an issue. We can use "Pushing our Thinking" prompts (anchor chart) to write more on a topic. - This makes me realize... - This is important because...	●

- This is giving me the idea that...
- The reason for this is...
- Another reason for this is...
- This connects with... (text, self, world?)
- This is similar to... because...
- I think that this is important to notice because…
- Could it also be that...
- Might the reason for this be...
- This is different from... because...
- I think that this is important to notice because...
- The thing that doesn't fit for me is...
- Many people think... but I think...
- I used to think...but now I notice... so I've changed my mind about...

- Writers formulate a claim by deciding what we believe. We write statements as facts rather than beliefs (Middle School children should have forty-five minutes of play built into the school day. Not - I think middle schoolers should…). We try writing the claim a couple different ways until it is just right.
- Researchers revise a claim by using clear, precise language. They ask, *How have mentor researchers done this?* Researchers model their claims after other researchers' craft. They try out their claim in many ways.
- Researchers test out their claim by planning using boxes and bullets. We ask, *Does my claim have enough support?*

Claim:

- Strongest Support

- Support #2

- Support #3

- Researchers work in partnerships to test out their claim and supports. Partners support each other by asking questions and pushing each other's thinking. Writers often go back to the researching phase after discussions with partners. They can revise their claim and reason.
- Researchers plan their writing using boxes and bullets. They start with their claim and design supports/reasons in their own words.

	● Researchers organize their evidence that goes with each support/reason in the order that is most convincing. We think, *Who is my reader?* And *What will be most convincing to that audience?* We can ask our partners for advice. ● Researchers revise their plan by critiquing their supports. They ask, *Does this detail really support what I am arguing?* We can ask our partners for advice.	

Writers take a solid stance and support it with clear evidence from various sources.	● Researchers read mentor texts and ask, *How has this author crafted their writing to persuade the reader? What language have they used? Does this language work for my audience?* We jot down words and phrases that we may want to use and keep it handy as we draft.
	● Researchers jot down key terms and domain specific vocabulary in our notebooks to use when they draft.
	● Researchers draft from their plan. We can make a drafting packet with a page for our introduction, a page for each support and a page for our conclusion. We draft long and strong.
	● Writers revise by naming the counterpoint. We think what would someone who disagrees say? What is their best evidence? We identify the other point of view and address (or disprove) it (i.e.: *Some may think….but..* or *While many believe…. it is true…* or *While it is true that… (My claim) is still true...*).
	● Researchers notice how mentors address counterpoints. They notice word choice and location in the piece. They consider if the same craft will work in their argument and make choices for their piece. Some structures might include:
	   ○ Facing the counterclaim head on in the introduction
	   ○ Facing the counterclaim before or in the conclusion
	   ○ Facing the counterclaim in each support section
	● Writers revise by organizing their writing. We know that each support is not necessarily one paragraph. We might need multiple paragraphs for each support or reason. We may give each piece of evidence in a support or reason its own paragraph. We can study mentors to make these decisions.
	● Writers persuade by using a variety of facts, data, thoughts, anecdotes, and comparisons. We know that a variety is more convincing.
	● Writers select and use text features intentionally (graphics/illustrations/pictures) to evoke emotion from their reader. We support the argument by thinking, *What image best supports my claim?*
	● Researchers revise considering multiple word choice options. They write and rewrite powerful sentences in multiple ways asking, *Does this wording match the tone or feeling I want in this piece?* Partners can support each other in this work.
	● Researcher use anchor charts when revising their writing. They reflect on each strategy on the anchor chart and consider how effectively it has been used in their argument, making any revisions to create more powerful writing.
		●

