English/Language Arts Department

Grade 5

Developed By: Mike Gurrieri, Jessica Nolasco, and Paula Dente Perna

Effective Date: September 2024

Scope and Sequence

Month	Reading Workshop	Writing Workshop	Word Study/Grammar
Sept-Nov	Unit 1a: Up the Ladder Reading: Fiction	Unit 1b: Narrative Craft	*The Fountas & Pinnell Phonics, Spelling, and Word Study System, Grade 5* *Patterns of Power Plus: Extension Lessons for Young Writers, Grade 5* *Patterns of Power, Inviting Young Writers into the Conventions of Language, Grades 1-5* Note: Teachers should allocate approximately 10-15 minutes of their daily literacy block to EITHER Fountas and Pinnell Word Study lessons OR Patterns of Power grammar lessons. For Patterns of Power, remember that each lesson is split into six "invitations." See p. 11 of your Patterns of Power Plus Teacher's Guide for recommended sequencing options.
Nov-Jan	Unit 2a: Tackling Complexity: Moving Up Levels of Nonfiction	Unit 2b: Information Writing: Feature Articles on Topics of Personal Expertise (If, Then)	
Jan-March	Unit 3a: Interpretation Book Clubs: Analyzing Themes	Unit 3b: Literary Essay: Opening Texts and Seeing More	
2 week unit	Mini Test Prep Unit: Reading*	Mini Test Prep Unit: Writing*	
March-May	Unit 4a: Argument and Advocacy: Researching Debatable Issues	Unit 4b: The Research-based Argument Essay	
May-June	Unit 5a: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4) (if time allows	Unit 5b: Shaping Texts: From Essay and Narrative to Memoir (Book 3) (if time allows)	

* Launch this unit, where appropriate, as per the testing calendar

Unit 1a- Reading

Up the Ladder: Fiction
(Stand alone unit for launching Readers' Workshop)

Summary and Rationale

This unit progresses through three parts. The first bend launches the year and gets readers working toward setting up for a powerful reading life. During the first bend, it is imperative to start assessing your readers right away. Ideally, by the time you start the second bend, you will want to have assessed all of your readers and have established meaningful partnerships for the rest of the work in this unit. The second bend recruits students to work bringing stories and characters to life. Here, you will teach your readers new strategies for word solving quickly and independently. As part of this, readers will apply what they are learning in word study about prefixes, suffixes, vowel teams, and vocabulary to their independent reading work. The final bend invites readers to use what they are learning in writing to help them think more deeply in reading. The goal in this bend is to support readers with reading like writers. The unit should end with a celebration to highlight their learning and reflect on the ways they have grown in the time since school began.

Recommended Pacing

6-8 Weeks (September/October)

Standards

Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
Writing Domain	
W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
Speaking and Listening Domain	
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	

Phonics and Word Recognition	
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

	C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Social Studies/Science	
6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Integration of Technology	
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.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers will write about reading with conviction, a sense of purpose, and voice. ● As readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason. ● Readers compare and contrast the ways in which themes are developed across texts, discussing themes actively with their book clubs.	● How can readers write about reading with voice and investment? ● How can readers raise the level of writing and talking about literature? ● How can readers compare and contrast the ways in which themes are developed across texts?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Running Records/Literably
- Benchmark

Objectives (SLO)

Launching Reading Workshop

This unit aims to "rub off summer rust" to get readers back into the swing of reading, and to begin right away to accelerate reader's growth. You'll begin with the clear expectation that students are in charge of their own reading lives. This agency and independence are stressed across sessions that teach students to recognize and select a just-right book, to notice and flag important parts of the text while reading, and to be engaged in meaningful conversations around the stories they're reading. Across the unit, there is focus on essential skills such as summarizing, monitoring for sense, fluency, envisioning, prediction, and making deeper inferences.

GRAMMAR/ WORD STUDY

The grade level expectations above should be integrated into your planning. While there will be dedicated time for both grammar and word study direct instruction, you may also want to incorporate or reinforce word study/grammar concepts through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using word study and grammar concepts writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study and/or grammar support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

For this first reading unit, teachers may want to dedicate 10-15 minutes of their daily literacy block to word study lessons focusing on Letter-Sound Relationships (p. 81), Spelling Patterns (p. 95), and/or High Frequency Words (p. 113).

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I Setting Up for a Powerful Reading Life Goal: Readers will take on the all-important work of building reading identities, bringing stories to life, and reading in such a way that they see more– in their books, in their lives. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction*	● Readers find great books by considering which books are just right for them. To find a just-right book, readers not only consider a book's level, but also whether the book holds their interest and makes them feel compelled to read (Session 1). ● Readers use inquiry into systems that can be put in place to help make your classroom into one where reading works. You'll invite

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.) ● Conduct Running Records and Literably Assessments ● Set up students to Choose "Just-Right" books and start reading–and observing to learn more about them as readers. ● Help students develop identities as readers and coaching them to find books that are within reach. ● Assess readers and coach into partners' book conversations. ● Support small groups that need new books by guiding them in the library. ● Give readers a framework to start with if they seem unsure how to begin summarizing. ● Support students' book-shopping. ● Teach students to use post-its productively to flag parts of their reading to discuss with a partner. ● Teach reading strategies: go back and look for clues, reread slowly, reread and read forward quickly, or even whisper-read	students to coauthor these systems so your classroom environment inspires 10-out-of-10 reading (Session 2). ● Readers read differently knowing they'll talk with a partner afterwards and they flag or quickly jot about parts they want to discuss (Session 3). ● Readers know that when their reading isn't making sense, they can try these strategies: go back and look for clues, reread slowly, reread and read forward quickly, or even whisper-read (Session 4). ● Readers summarize as an important way to keep track of what's happening in your story, holding on to only the most important details so far in their books. (Session 5) ● Readers pay attention to moments in stories when characters do something surprising, something unexpected, as a way to grow larger ideas about them. (Session 6) ● Readers can double-check their systems and make improvements before going on. (Session 7) ● *A Letter to Teachers: Taking Stock of our Work
BEND II Bringing Stories and Characters to Life Goal: Readers elevate the level of their reading, thinking, and conversations about books. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support students' fluency ● Support readers' progress in envisioning more fully and accurately, with details. ● Support thoughtful predictions grounded in the text. ● Use reading calendars as a tool for conferring and small groups ● Practice word-solving strategies. ● Support readers in finding patterns in characters' behavior and in considering characters' hidden sides.	● Readers bring a story to life by making a mental movie in their mind. One way to do this is to pay attention to characters, almost stepping into a character's shoes. (Session 8) ● Readers make movies in their minds as they read, then revise and add to that movie by reading closely for details in the text. (Session 9) ● Readers combine their background knowledge and knowledge of their stories to make predictions about what will happen next. (Session 10) ● Readers predict not only what will happen in their stories but also how it is likely to happen, based on evidence from the story—then they read on to confirm or revise their prediction. (Session 11) ● Readers are alert to any detail that signals a change in a character's feelings or behavior. (Session 12)

	● Readers identify that characters are complicated and they act differently, depending on the place they are in or the people they are with. Readers update their vision of their characters depending on those factors. (Session 13) ● Readers take up some of the work they've learned across the bend and show each other how they are applying it as a kind of share and celebration to mark the end of the bend. To show off their beautiful reading work, students could choose scenes that seem particularly important to the character development and act them out with partners. (Session 14) ● *A Letter to Teachers: Readers Share Their Work (and Their Books) with Dramatic Interpretations.
BEND III Seeing More in Our Reading Habits and in Our Stories Goal: Readers will study the ways in which a theme can be developed differently in various texts. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Evaluate and practice the work you do "lots of". ● Introduce readers to reading notebooks. ● Strengthen goal-setting and tackling new work. ● Teach rereading as a way to develop thinking further. ● Help students to grow by sharing deeper ideas. ● Push readers to ask questions that will yield a deeper understanding of the story. ● Help readers mine their books for quotable quotes and memorable characters.	● Readers take charge of their own learning, readers look over their reading work to notice and name patterns and strengths, and then they build on those strengths. (Session 15) ● When readers want to get better at reading, it usually pays off to pay attention not only to what they do and notice but also to what they don't do and notice as a reader. This is an easy way to figure out new work to try—new ways of getting better as a reader. (Session 16) ● Readers pay special attention to details of stories, knowing that authors have put those details there to point to bigger ideas about characters or about the story. (Session 17) ● Readers don't just come up with ideas about a text—they grow their initial ideas to deepen their understanding by rereading important parts and rethinking them. (Session 18) ● Readers notice when a text prompts them to ask questions, and they mull these over, often revisiting earlier parts of the text and rethinking, to come up with possible answers. (Session 19) ● Readers actually build their values, their identity, through the books they read. They do this by choosing some part of every book to take away with them: maybe a line, an idea, or

	even a character, deciding: "I want to carry this with me, forever." (Session 20) • Readers reflect on their reading lives and reading growth, and harness their strengths for the future. Take some time with your students for reflection, goal-setting, and the practical work of holding onto skills and strategies that will help them in the future. (Session 21) • *A Letter to Teachers: Readers Reflect on Their Reading Lives and Reading Growth and Harness Their Strengths for the Future.