	● Writers create multiple leads. They study mentor texts and make choices about how they begin their argument. We ask, *How did this mentor do this? Do these craft moves match my intention and audience?* We can then try it out in our notebooks, choosing the one that is just right. These might include:
	    ○ Beginning with a story or vignette about someone or a group that could benefit from this argument.
	    ○ Beginning with the counterclaim. *Some might believe…, but you will see that… is true.*
	    ○ Beginning with a shocking statistic
	    ○ Beginning with a quote
	    ○ Beginning with a personal appeal
	● Writers often end their argument with a call to action. They assume their reader has been convinced and is ready to act. We may give information on how they too can help this cause or position.
	● Writers revise their transitions by adding/changing transitional language. We link our opinions and reasons. Possible transitions include, "Consequently… specifically…" Note we use a comma after this transition word.
	● Writers revise by trying out different sentence lengths, combining and shortening for just the right effect. We often choose short sentences when we want them to sound stronger, longer sentences when explaining something in more detail. Partners can support each other in this work.	

Writers use grammar and conventions to convey ideas precisely and powerfully.	● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.
	● When writers are faced with a *How does ____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?*
	● Writers revise punctuation by considering pauses to allow for reader reflection.
	● Writers carefully use punctuation to match the emotions we want the reader to feel. If we want the reader to feel concern, we might use an exclamation mark. If we want the reader to connect two closely related ideas, we might use a semicolon. etc.
	● When quoting a source, we give the credit to the source by setting up the quote with phrases such as
	    ○ According to _____, "_____."
	    ○ In the text _____ it states, "_____."
	    ○ or other phrases we find in our mentor text.
	● Researchers make publication decisions. We remember that our argument pieces have been written with an audience in mind. It is our job in publication to get our piece to our audience.
		●

Unit Title: Read and Write On Demand	Grade Level: 5	Time Frame: April (3 weeks)

Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.

NJSLS:

Reading Literature:

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.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

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.

Reading Information:

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.5.3. 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. Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas

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.

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).

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.

Writing:

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.5.3. 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.5.9. 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]").

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.

Language:

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.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.

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).

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.D.2 Analyze the resource citations in online materials for proper use.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.
CRP2 Apply appropriate academic and technical skills
CRP4 Communicate clearly and effectively and with reason

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Students will read various informational texts in Social Studies, Science and/or Health to write about reading through notes and jots.

Health: 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Using the PARCC released sample Research Simulation Task, students will read the articles "Giant Pandas," "Helping Giant Pandas" and a passage from the article "Giant Panda Cubs Give Hope to an Endangered Species." As students review these sources, they will gather information and answer questions about giant pandas to write an essay.

https://parcc-assessment.org/wp-content/uploads/2018/08/ELA_2018_Released_Items/Grade05/RST-PANDAS_BV-1.pdf

Science: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.

- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.

- Readers/writers answer open ended questions with a topic sentence and citing text evidence.

- Readers/writers refer back to the text as much as needed to help them feel successful.

- Readers/writers persevere and maintain their reading stamina.

- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:	Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer
• How do readers use reading strategies to read and answer questions across texts on demand? • How do good readers gather information efficiently?	locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story , text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop
Skills: • Synthesizing and Analysis • Close reading and citing textual evidence • Compare and Contrast • Questioning and predicting • Testing skills • Integrating two or more passages to draw conclusions • Recognizing text structure to skim effectively	Demonstration of Learning: • Teacher Created Assessments • Conferring notes • Reading responses • Practice assessments **Possible Format for Responses:** adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews

Resources:

• Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources
• NJSLA Practice   https://nj.mypearsonsupport.com/practice-tests/
• Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal
• Text sets with test questions
• Chart paper and post-its

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	**Process** How students make sense or understand information being taught	**Product** Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 5: Read and Write On Demand	Grade Level: 5	Time Frame: April (3 weeks)

	Suggested Mini-lessons	Teacher's Notes/Ideas

Students will use strategies to read narrative and non-narrative texts/test passages to manage themselves during a test.	• Readers distinguish between narrative and non-narrative texts:
	   o Read to see if there are characters doing things. If so, it's narrative.
	   o Read to see if the piece is teaching the reader something. If so, it's non-narrative.
	