Interactive Read Aloud: ***The Year of the Dog*** by Grace Lin
Interactive Read Aloud: ***Hot Day on Abbott Avenue*** by Karen English

Suggested Resources/Technology Tools

Correlations to the Common Core State Standards

Anchor Charts

- ***Making Reading a 10-out-of-10***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***A Strong Reading Partner...***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***To Bring Their Stories and Characters to Life, Readers...***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***To See More in Ourselves and in Our Books***
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 1

- ***Making Reading a 10-out-of-10 anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 2

- ***Making Reading a 10-out-of-10 anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***Systems That Help Us Find Good Books chart (PDF)***
- ***Directions for creating QR codes (coming soon)***
- ***FIG. 2-1 One teacher set up a "Reading Graffiti" wall where students posted powerful lines from their books. (PDF)***

- *FIG. 2-2 One class developed a "Genre Sign-Up" where kids could discover others who had similar reading interests, fostering a space for book talks. (PDF)*
- *FIG. 2-3 One teacher developed a classwide-system where students posted and updated the titles of books they were reading. (PDF)*

Session 3

- *Making Reading a 10-out-of-10 anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 4

- *Student calendar (PDF)*
- *When Reading Stops Making Sense, Readers Can...chart (PDF)*
- *Making Reading a 10-out-of-10 anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *Example Reading Log Calendar (PDF)*

Session 5

- *Making Reading a 10-out-of-10 anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *FIG. 5-1 One teacher charted the summary she modeled for The Year of the Dog during the mini lesson as a mentor to refer to in later conferences and small groups. (PDF)*

Session 6

- *Making Reading a 10-out-of-10 anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 7

- *Making Reading a 10-out-of-10 anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 8

- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *FIG. 8-3 One teacher created a fluency chart that names a variety of techniques to support reading with strong pacing, expression, and phrasing. (PDF)*
- *FIG. 8-4 One teacher developed a series of questions for partners to ask while interviewing one another. (PDF)*
- *Bring Books to Life chart (PDF)*

Session 9

- *Photo of a colorful bus (PDF)*
- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 10

- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 11

- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *Use the Story Mountain to Guide Your Reading chart (PDF)*
- *FIG. 11-3 One teacher developed a list of sentence starters to support kids as they practiced giving tips to one another. (PDF)*
- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 12

- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- *FIG. 12-1 One teacher created several tools to support a variety of word-solving strategies. (PDF)*
- *FIG. 12-2 One teacher developed a talk rubric to help partners see a progression of how to keep their conversation going. (PDF)*
- *A Strong Reading Partner...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 13

- *To Bring Their Stories and Characters to Life, Readers...anchor chart*
  Color (PDF) / B&W (PDF) / Single Page (PDF)

- ***FIG. 13-1 One teacher's sample jot of Grace (Pacy) at home versus Grace at school that was used as a model during the mini lesson. (PDF)***

Session 15

- ***To See More in Ourselves and in Our Books anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***Ways to Push Our Thinking chart (PDF)***
- ***FIG. 15-1 One teacher records what her powers of noticing are as she models. (PDF)***
- ***FIG. 15-3 One teacher charts how readers can grow their thinking in their notebooks, using optional sentence stems to help students get started. (PDF)***
- ***FIG. 15-4 Ramata writes long about her book, using sentence starters from the mid-workshop teaching to help her grow new thinking. (PDF)***

Session 16

- ***To See More in Ourselves and in Our Books anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***A Strong Reading Partner...anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***Reader's Think About a Character's...chart (PDF)***
- ***FIG. 16-1 One teacher updates their chart from Session 15 to expand goal-setting, including work reader's have yet to do in their books. (PDF)***
- ***FIG. 16-4 One teacher modeled this goal-setting work with a folder, jotting examples of specifically how she works on—or plans to work on—that strategy. (PDF)***

Session 17

- ***To See More in Ourselves and in Our Books anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***FIG. 17-1 One teacher created a tool to support a small group of readers in taking an issue and developing a theme statement. Students left with a Post-it artifact of the tool to utilize independently. (PDF)***
- ***FIG. 17-2 One teacher's reading notebook entry that shows different ways to explore a book and capture thinking using a notebook. (PDF)***

Session 18

- ***To See More in Ourselves and in Our Books anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***Reader's Think About a Character's...chart (PDF)***
- ***Thought Prompts to Revise Your Thinking chart (PDF)***
- ***Ladder of Abstraction chart (PDF)***
- ***A Strong Reading Partner...anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)

Session 19

- ***To See More in Ourselves and in Our Books anchor chart***
  Color (PDF) / B&W (PDF) / Single Page (PDF)
- ***FIG. 19-2 One teacher's tool to support readers in asking deeper, higher-level questions as they read. (PDF)***

Session 20

- ***Bookmarks template (PDF)***
- ***FIG. 20-1 One teacher created this bookmark with her class during the mini lesson to be used as an exemplar by students. (PDF)***
- ***FIG. 20-2 Sample student bookmarks (PDF)***

Session 21

Directions for creating a Video Book Buzz (coming soon)

Mentor Texts:
The Year of the Dog by Grace Lin (Grades 3-5)
Hot Day on Abbott Avenue by Karen English (Grades 3-5)
The Crossover by Kwame Alexander (Grades 6-8)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for differentiation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1b- Writing
Narrative Craft (Book 1)
Summary and Rationale
Throughout this unit, you'll want to convey high expectations for productivity. At the start of the unit, devote a sequence of days to help students learn to step inside the shoes of the character (in this case, themselves at a different time and place) and write in the point of view and with the details that are true to the unfolding story. Prior to beginning this work, however, you may want to spend a week or two "launching" a writer's workshop with your students. To support you with launching lessons, please refer to the launching link in the resources section below. In Bend II, students will choose a seed idea to take through the writing process with an emphasis on craft and revision. In Bend III, students will begin with a third personal narrative. This time, you'll help them draw on all they learned earlier to progress with more independence. Students will continue to self-evaluate and set goals as they move forward.
Recommended Pacing
6-8 weeks (September/October)
Standards
Reading Domain

RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
Writing Domain	
W.NW.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.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Speaking and Listening Domain	
SL.PE.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.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	A) Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression.

	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Math/Science	
MP.2	Reason abstractly and quantitatively.
5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Social Justice Standards	
ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers learn strategies for generating personal narratives and raise the level of narrative writing. ● Writers choose a "seed idea" to take through the writing process. ● Writers develop their skills at analyzing and annotating mentor texts and follow the craft moves of a published author. ● Writers utilize irregular verbs and verb tenses to convey various times, sequences, states, and conditions.	● What strategies do students need to learn for generating personal narratives and raising the level of their narrative writing? ● How do students take an idea through the writing process? ● How do students develop their skills at analyzing and annotating mentor texts? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Assessment Name ***On-Demand Performance Assessment Prompt***
- Assessment rubric Grade 5 (Assess all components: Overall, Lead, Transitions, Ending, Organization, Elaboration, Craft, Spelling)

Writing:

- TCRWP Writing Rubrics and Student Editing Samples Grade 5
- TCRWP Editing Checklists Grade 5

Objectives (SLO)

Launching Writing Workshop

Prior to beginning this unit, you should spend a few days, possibly a week, launching writing workshop with your students. This is a great time to spend some time building excitement for writing and set expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Writing Workshop

Teacher Tips:

*The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize the lessons found in the spiral *Patterns of Power "Inviting Young Writers into the Conventions of Language Grades 1-5* for students who are not quite ready for the Pop Plus Grade 5 extension lessons.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Generating Personal Narratives Goal: Writers will learn strategies for generating personal narratives and raising the level of narrative writing. **IMPORTANT TIPS FOR SHARED WRITING:** At the beginning of the unit, you should also plan time for shared writing lessons so that students can all have a common experience and begin to experiment with generating ideas for personal narratives before working independently. You may want to explore some of the following: ● Generate ideas as a class on a topic of a common area or expertise or common experiences that they have had together ● Select a topic to explore as a class ○ Ex: The first day as a 5th grader ● Anchor in a specific setting and moment and begin to generate ideas about what was happening and how they were feelings ● Begin to imagine possible dialogue that might have been stated ● Try about this scene with partners using storytelling and then compose a moment (maybe selecting a student to be the model) as a class. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Help writers sustain energy for writing. (Session 1)	● Writers create ideas for their personal narratives, it can help to think of turning-point moments. (Session 1: Mini Lesson) ● Writers generate ideas by thinking of places that matter to them and the episodes that occurred in those places. (Session 2: Mini Lesson) ● Writers read great stories in order to write great stories and writers allow another author's words to spark ideas of their own. (Session 3: Mini Lesson) ● Writers write from inside the skin of the character--which in a personal narrative is oneself, at another time, in another place. (Session 4: Mini Lesson) ● Writer's sometimes pause to take stock, using a checklist to assess their own growth and set new goals. (Session 5: Mini Lesson) ● Read Aloud Suggestion: *Honey, I Love* (included with grammar series) ● Mini Lessons Suggestion: ○ Write *Honey, I Love* list poems. Make lists of people and things you love. Revise poems by adding adjectives or descriptions. Share with class or set up bulletin board display.

● Settle down to confer. (Session 2) ● Uncover internal details by reenacting the story. (Session 3) ● Use details that are true to the event. (Session 4) ● Set goals for your writers. (Session 5)	○ Discussion Questions: Do you speak a different language? Do you know someone who speaks a different language or has an accent?
BEND II: Moving Through the Writing Process: Rehearsing, Drafting, Revising, and Editing Goal: Writers will choose a "seed idea" to take through the writing process. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Launch kids who need help then take time to assess. (Session 6) ● Rally writers' energy for multiple rehearsals by teaching partners to listen. (Session 7) ● Develop elements of story. (Session 8) ● Support elaboration. (Session 9) ● Patch together the truth to tell a poignant story. (Session 10) ● Support revision. (Session 11)	● Writers draft by writing fast and furious, working to capture the experience on the page. (Session 6: Mini Lesson) ● Writers ask the important question, "What is my story really about?" and will engage in large-scale, whole-new-draft revisions. (Session 7: Mini Lesson) ● Writers revise their narratives by bringing out the story structure. (Session 8: Mini Lesson) ● Writers have determined what their stories are really about, using techniques to elaborate on the parts that show meaning. (Session 9: Mini Lesson) ● Writers use scenes from the past or future to bring out the internal story and add power to their narratives. (Session 10: Mini Lesson) ● Writers don't just end stories: they resolve problems, learn lessons, and make changes to end them in a way that ties back to the big meaning of their story. (Session 11: Mini Lesson) ● Writers draw on all they know about editing, including using checklists and charts, to put the final touches on their writing. (Session 12: Mini Lesson)
BEND III: Learning From Mentor Texts Goal: Writers will develop their skills at analyzing and annotating mentor texts and emulating the craft moves of a published author. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*	● Writers make writing powerful by emulating narrative writing they admire. (Session 13: Mini Lesson) ● Writers just don't use their writer's notebooks to gather entries; they also use their notebooks as a place to try new things and to work hard at the writing goals they've set for themselves. (Session 14: Mini Lesson)

● Help children see more as they study mentor texts. (Session 13) ● Work with determination towards goals. (Session 14) ● Use leveled student writing to pinpoint next steps. (Session 15) ● Support effective use of figurative language. (Session 16) ● Support final revisions. (Session 17) ● Study commas by studying mentor authors/ (Session 18)	● Writers think carefully about how to structure their stories. (Session 15: Mini Lesson) ● Writers think about which actions or images happened before they felt or thought something, and then they write those exact actions or images on the page to evoke the same emotions or thoughts in readers. (Session 16: Mini Lesson) ● Writers make sure every character has a role that connects to--and furthers--the larger meaning of their story. (Session 17: Mini Lesson) ● Writers learn about punctuation--commas in particular--from writing they admire, to make their writing more exact. (Session 18: Mini Lesson) ● Using mentor texts as your guide, assess your students' writing and create a mini lesson on mechanics tailored to their needs. (Session 19: Mini Lesson) ● Students share their writing with an audience, as writers strive to do. (Session 20: Mini Lesson) ● Writers take and apply everything they have learned in one genre to other writing tasks and genres. (Session 21: Mini Lesson)
Grammar Focus Goal: Writers capitalize abbreviations, initials, acronyms, and organizations. (Patterns of Power Plus Lesson 1) Writers start a sentence with an AAAWWUBBIS word and use a comma to form complex sentences or separate an introductory element from the rest of the sentence. (Patterns of Power Plus Lessons 2-4) --- The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please	● Writers practice/notice capitalization of abbreviations, initials, acronyms, and organizations. (Patterns of Power Plus Lesson 1) ● Writers use subordinating conjunctions to form complex sentences. (Patterns of Power Plus Lesson 2: *when*; Lesson 3: *if*; Lesson 4: *because*) ● Writers use a comma to separate an introductory element from the rest of the sentence. (Patterns of Power Plus Lesson 2-Lesson 4)

utilize student work to determine what a student knows and is able to do and what a student might need next.	

Suggested Resources/Technology Tools

Correlations to the Common Core State Standards

Anchor Charts

Strategies for Generating Personal Narrative Writing
Color / B&W
Techniques for Raising the Level of Narrative Writing
Color / B&W

Session 1

Chart: Strategies for Generating Personal Narrative Writing
Anchor chart: Strategies for Generating Personal Narrative Writing
Homework: Making Resolutions

Session 2

Chart: Strategies for Generating Personal Narrative Writing
Anchor chart: Strategies for Generating Personal Narrative Writing
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 2-1 Khalid's writing excerpt
FIG. 2-2 Sabrina's writing excerpt
Homework: Living Like a Writer

Session 3

Chart: Strategies for Generating Personal Narrative Writing
Anchor chart: Strategies for Generating Personal Narrative Writing
Chart: Questions to Ask Yourself As You Edit
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 3-1 Becca's entry
FIG. 3-2 Becca's revised entry
FIG. 3-3 Sabera's excerpt from her notebook
FIG. 3-4 Olivia's entry from her notebook
Homework: Editing as You Write

Session 4

Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing

FIG. 4-1 Andy's writing
FIG. 4-2 One page of Kim Yung's entry
Homework: Making and Using Topic Lists

Session 5

Narrative Writing Checklist, Grades 5 and 6
"Goosebumps"
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 5-1 Olivia's writing
FIG. 5-2 Aalia's personal goal chart
FIG. 5-3 Will's first lead
FIG. 5-4 Will's revised lead
Homework: Your Last Chance to Write a Drop Dead Powerful Entry

Session 6

FIG. 6-1 Zora's flash draft

Session 7

Chart: Thinking Up a Whole New Way to Tell a Story
Chart: Ways To Be an Effective Partner
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 7-1 Sophie's reflection on her lead
FIG. 7-2 Sophie asks, "What is my story really about?"
Homework: Angling Your Writing as You Draft

Session 8

FIG. 8-1 Peter's Chair story mountain
FIG. 8-2 Ori reflects on his writing and makes a plan
FIG. 8-3 Rie's story mountain
FIG. 8-4 Sirah writes with rising action
Homework: Planning Revision with Story Arcs
Chart: How Stories Tend To Go

Session 9

Chart: Questions to Ask Yourself As You Edit
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 9-1 Cameron's writing
FIG. 9-2 Zora revises her ending
Homework: Make a Museum in Your Home
Chart: Strategies for Elaborating on Important Parts

Session 10

FIG. 10-1 Caleb's first draft
FIG. 10-2 Caleb's draft, rewritten to include flash-forwards
FIG. 10-3 Juliana's writing
Homework: Using Past Memories to Emphasize Meaning

Session 11

Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
Homework: Writing and Rewriting Leads and Endings

Session 12

Narrative Writing Checklist, Grades 5 and 6
Checklist: Questions to Ask Yourself As You Edit

Session 13

Chart: Lessons from Mentor Narratives
FIG. 13-1 Francesca writes, inspired by "Eleven"
Homework: Revising from the Get-Go

Session 14

Chart: Lessons from Mentor Narratives
Chart: Techniques for Raising the Level of Narrative Writing
Anchor chart: Techniques for Raising the Level of Narrative Writing
FIG. 14-1 Miles takes part of his story to the workbench
FIG. 14-2 Silas takes his lead to the workbench
FIG. 14-3 Illana sets goals and works toward them
Homework: One Last Entry

Session 15

Narrative Writing Checklist, Grades 5 and 6
FIG. 15-1 Emily annotates her writing
Homework: Revising Story Arcs