	• Readers will read with particular thoughts in mind in each part of the text.
	   o After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end.
	   o Use the "Work of Readers" charts from previous units to guide thinking.
	
	• Readers prepare to read the texts in each section of the test.
	   o Read the title of the first text, determine if it is narrative/non-narrative and determine the topic.
	   o Read the titles of the subsequent passages and determine what the topics have in common.
	   o Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?"
	
	• Readers manage their time during a test.
	   o Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?"
	   o After pre-reading the questions, mark key words while reading the passage.
	   o When answering questions, skip questions that seem difficult and return to them later.
	   o Pre-read the passage and mark key words that are noticed in the margin.
	
	• Readers understand what Part A of each question is asking them to think about:
	   o Create "flipped questions" by restating, using the words from the question in a different order to make a statement.
	   o Look for text citation and reread that part of the text with a "flipped question" type of answer.	

	- o Look for bold words in the question and reread, looking for that word, and deciding on the best definition. - Readers understand what Part B of each question is asking them to think about: - o State, "I know that (answer from part A) is true because the author said, (answer from Part B)." - o Choose the best of the right answers by saying, "This choice is better because…" - Readers reflect on strategies with partners: - o Discuss the use of the B-M-E charts. - o Discuss and rate student writing samples. - o Name a question that seemed easy or difficult to answer and talk about why. - o Share thinking in solving problems/citing evidence.	
Students will answer writing prompts with well-crafted constructed responses referring to the scoring rubric when monitoring their progress/checking their work.	- Readers answer literary analysis prompts with well-crafted constructed responses: - o Open the response with a flipped question and answer the question. - o Cite relevant, concise text evidence that supports the answer. - o Strengthen the response with subsequent pieces of text evidence. - o Elaborate on constructed response using "essay stretcher" words. This means; this makes me think; This is important because; etc). - o Elaborate on writing through sophisticated vocabulary, author's craft and syntax. - Readers answer narrative task prompts with well-crafted constructed responses: - o Open the response with a flipped question and answer the question. - o Cite relevant, concise text evidence that supports the answer. - o Strengthen the response with subsequent pieces of text evidence. - o Integrate thought, action, dialogue, setting, and other narrative elements. - o Elaborate on writing through sophisticated vocabulary, author's craft and syntax. - Readers write thorough prompts constructed responses: - o Identify the question being asked, and open with a flipped question and an answer to the question. - o Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. - o Make a plan with bullets on planning paper.	

	o Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements.

Students will use test taking strategies to manage themselves during a test.	• Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring.
	• Readers use the text of the questions and choices to answer as a carefully as possible:
	  o Read every word from the question carefully and think about it.
	  o Read every word from every choice carefully and think about it.
	  • Readers write thorough essays in response to the research simulation task:
	  o Take notes on relevant information while viewing the video.
	  o Reread notes once the video is complete and ask yourself, "What do I expect the next text to be about?"
	  o Read the next text with the lens of expectations based on the video.
	  o Take notes on the texts.

Read and Write On Demand (Structures)

Mini lesson   10 minutes model a testing strategy

Test Prep Activity   15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)

Small group instruction   15 minutes- students read just right books, while teacher pulls small groups to target weaknesses

Teaching Share   5 minutes- teacher shares something that was noticed while students are working

Shared Reading   10-15 minutes, three days per week

Closure   5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

o   https://nj.mypearsonsupport.com/practice-tests/
o   Released sample testing items

Unit Title: Fantasy	Grade Level: 5	Time Frame: May-June (6 weeks)

Unit Overview: This unit has the capacity to become a transformative unit, one where students are able to synthesize many of the writing skills they have been honing all year, as well as push themselves past their comfort zones into new areas of growth. Students will cycle through the process of planning, drafting, and revising a fantasy story twice during this unit. During the second round through the process, your writers will make choices with greater independence, confidence, and productivity.