Session 17

Chart: Lessons from Mentor Narratives
FIG. 17-1 Zora explores the role of character in her story
Homework: Revising with Character in Mind

Session 18

Chart: Discovering Punctuation Secrets
Checklist: Questions to Ask Yourself As You Edit
Homework: Reaching for Voice

Session 19

Chart: We've Noticed Punctuation Can

Session 20

FIG. 20-1 Zora's final personal narrative
FIG. 20-2 Sophie's final draft
FIG. 20-3 Miles's final draft

FIG. 20-4 Francesca's final draft

Session 21

Chart: Ways to Find Turning Points in Our Lives
FIG. 21-2 An excerpt from DJ's writing
FIG. 21-3 Jack's book on fractions

Grammar Mentor Texts
Lesson 1: Spy School by Stewart Gibbs
Lesson 2: Niko Draws a Feeling by Robert Raczka
Lesson 3: Malala's Magic Pencil by Malala Yousafzai
Lesson 4: Hidden Figures by Margo Lee Shetterly
Social Justice Standard Mentor Text
Honey, I Love (included in grammar series)

Patterns of Power Plus: Extension Lessons for Young Writers (Grade 5)
Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5 (spiral)
Link to *Patterns of Power* Resources Shared Drive
Patterns of Power Plus Companion Website Access Information available in PopPlus Extension kits

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2a- Reading	
Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)	
Summary and Rationale	
In Bend I, students will inquire into the ways complex nonfiction gets hard and will use strategies to tackle those difficulties. Then students will use tools to strengthen their skills in monitoring for sense, word solving, predicting, and summarizing as they make sense of complex texts. Now equipped with a toolkit of strategies, in Bend II, students research one topic they are most interested in. They will take on independent inquiry projects where they will critically analyze the author's craft and synthesize across texts.	
Recommended Pacing	
8 weeks (November/December)	
Standards	
Reading Domain	
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.TS.5.4	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.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.AA.5.7	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.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
Writing Domain	
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain	
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.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.UM.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	

L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.

Interdisciplinary Connections	
Next Generation Science Standards	
	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Integration of Technology	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.

9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers will investigate the ways nonfiction texts become increasingly complex and the ways students' reading can shift in response to those complexities. ● Readers will become independent researchers and apply knowledge about nonfiction reading to inquiry projects.	● How can readers investigate complex nonfiction texts? ● How can readers apply and extend their knowledge about nonfiction to inquiry projects?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Teacher Instructions
  - Pre Assessment
  - Pre Assessment Sample Responses
  - Pre Assessment Rubric Segments
  - Post Assessment
  - Post Assessment Sample Responses
  - Post Assessment Rubric Segments
  - Learning Progression

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 5
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 5
  - Grades 2-6

Objectives (SLO)

WORD STUDY/GRAMMAR TIPS

The grade level expectations above should be integrated into your planning. While there will be dedicated time for both grammar and word study direct instruction, you may also want to incorporate or reinforce word study/grammar concepts

through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using word study concepts writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

For this second reading unit, teachers may want to dedicate 10-15 minutes of their daily literacy block to word study lessons focusing on High Frequency Words (p. 113) and/or Word Meaning/Vocabulary (p.147).

Getting Ready for Nonfiction

- Gather high-interest nonfiction texts at student's independent reading levels ("The Amazing Octopus" article)
- Partner students in same-level partnerships
- Conduct Read-Alouds alongside the Unit
    - Bend 1: "When Lunch Fights Back: Wickedly Clever Animal Defense" by Rebecca Johnson
    - Bend II: "Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean" by Bradley Hague

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND 1: Working with Text Complexity Goal: Readers will become independent researchers and apply knowledge about nonfiction reading to inquiry projects by summarizing, finding main ideas, and key supporting details. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Help readers construct meaning out of the many parts of their text. (Session 2) ● Support foundational work around the main idea. (Session 3) ● Push a student's thinking about main ideas. (Session 4) ● Keep the work of the unit going, while also supporting vocabulary development. (Session 5) ● Support today's learning and previous learning. (Session 6) ● Watch and listen carefully to what students are doing around text complexity. (Session 7) ● Use text complexity cards in your conferences and small groups. (Session 8)	● Readers approach nonfiction texts with their knowledge of genre in mind, knowing the things that are apt to be important. (Session 1: Mini-Lesson) ● Readers orient themselves to complex nonfiction texts and then hold their ideas loosely as they read forward, remaining open to revision as they encounter new information. (Session 2: Mini-Lesson) ● Readers determine how complex nonfiction gets challenging when it comes to determining the main idea. (Session 3: Mini-Lesson) ● Readers use specific strategies when they encounter texts that teach main ideas implicitly. (Session 4: Mini-Lesson) ● Readers rely on a host of strategies to help them make sense of the

● Support students with predictable challenges and summarizing. (Session 9)	increasingly complex vocabulary used by authors in nonfiction texts. (Session 5: Mini-Lesson) ● Readers can use word morphology to tackle tricky vocabulary. (Session 6: Mini-Lesson) ● Readers can study and consider the structure of texts at many levels. (Session 7: Mini-Lesson) ● Readers monitor their own comprehension, and when they notice their comprehension breaking down, they rely on a toolkit of strategies to help get themselves unstuck. (Session 8: Mini-Lesson) ● Readers can summarize complex texts, drawing on previous learning about the main idea to lift the level of their summaries. (Session 9: Mini-Lesson)
BEND 2: Applying Knowledge About Nonfiction Reading to Inquiry Projects Goal: Readers conduct research from a variety of sources to become experts on their topic through inquiry based projects. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Develop actionable plans for primary research. (Session 10) ● Use your knowledge of text complexity to your advantage. (Session 12) ● Address predictable problems with writing about reading. (Session 13) ● Support readers to ask and answer questions. (Session 14) ● Support foundational work in synthesizing texts. (Session 15) ● Lift the level of writing about reading. (Session 16) ● Use the learning progression to support students. (Session 17) ● Consider the trustworthiness of sources. (Session 18) ● Provide tips to strengthen presentations. (Session 19)	● Readers can learn from a variety of sources, using the same reading skills to make meaning from them that they do when they read their print nonfiction texts. (Session 10: Mini-Lesson) ● Readers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas. (Session 11: Mini-Lesson) ● Readers approach texts differently after having done some primary research on a topic. (Session 12: Mini-Lesson) ● Readers write to understand what they are learning as they read and can angle their writing so that it better explains the information. (Session 13: Mini-Lesson) ● Readers question the text they're reading, the topic they're studying, and their own agenda. (Session 14: Mini-Lesson)

	● Readers synthesize information across subtopics, both within a single text and across texts. ○ Readers can explain how parts of the text work together and determine why one part of the text is important to the rest of the text or the rest of the topic. (Session 15: Mini-Lesson) ● Readers need both ideas and details to develop strong thinking and identify what they really want to say about their topic. (Session 16: Mini-Lesson) ● Readers read across subtopics, and they pay particular attention to how authors portray topics in similar and different ways. ○ Readers compare and contrast the central ideas authors teach, and they examine how authors teach those central ideas. (Session 17: Mini-Lesson) ● Readers pay attention to an author's perspective and how the author might be swaying readers to think, even when the author's perspective is not explicit. ○ Readers also consider the trustworthiness of sources and develop their own perspective. (Session 18: Mini-Lesson) ● Readers study topics deeply, and they allow the research they've done to change the way they think and feel about their research topic. (Session 19: Mini-Lesson)
Suggested Resources/Technology Tools	
Home School Connection Letter	

Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Ways Complex Nonfiction Gets Hard
Color / B&W

Assessment

Teacher Instructions
Pre Assessment
Pre Assessment Sample Responses
Pre Assessment Rubric Segments
Post Assessment
Post Assessment Sample Responses
Post Assessment Rubric Segments
Learning Progression

"Amazing Octopus" article

"Amazing Octopus" Level 1
"Amazing Octopus" Level 2
"Amazing Octopus" Level 3
"Amazing Octopus" Level 4
"Amazing Octopus" Level 5
"Amazing Octopus" Level 6
"Amazing Octopus" Level 7
"Amazing Octopus" Level 8

Session 1

"Lessons from the Deep" Level 5
Reading Log
"Nonfiction Readers Know It Pays Off" chart
Informational Reading Learning Progression, Grades 4 and 5
Homework

Session 2

Malala Yousafzai's Speech link
Lou Gehrig's Farewell Speech link
President Obama's "You Make Your Own Future" Speech link
Fluency strand of the Informational Reading Learning Progression
Homework

Session 3

"Amazing Octopus" Level 3
"Lessons from the Deep" Level 5
"Ways Complex Nonfiction Gets Hard" anchor chart
Fig 3-3: "Strategies for Determining Main Ideas"
Homework

Session 4

"Ready New York: NYC in an Emergency" video link
"To Teach Well" chart
Fig 4-1: "Identifying Main Ideas of a Video"
Fig 4-2: "Omnia's Main Idea and Supporting Details"
Homework

Session 5

Level 2 "The Amazing Octopus"
Level 4 "An Animal Like No Other"
Level 6 "Lessons from the Deep"
"Ways Complex Nonfiction Gets Hard" anchor chart
"Figuring Out the Meaning of Unknown Words" chart
Fig 5-2: "Using Context Clues to Determine Meaning"
Fig 5-3: "Expert Words about Lions"
Fig 5-4: "Adjua's Expert Words about Poodles"
Homework

Session 6

Level 5 "Lessons from the Deep"
"Vocabulary: Five Common Misconceptions" Quote
"Figuring Out the Meaning of Unknown Words" chart version 2
Fig 6-1: "Interactive Unknown Word chart"
Fig 6-2: "Samples of Students' Word Walls"
Homework

Session 7

"Lenses to Carry when Reading History" chart
Level 5 "Lessons from the Deep"
"Ways Complex Nonfiction Gets Hard" anchor chart
"Common Nonfiction Text Structures" chart
Homework

Session 8

Level 6 "Lessons from the Deep"
Text Complexity Cards
Fig 8-3: "Example of a Text Complexity Packet"
Fig 8-4: "Illustrated Text Complexity Cards"
Homework

Session 9

"Predictable Challenges When Summarizing" chart
"Acknowledge the Author in Our Summaries" chart
Main Idea(s) and Supporting Details/Summary strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 9-1: "A Student's Brief Summary"
Fig 9-2: "Crafting a Summary to Include Main Ideas"
Homework

Session 10

Fig 10-1: "Ways Our Primary Research Resembles Reading" chart Example"
Fig 10-2: "Student Research Plan"
Fig 10-3: "Teacher Research Plan"
Homework

Session 11

Fig 11-2: "Nathaniel's Annotated Notes"
Fig 11-3: "Ben's Movie Notes"
Fig 11-4: "Eva Conducts a Survey about Fashion"
Fig 11-5: "Clementine Conducts a Survey about J.K. Rowling"
Fig 11-6: "Expert Word Diagram"

Session 12

Text Complexity Cards
"Main Ideas About Scientists" chart
"Lenses to Carry When Reading History" chart
"Lenses to Carry When Reading Scientific and Technical Texts" chart
"Cross Text(s) Synthesis" strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 12-1: "Dexter's Ideas about Pop Stars"
Fig 12-2: "Paloma Writes about Ebola"
Homework

Session 13

"Six Reading Habits to Develop in Your First Year at Harvard" link
"Main Ideas About Scientists" chart
Fig 13-1: "Student NoteBook Example"
Fig 13-2: "Sabrina's Own Way of Writing about Reading"
Figure 13-3: "Streamlining Notes"
Fig 13-4: "Animal Topic Group Writing Samples"
Homework

Session 14

Webb's Depth of Knowledge Questions
"To Pursue Deep Research Questions" chart
Fig 14-1: "Iris's Video Game Inquiries"
Fig 14-2: "Students Sort Questions into Piles"
Fig 14-3: "Propose Answers to Questions Post-it note"
Fig 14-4: "Teacher-Modeled Research Question Notes"
Fig 14-5: "Iris's Research Plan"
Homework

Session 15

"Hagfish Slime Could Be Eco-Friendly Fabric" article link
"To Synthesize Across Subtopics" chart
"Readers Synthesize Within a Text By..." chart
"Hagfish Slime Could Be Eco-Friendly Fabric" sample notes
Text Complexity Cards
Comparing and Contrasting strand from the Informational Reading Learning Progression, Grades 4 and 5
Fig 15-1: "Note-Taking on a Subtopic"

Fig 15-2: "Connections Between Two Texts Notes"
Fig 15-3: "Reading Across Several Texts"
Fig 15-5: "Writing about Contradictory Content"
Homework

Session 16

"Ladder of Abstraction" chart
Specific Details Student Writing Sample
Big Ideas Student Writing Sample
"Ways to Push Our Thinking" chart
Fig 16-1: "Factual Notebook Entry"
Fig 16-2: "Exploring Big Ideas through Long Writing"
Fig 16-3: "Sophia's Coded Notebook Entry"
Fig 16-4: "Isabella's Metaphorical Writing"
Fig 16-5: "Using Boxes and Bullets for Big Ideas"
Fig 16-6: "Using Familiar Prompts to Grow Big Ideas"
Homework

Session 17

"Prompts to Help You Compare and Contrast" chart
Analyzing Author's Craft strand from the Informational Reading Learning Progression, Grades 4 and 5
Inferring with Text/Cohesion strand of the Informational Reading Learning Progression, Grades 4 and 5
Main Idea(s) and Supporting Details/Summary strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 17-1: "Nonfiction Reading Skill Grid"
Informational Writing Goals Cards
Informational Writing Techniques Cards
Homework

Session 18

"To Check if a Source is Trustworthy." chart
"To Determine Your Perspective, Ask:" chart
Fig 18-1: "Writing Long to Clarify Perspective"
Homework

Session 19

"To Teach Well" chart
Fig 19-1: "Main Ideas and Examples"
Fig 19-2: "Writing Long about Personal Inquiry Projects"
Homework

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)
● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence

Unit 2b- Writing

Information Writing: Feature Articles on Topics of Personal Expertise (If...Then)

Summary and Rationale

In this unit, students will experiment with writing feature articles on topics of personal expertise. In Bend I of this unit, you will begin by teaching students that information writers plan different ways their articles can go, first by coming up with big categories then adding examples. Students will learn to think of each category as a "file" and then see what needs further revision or outside research. In Bend II, students will spend several days organizing their drafts using headings, subheadings, and an expert vocabulary. You will teach students to use linking words, phrases, and encourage them to do further research. In Bend III you will want to keep it short and focused. Your students will edit, assess their drafts using the checklist, and begin using phrases like *in addition* and *furthermore* to advance their ideas. Last in Bend IV, students will take everything they learned to quickly switch to write an information book about another topic in another subject. They can celebrate their work by teaching a younger class about the information.

Recommended Pacing

8 weeks (November/December)

Standards

Reading Domain	
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.TS.5.4	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.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
Writing Domain	
W.IW.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 aid 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.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Speaking and Listening Domain	
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices.

	B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Standard	

6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
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.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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers will organize their information by coming up with big categories and then adding examples and important terms to each. ● Writers will continuously revise their draft and improve it through elaboration strategies. ● Writers will assess their drafts using a checklist, and pay attention to spelling and word choice. ● Writers will use what they learned and quickly transition to writing an information book about another topic, informing others. ● Writers use various verb tenses and forms to strengthen their writing.	● How can information writers plan different ways their articles can go? ● How do information writers draft and revise their work in ways that teach others? ● How can information writers revise, format, and edit to best teach readers? ● How might information writers bring what they learned from long, intense projects to quick-writes? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Assessment Name ***On-Demand Performance Assessment Prompt***
- Assessment Rubric Grade 5
- Information Writing Checklist Information Writing Checklist, Grades 5 and 6
    - Score the following elements: lead, transitions, ending, elaboration, craft, spelling

Writing:

- TCRWP Writing Rubrics and Student Editing Samples AND Grade 5
- TCRWP Editing Checklists

Objectives (SLO)

IMMERSION: Getting Ready for Information Writing

IMPORTANT TIPS FOR SHARED WRITING:
During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience to experience writing an informational text as a whole. You may want to:

- Begin by choosing a common topic to explore
- Have shared note taking experiences integrating and organizing information from varied sources
- Practice writing a claim and brainstorming clear key subtopics
- Write long off of one of the subtopics

You should also plan some shared reading lessons where readers can focus on reading feature articles from a writer's lens. They can start to notice structure and how writers elaborate. They can ask: What is a feature article? How is it organized? What types of information do writers include?