NJSLS:
Writing:
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.5.5 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.5.9a 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]").
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.

Language:
L.5.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    C. Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    D. Recognize and correct inappropriate shifts in verb tense.
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation to separate items in a series.
    B. Use a comma to separate an introductory element from the rest of the sentence.
    C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
    D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3a 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.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    A. Interpret figurative language, including similes and metaphors, in context.

    B. Recognize and explain the meaning of common idioms, adages, and proverbs.

    C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

Speaking and Listening:

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.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.3. Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills:

CRP1: Act as a responsible and contributing citizen and employee

CRP4: Communicate clearly and effectively and with reason

CRP9: Model integrity, technical leadership and effective management

CRP12: Work productively in teams while using cultural global competence

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through

school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:
Using the class novel, The Lightening Thief, students will make connections to:
- Greek Mythology
- Ancient Greece
- Friendship

Social Studies:
6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Unit Goals/Enduring Understandings
- Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability
- Writers craft a compelling fantasy short stories, revising with intention
- Fantasy writers study mentors to grow in their writing craft
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Essential Questions:	Vocabulary and Key Concepts:
How do I suspend disbelief in the writing of fantasy short stories? How can I use my own life experience and knowledge to write fantasy short stories?	metaphor, symbolism, figurative, Greek roots, Latin roots, fantasy, reality, theme, story mountain, thought, dialogue, action, setting

Skills:	Demonstration of Learning/Assessment:
Understand fiction as a short story about an event or a main character's life Understand fiction can be realism or fantasy Understand the elements of fiction, including setting, problem, characters, and problem resolution Describe characters by how they look, what they say do and think, and what others think about them Include an imaginative character, setting and plot elements	TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations

Mentor Texts:
Fantasy Short Stories: *Merlin and the Dragons*, *Stranger in the Mirror*, *Raising Dragons*
Narnia (Video trailer)

The Lord of the Rings (Video trailer)

The Paperbag Princess

The Thief of Always

Harry Potter Series

Percy Jackson Series

Narnia Series

Lord of the Rings Series

The Dragon Slayer Series

Resources: *If… Then… Curriculum* by Lucy Calkins and Colleagues

Sadlier Grammar Workshop

The Writing Strategies Book by: Jennifer Serravallo

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	**Process** How students make sense or understand information being taught	**Product** Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended… Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended… Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Fantasy	Grade Level: 5	Time Frame: May-June (6 weeks)
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**
Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability	- Writers collect story blurbs (at least a page and a half a day in class). These short summaries capture how the story might go including the main problem, possible main characters, the problem and several possible resolutions. We know we will later have time to develop these summaries. - Writers use the stories and situations of their own lives as a basis for their fantasy. We might ask, *What is important to me now? How can I develop this as a fantasy?* - Writers use themes from the stories they have loved to develop fantasies. We might ask, *What is important about this theme? What does this theme mean in my life? How can I develop this theme in a fantasy story?* - Writers consider setting when they develop their fantasy stories. We consider starting in our world and adding fantasy to it, or creating a new fantasy world. We can create the setting and then consider what characters could live there and develop their stories. - Writers revisit their writing notebooks looking for patterns in the ideas that matter to them. We can create a fantasy story to illustrate the big ideas we care about. - Writers revisit their story blurbs and develop one into a short story. We may use a story mountain. We can revise this plan to contain a short story, rather than a rambling novel. Fantasy short stories are often only two to three scenes long. - Writers can use their notebooks to try-out story ideas. We can make a plan and then a flash draft of the story. We can do this with several of our story ideas before committing to the one we will bring out of our notebook. - Writers prepare for drafting outside their notebook by writing long on *What is the message I want to put out into the world with this story?* *Who is my main character? What are they like? Who will help them? Who or what gets in the way?* *What is the setting like? What parts of the setting help tell the story? What is important for the reader to know? Are parts of the setting a metaphor?* *What is the internal story of this journey?* We might add a double story mountain (or rising timeline) to include the internal story.	