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND 1: Organize Information and Plan a Feature Article Goal: Writers will teach others information about a topic	● Writers teach their peers about a topic they know a lot about, in a way that uses illustrations, gestures, table of contents or examples. ● Writers experiment with different ways to divide their topics. ● Writers gather relevant information from print or digital sources while conducting quick, focused research.
BEND II: Draft and Revise in Ways That Teach Others Goal: Writers organize the layout of their information and elaborate on sections, including examples and facts.	● Writers plan the layout of a section with headings and subheadings so that it makes sense to readers. ● Writers develop their topic with facts, definitions and quotations to teach readers. ● Writers use linking words such as *meanwhile* to demonstrate connections between information. ● Writers think about the audience when writing their introduction and conclusion in order to draw them in.
BEND III: Revise, Format, and Edit to Best Teach Readers Goal: Writers consider their audience and will think deeply about how their writing sets readers up to be experts.	● Writers use text features to locate information and heighten comprehension. ● Writers use the Information Writing Checklist to make their work the best it could be. ● Writers use previously learned editing strategies such as spelling patterns or a word wall.

BEND IV: Bring What They Learn From Long, Intense Projects to Quick Writes Goal: Writers channel all they learned and bring the skills into a quick information write about another content area such as science or social studies.	• Writers write some quick informational books about a different subject. • Writers put the finish touches on their feature articles. • Writers self-assess and revise using their checklist. • Writers create different kinds of texts that convey information such as brochures, lectures, or speeches.
Grammar Focus Goal: Writers use verbs to show action, tell time, and make sure that their past-tense verbs sound right. (Patterns of Power Plus Lesson 5) Goal: Writers recognize and correct inappropriate shifts in verb tense, use verb tense to convey various times, sequences, states, and conditions. (Patterns of Power Plus Lesson 6) Goal: Writers form and use verbs in the perfect tense. (Patterns of Power Plus Lesson 7)	• Writers use verbs to show action and to tell it like it is: *are, was, were, be, been, and am*. (Patterns of Power Plus Lesson 5) • Writers recognize that tense tells time. (Patterns of Power Plus Lesson 5) • Writers make sure that their past tense verbs sound right. (Patterns of Power Plus Lesson 5) • Writers use consistent verb tenses to make meaning for their audience. (Patterns of Power Plus Lesson 6) • Writers use a perfect-tense verb to show an ongoing action that has ended. (Patterns of Power Plus Lesson 7)

Suggested Resources/Technology Tools

Home School Connection Letter

Types of Feature Articles
What is a Feature Article (Video)
Characteristics of a Feature Article
Samples of Student Feature Articles

<u>Resources to Support Informational Writing</u>:

Anchor Charts

Information Writers...
Color / B&W
Information Writers Revise Using Various Lenses
Color / B&W

Writers of Informational Texts Aim Toward Goals Such As . . .

Writers of Informational Texts Use Techniques Such As . . .

Tips for Conferring: Information Writing

Additional Resources
Chart: Tips on Note Taking
Information Writing Checklist, Grades 5 and 6
Prompts for Thinking and Writing
Homework: Revising after Discussion
Chart: Ways to Make Writing More Formal
Chart: Formats to Let Information Writing Grow
Homework: Drafting, Planning, and Drafting Again
Chart: Ways to Make Matches and Patterns
Chart: Crafting an Introduction
Homework: Using the Information Writing Checklist as a Revision Lens
Chart: Is the info 'big' enough to need its own sentence? If not, use…

Grammar Mentor Texts
Lesson 5 - *Turning Pages* by Sonia Sotomayor
Lesson 6 - Cloze passage from Teacher's Guide, from Jeff Anderson's Zack Delacrus: *Upstaged*, Chapter 12
Lesson 7 - *Read! Read! Read!* By Amy Ludwig VanDerwater

Patterns of Power Plus: Extension Lessons for Young Writers (Grade 5)
Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5 (spiral)
Link to *Patterns of Power* Resources Shared Drive
Patterns of Power Plus Companion Website Access Information available in PopPlus Extension kits

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3a- Reading
Interpretation Book Clubs: Analyzing Themes (Book 1)
Summary and Rationale
In Bend I, readers will write about their reading in their notebooks with conviction, a sense of purpose, and voice. Their reader's notebooks will be exploratory and students will be equipped to back up their ideas with text evidence. For this work, students will explore independent reading books to do the work in the first bend. During this time, you should work hard to assess all readers so that you can get ready to place them in appropriate book clubs for Bend II. Bend II will raise the level of writing and talking about literature by placing students in small book clubs - these book clubs will then continue for the rest of the unit. In Bend II, students will work in clubs to identify themes that thread through their books and build larger theories. Then Bend III focuses students discussing the themes and comparing and contrasting the ways in which they are developed across texts. Students will use techniques for analyzing the different ways in which a single theme might be developed differently in a variety of texts, noticing that characters play in advancing or pushing back against a theme.

Recommended Pacing	
6-8 Weeks (September/October)	
Standards	
Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
Writing Domain	
W.AW.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.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
Speaking and Listening Domain	
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	

L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Social Studies/Science	
6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Integration of Technology	
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.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Social Justice Standards	
JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they are born.
Career Readiness, Life Literacies and Key Skills	

9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers will write about reading with conviction, a sense of purpose, and voice. ● As readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason.	● How can readers write about reading with voice and investment? ● How can readers raise the level of writing and talking about literature?

● Readers compare and contrast the ways in which themes are developed across texts, discussing themes actively with their book clubs.	● How can readers compare and contrast the ways in which themes are developed across texts?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Teacher Instructions
- Pre Assessment
- Pre Assessment Sample Responses
- Pre Assessment Student Rubrics
- Post Assessment
- Post Assessment Sample Responses
- Post Assessment Student Rubrics

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 5
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 5
  - Grades 2-6

Objectives (SLO)

WORD STUDY /GRAMMAR TIPS

The grade level expectations above should be integrated into your planning. While there will be dedicated time for both grammar and word study direct instruction, you may also want to incorporate or reinforce word study/grammar concepts through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using word study concepts writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

For this third reading unit, teachers may want to dedicate 10-15 minutes of their daily literacy block to word study lessons focusing on Word Meaning/Vocabulary (p. 147).

Students will know: (Goals)	Students will be able to: (Teaching Points)

BEND 1: Writing About Reading with Voice and Investment

Goal: Readers will be more committed to their reading life by exploring what it means to write well about reading.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Start to assess readers with running records. (Session 2)
- Help students invest in their writing and then make it better. (Session 3)
- Work with struggling and advanced readers. (Session 4)
- Foster transfer of analytic thinking. (Session 6)
- Help students find ideas that are worth exploring. (Session 7)

- Readers take charge of their reading life if they work with resolve toward ambitious, specific goals to become stronger readers. (Session 1: Mini-Lesson)
- Readers will travel through an inquiry to explore and establish what it means to write well about reading. (Session 2: Mini-Lesson)
- Readers who write about their reading are extra alert, seeing more in their books. (Session 3: Mini-Lesson)
- Readers that find an idea worth developing, revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights. (Session 4: Mini-Lesson)
- Readers consider the perspective a story is being told from and the effects the narrator's voice has on the way the story is being told. (Session 5: Mini-Lesson)
- Readers learn to think analytically about how a subject or text is structured and divides sections into parts, then selects, ranks, and compares. This kind of analytical thinking often yields new insights. (Session 6: Mini-Lesson)
- Readers aim to improve their writing about readings, they revise their work, relying on examples of what constitutes powerful writing about reading. (Session 7: Mini-Lesson)
- Readers begin to understand the concept of equality vs. equity (JU.3-5.14)
    - Read Aloud: *Merci Suarez Changes Gears*
    - Optional Mini Lesson: Early in the book we learn that Merci and her brother are different from the other kids at their private school. Unlike the other students whose families can pay the tuition, Merci and her brother must "work off" their tuition through service hours. This can lead to important discussions where students can make text-to-self and text-to-world connections:

	■ the value of a good education and how important that is to Merci's parents ■ social justice issues in schools and how can schools provide additional support for students of a low socioeconomic status.
BEND II: Raising the Level of Writing and Talking about Literature Goal: Readers elevate the level of their reading, thinking, and conversations about books. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Use guided reading, scaffold readers to move up a notch. (Session 8) ● Uncover the close link between assessment and teaching. (Session 9) ● Help individuals and clubs prepare to meet. (Session 10) ● Use thought prompts as a tool for revising theories. (Session 11) ● Push students toward higher levels of interpretation work. (Session 12) ● Assess how students find debatable topics and prepare for debate. (Session 13) ● Methods for teaching into book clubs. (Session 14)	● Readers sharpen their reading and thinking skills and are able to see more significance in a text and to trust that they notice things for a reason. (Session 8: Mini-Lesson) ● Readers think thematically, sometimes naming the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know. (Session 9: Mini-Lesson) ● Readers end up seeing more than they would have seen on their own when they read with others. (Session 10: Mini-Lesson) ● Readers link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson. (Session 11: Mini-Lesson) ● Readers wear their interpretations like a pair of glasses, reading on in the text with their ideas in mind, gathering evidence and deepening their theories. (Session 12: Mini-Lesson) ● Readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person. (Session 13: Mini-Lesson) ● Readers explore how an effective book club elevates the level of its reading, thinking, and conversations about books. (Session 14: Mini-Lesson)
BEND III: Thematic Text Sets: Turning Texts Inside Out Goal: Readers will study the ways in which a theme can be developed differently in various texts. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)*	● Readers consider universal themes as they read, comparing and contrasting those themes across different texts. (Session 15: Mini-Lesson) ● Readers rethink themes to allow for more complexity. (Session 16: Mini-Lesson) ● Readers think about a theme in more complex ways and to consider how different characters