Writers craft a compelling fantasy short stories, revising with intention	• Fantasy writers pause in their drafting to envision what they will write. We close our eyes and see the world of our fantasy. We then add those details to our draft. We might also rehearse a scene or a part with a partner. • Writers draft quickly from our plan. We understand that we already spent time developing our idea and will put much work into the revision process. We use all we know about narrative craft as we are drafting. We write fast and furious, getting lost in our writing, so we can get to the work of revision. • Fantasy writers revise in a way that makes their reader suspend disbelief. We do this by creating detailed description about key characters, setting and objects. The more specific the description is, the more believable they become. We are particularly careful to introduce and describe important object in our stories before they become important. We can use mentors to help guide this work. • Writers revise by carefully showing, not telling. One way we can do this is by creating a careful balance of action, thought, dialogue, and setting, allowing the story to unfold bit by bit. • Writers revise by identifying the heart of the story (the crucial bit) and stretch it out. One way we can do this by creating a mini-timeline for this part of the story and drafting a fresh section. We can cut our draft and insert the new section with a piece of tape. • Writers reread their drafts identifying places where they have developed theme. We revise with theme in mind. We keep clear on the meaning that we want to convey. • Writers consider symbolism to give their stories deeper meaning. We look to our mentors for examples of this. We often look for a symbol that can represent our hero and one to represent our villain, dark force, or problem. • Characters in fantasy stories often refer to conversations they have had in the past. We can do this too to add meaning and backstory for our readers. We are sure to punctuate correctly, including how to include a quote inside a quote. • Writers reflect on their revised draft, perhaps with the narrative checklist. We can make goals for ourselves for our next fantasy story and revise our drafts with those goals in mind. We can share this work and our ideas with our writing partners.	•
Fantasy writers study mentors to grow in their writing craft	• Writers use all they have learned about fantasy writing and resources available (anchor charts from the beginning of the unit, mentor texts) to independently navigate the writing process for a second fantasy. • Writers continue to read fantasy with a writer's eye. We can study mentor texts to spark ideas for what to write about and how to go about that writing. We often ask again and again, *What has the author done here? Why? How did they craft this? How can I do the same?*	•

	- Writers collect story blurbs with all they have learned in mind. We know what makes a believable fantasy for our readers. We choose a seed idea, rehearse and draft quickly. We are sure to continue to lean on mentor texts throughout this process. - Writers of fantasy share their stories with each other. We might bring our stories to reading workshop to share with the readers in our class. We learn from each other. - Writers study sentence length and variation in mentor texts. We ask, *When does this author use longer sentences (description, slowing down time or action)? When do they use shorter (action)?* We can then try this in our own writing. - Writers study how mentors… …deal with dialogue. We consider how they make their characters speak differently. …deal with word choice. We consider if they are consistent in the wording they use or do they mix it up. Is a boat always a boat? …punctuate. *Is there a pattern in punctuation? Do they use it as a craft?* - We study how fantasy stories we love begin. - We study how fantasy stories we love tend to end. We then ask, *How can I do this same thing in my writing?* We may try out several different ways in our notebook and choose the one that fits best. - Fantasy authors use precise language that belongs to the genre. We collect these words from our reading and judge if they fit with our writing or if the kind of word fits with our writing. Often fantasy authors is archaic, medieval words to match their writing. They also use Greek and Latin words. We can use roots to create new words pulling on all we know from our own study of words. We might share our words with other writers in a class word bank.	
Writers use grammar and conventions to convey ideas precisely and powerfully.	- Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. - Writers properly punctuate quotations inside of quotations. - When writers are faced with a *How does _____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* - Writers edit for spelling, using Greek and Latin roots as well as affixes to help guide this work. We can use available resources when needed. - Writers edit for proper verb tense. We are sure we are accurate and pay particular attention to flashbacks or visions of the future.	