- Support clubs as they think across two texts. (Session 15)
- Theme and perspective in assessment-based teaching. (Session 16)
- Support students as they balance ambitious reading goals with rich interpretation. (Session 17)
- Help students to dig deeper. (Session 18)

connect to and represent that theme, and also how some characters may work against a theme. (Session 17: Mini-Lesson)
- Readers think about the choices that authors make (and the ones they don't) as a way to come to new insights about texts. (Session 18: Mini-Lesson)
- Readers analyze literary text by studying the author's goals and how he or she achieves them in a specific part of the text. (Session 19: Mini-Lesson)
- Readers celebrate and show off their new, sophisticated thoughts about literature with a literary salon. (Session 20: Mini-Lesson)
- Readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story. (Fantasy Book Club Unit Session 14: Mini-Lesson)

Suggested Resources/Technology Tools

Correlations to the Common Core State Standards

Anchor Charts

Writing Well About Reading
Color / B&W
Drawing on All You Know to Read Well & Interpret Texts
Color / B&W
To Deepen Interpretation, Readers Can...
Color / B&W

Book list: Great Book Choices for a Unit on Interpretation

Possible Read Aloud: *Merci Suarez Changes Gears* by Meg Medina

Assessment

Teacher Instructions
Pre Assessment
Pre Assessment Sample Responses
Pre Assessment Student Rubrics
Post Assessment
Post Assessment Sample Responses
Post Assessment Student Rubrics
Learning Progression

Session 1

“Suggestions for Making This Year’s Reading Workshop as Powerful as Possible” example chart
Fig 1-1: "Students Set Goals for Themselves"
Homework

Session 2

Reading Log
Writing-About-Reading Gallery 1
Writing-About-Reading Gallery 2
“Suggestions for Making This Year’s Reading Workshop as Powerful as Possible” example chart
Writing-About-Reading Exemplar 1
Writing-About-Reading Exemplar 2
Fig 2-1: "Writing about Jerry Spinelli's Wringer"
Fig 2-2: "Flora's and Olivia's Character Perspectives"
Fig 2-3: "A Close Study of Mentor Writing"
Fig 2-4: "Amory's Strong Writing about Reading"
Homework

Session 3

"Understand/Interpret a Story" chart
"Talking and Writing" chart
"Writing Well About Reading" anchor chart
Homework

Session 4

"Writing Well About Reading" anchor chart
"Higher Level Thought" chart
"Develop Ideas" chart
Fig 4-1: "Reflections on Charlotte's Web"
Homework

Session 6

"Develop Ideas" chart
"Questions That Can Help You Think Analytically" chart
Fig 6-1: "Cause and Effect from Out of the Dust"
Fig 6-2: "Ranking Events from Hatchet"
Homework

Session 7

Fig 7-1: "Sam's Writing about Jerry Spinelli's Wringer"
Fig 7-2: "Christopher's Thoughts on Prince Caspian"
Fig 7-3: "Student Notes"
Homework

Session 8

"Creating A Constitution for Your Club" chart
Fig 8-1: "Annie Makes Predictions"
Homework

Session 9

"Drawing on All You Know" anchor chart
Fig 9-1: "A Theme chart for Home of the Brave"
Fig 9-2: "Writing about Lessons"
Fig 9-3: "Big Idea Observation"
Fig 9-4: "Big Idea Observation 2"
Homework

Session 10

Strugglers Interpret My Name Is María Isabel video link
"Drawing on All You Know" anchor chart
"Passionate Interpretations" chart
Fig 10-1: "The Wrestling Game Club Thought Collection"
Fig 10-2: "The Bridge to Terabithia Club Thought Collection"
Homework

Session 11

Strugglers Interpret My Name Is María Isabel video link
Sam's jots on *Wringer* by Jerry Spinelli
“Questions to Ask to Grow Seed Ideas” chart
"Drawing on All You Know" anchor chart
Fig 11-1: "Savi's Ideas about Stargirl"
Fig 11-2: "Emma Uses Thought Prompts"
Homework

Session 12

"Thought Prompts to Help Us Grow" chart
"Drawing on All You Know" anchor chart
"Inferring About Characters and Other Story Elements" strand of the Narrative Reading Learning Progression
Fig 12-1: "Symbolism in Bridge to Terabithia"
Fig 12-2: "Joseph's Character Interpretation"
Homework

Session 13

"Let's Have a Club Debate" chart
Fig 13-1: "Mia and Her Club's Debate"
Fig 13-2: "Alexi and His Club's Debate"
Fig 13-A: "Book Club Debate Example"
Fig 13-B: "Book Club Debate Example 2"
Homework

Session 14

Book club conversation interpreting *My Name is Maria Isabel* video link
Book club conversation about theme in *Bud, Not Buddy* video link
Fig 14-1: "Example Book Club Teacher chart"
Fig 14-2: "Jake Compares Book Clubs"
Fig 14-3: "Strong Book Club Conversations"
Homework

Session 15

Short Texts, Poems, and Other Compilations to Support Bend III
Starter Poem: "Eyelashes"
Starter Poem: "First Days"
Starter Poem: "I, Like You"
Starter Poem: "Song of Greatness"
Starter Poem: "Untitled"
"Prompts to Explore Similarities and Differences" chart
“To Deepen Interpretation, Readers Can...” anchor chart
Fig 15-1: "Similarities and Differences Between a Book and a Short Text"
Fig 15-2: "Comparing Two Characters"
Fig 15-3: "Characters Affect Theme"
Homework

Session 16

“To Deepen Interpretation, Readers Can...” anchor chart
"Prompts to Explore Similarities and Differences" chart

Session 17

“To Deepen Interpretation, Readers Can...” anchor chart
“How to Think About Characters" chart
Fig 17-1: "How Characters Connect to Theme"
Homework

Session 18

“To Deepen Interpretation, Readers Can...” anchor chart
"Determining Themes" and "Analyzing Author's Craft" strands of the Narrative Reading Learning Progression, Grades 4, 5, 6
Fig 18-1: "Student Thoughts on Repetition"
Fig 18-2: "Student Thoughts on Details in Stargirl"
Fig 18-3: "Jack Synthesizes His Thinking"
Fig 18-4: "Goals for Studying Craft"
Homework

Session 19

“To Deepen Interpretation, Readers Can...” anchor chart
“Writers Aim Toward Goals Such As” chart
“Writers Use Techniques Such As” chart
Fig 19-3: "Identifying Techniques"
Fig 19-4: "A Student Studies Goals and Techniques"
Homework

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for differentiation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3b- Writing

Literary Essay: Opening Texts and Seeing More

Summary and Rationale

In Bend I of this unit, students will write a literary essay in which they develop and support a claim about a character or theme in a shared text. This part of the unit is meant to be brief. Students will use checklists to help them remember to draw on all they know. Bend II focuses on lifting the level of students' interpretive writing skills. Students will take their elaboration work to the next level and prepare their essays for publication. Bend III of the unit focuses on helping students transfer all they know about crafting powerful literary essays to write any opinion text that they may encounter in the future. As the unit draws to a close, you'll celebrate the expert knowledge your students have developed.

Recommended Pacing

8 weeks (January/February)

Standards

Reading Domain

RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
Writing Domain	
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. E) 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. F) Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. G) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). H) Provide a conclusion related to the opinion presented.
Speaking and Listening Domain	
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.PI.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.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	

L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

	C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	A. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. B. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. C. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). D. 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.VI.5.3	A. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. A. Interpret figurative language, including similes and metaphors, in context. C. B. Recognize and explain the meaning of common idioms, adages, and proverbs. D. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Interdisciplinary Connections	
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Students write a literary essay in which they develop and support a claim about a character or theme in a shared text. ● Students lift the level of their interpretive writing skills with additional strategies to help them write to grow ideas. ● Students transfer all they know about crafting powerful literary essays to write any opinion text they may encounter in the future. ● Writers use prepositional phrases, interjections, and conjunctive adverbs to clarify their purpose and enhance their craft.	● How can students write a literary essay in which they develop and support claims about characters? ● How can students lift the level of their interpretive writing skills? ● How can students transfer their knowledge about crafting powerful literary essays?

	● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- **POST ASSESSMENT: Literary Essay - On-Demand**

- Assessment rubric
    - Grade 5 (Descriptives to focus on: Overall, Transitions. Ending, Craft, Elaboration, Punctuation)

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:
During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience of writing a literary essay as a whole class. You should also plan some shared reading lessons where readers can focus on reading literary essays from a writer's lens. They can start to notice structure and how writers elaborate. They can ask: What is the purpose of a literary essay? How is it organized? What kind of information is included? This type of work is supported below in Session 1.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Getting Ready for the Unit

- Suggestion before Bend I: You may want to pilot this unit using the brief digital text, the "Panyee Football Club" video and then distribute copies of the video transcript so students can mark up what they notice.
- Students will write best of texts that they've experienced as readers, so you will want to make sure they have an opportunity to work with the texts you select prior to Bend II. Some teachers decided to read the texts aloud to students, using interactive read-aloud (providing students with a copy of the texts) over the course of a week to spotlight the short texts students will work with.
- As you launch Bend III, you'll introduce students to a small packet of opinion texts. These texts are available to print and copy from the online resources.

Students will know: (Goals)	Students will be able to: (Teaching Points)

BEND I: Crafting a Literary Essay around a Shared Text Goal: Students will write a literary essay in which they develop and support a claim about a character or theme in a shared text. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Analyze mentor texts. (Session 1) ● Launch the work of writing with volume and stamina. (Session 2) ● Coach to develop strong claims. (Session 3) ● Tackle predictable problems with mini-stories. (Session 4) ● Support volumes, stamina, and revision. (Session 5)	● Writers travel through an inquiry to explore the characteristics of essays to help them transfer previous learnings to the work of writing literary essays. (Session 1: Mini Lesson) ● Writers generate ideas for a literary essay while reading with extra alertness, seeing more in depth in the details of the text. (Session 2: Mini Lesson) ● Writers craft several possible thesis statements to see which one fits what they are really trying to say about a text. (Session 3: Mini Lesson) ● Writers support their claim by crafting mini-stories that are angles to highlight the writer's point and that balance storytelling as well as summarizing. (Session 4: Mini Lesson) ● Writers use checklists to get ready to draft. (Session 5: Mini Lesson)
BEND II: Lifting the Level of Interpretive Essay (and Writing One From Start to Finish) Goal: Students will lift the level of their interpretive writing skills with additional strategies to help them write to grow ideas. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support reading and writing to think interpretively. (Session 6) ● Support a range of writing and thinking. (Session 7) ● Lift the level of thesis statements. (Session 8) ● Strengthen students' use of evidence. (Session 9) ● Strengthen evidence with an emphasis on craft. (Session 10) ● Support editing. (Session 12)	● Writers study small, specific details or the parts that feel odd or important to grow big ideas and interpretations. (Session 6: Mini Lesson) ● Writers generate ideas to closely study the times when characters face trouble, knowing that often the character or the reader learns a lesson from those experiences. (Session 7: Mini Lesson) ● Writers develop stronger thesis statements by checking their initial theses against the text, rereading parts of the text to test whether the draft of a thesis actually holds true. (Session 8: Mini Lesson) ● Writers select quotes from a text to support their ideas, choosing the best quotes and writing around the quotes to show how cited material supports

	an essayist's ideas. (Session 9: Mini Lesson) ● Writers analyze author's craft, writing about the ways an author's goals and techniques might support students' claims. (Session 10: Mini Lesson) ● Writers make their essays more powerful by crafting introductions that get readers to care about and understand their claim, and by developing strong conclusions that connect back to the introduction and what the essay is about. (Session 11: Mini Lesson) ● Writers get their writing ready for publication by editing, specifically by paying careful attention to grammar and convention rules to make their essays clear and effective. (Session 12: Mini Lesson) ● Writers share their literary essays with a wider audience, either online or local, as a way to celebrate their new sophisticated analytical writing skills. (Session 13: Mini Lesson)
BEND III: Writing to Transfer: Carrying What You Know about Literary Essay across Your Day, Your Reading, Your Life Goal: Students will transfer all they know about crafting powerful literary essays to write any opinion text they may encounter in the future. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Use table conferences to support annotation and transfer. (Session 14) ● Experiment with different plans to find the best fit. (Session 15) ● Support students in transferring their knowledge to a new writing challenge. (Session 17) ● Support self-assessment, goal-setting, and progress toward goals. (Session 18) ● Help students prepare to teach. (Session 19)	● Writers can transfer the tools and strategies they've developed for writing literary essays to help them write a host of different kinds of opinion pieces. (Session 14: Mini Lesson) ● Writers prepare for any opinion writing situation they encounter by transferring what they know about writing literary essays to a new situation. (Session 15: Mini Lesson) ● Opinion writers sort and rank their supports and evidence to best convince an audience of their claim. (Session 16: Mini Lesson) ● Writers draft a new piece of writing in the strongest possible way by drawing on all they know about

	opinion writing. (Session 17; Mini Lesson) ● Writers sometimes pause to consider progress, using a checklist to assess their own growth and set goals. Then, they work purposefully to accomplish those goals. (Session 18; Mini Lesson) ● Writers take their expert knowledge to a broader audience and share what they've learned with others. (Session 19; Mini Lesson)
Grammar Focus Goal: Explain the function of and use prepositions and prepositional phrases. (Patterns of Power Plus Lesson 8) Goal: Use and understand interjections; use commas to set off interrupters. (Patterns of Power Plus Lesson 9) Goal: Use conjunctive adverbs. (Patterns of Power Plus Lesson 10)	● Writers use prepositions to tell when or where, or to add details. (Patterns of Power Plus Lesson 8) ● Writers use interjections to show a strong feeling and they set it off with either a comma or an exclamation mark. (Patterns of Power Plus Lesson 9) ● Writers use conjunctive adverbs to transition between ideas and usually use a comma after a conjunctive adverb. (Patterns of Power Plus Lesson 10)

Suggested Resources/Technology Tools

School to Home Connection Letter

Mentor Texts

Grade 5 Literary Essay Mentor Text List

Grammar Mentor Texts

Lesson 8 - *Who Says Women Can't Be Computer Programmers?* By Tanya Lee Stone
Lesson 9 - *The Slowest Book Ever* by April Pulley Sayre
Lesson 10 - *She Persisted* by Chelsea Clinton

Patterns of Power Plus: Extension Lessons for Young Writers (Grade 5)
Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5 (spiral)
Link to *Patterns of Power* Resources Shared Drive
Patterns of Power Plus Companion Website Access Information available in PopPlus Extension kits

Anchor Charts

What Makes a Literary Essay?

Color / B&W

To Craft Powerful, Interpretive Essays . . .

Color / B&W

Student Writing Samples

Grade 5

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4a- Reading
Argument and Advocacy: Researching Debatable Issues (Book 3)
Summary and Rationale
Bend I focuses on analyzing argumentative texts. Students will begin to research debatable issues that can be considered from multiple perspectives. Towards the end of Bend I, students will again debate and have a stronger background knowledge of their issues. Then in Bend II, students study the same issues, only now with more depth and analysis. The second bend will end with another debate on the issue and giving support to students to use evidence more strongly which will allow groups to decide which side "won" a debate. Lastly, Bend III focuses on rallying students into studying a new issue. Students will get new ideas for research by not only reading but through research-group conversation as well. Towards the end of this bend, students will see how debate is purposeful and can influence real-world decisions.
Recommended Pacing
6-8 weeks (March/April)
Standards
Reading Domain

RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.TS.5.4	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.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
RI.AA.5.7	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.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
Writing Domain	
W.AW.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.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

Speaking and Listening Domain	
SL.PE.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.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	A) Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding.

	B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Social Studies	
6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers, as researchers, will investigate issues and evaluate argumentative text. ● Readers will raise the level of research by annotating their texts to be more in conversation with the ideas and information within these texts. ● Readers will research a new issue with more agency, writing on the issues they have studied to make a difference in the world.	● How do readers investigate varied issues to gain multiple perspectives? ● How can readers study an issue with more depth and develop their own research questions? ● How can readers research a new issue with more agency and independence?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Teacher Instructions
- Pre Assessment
- Pre Assessment Sample Responses
- Post Assessment
- Post Assessment Sample Responses
- Student Rubrics
- Learning Progression

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
    - Grade 5
    - Grades 2-6
- Reading Learning Progression- Information Reading
    - Grade 5

- Grades 2-6

Objectives (SLO)

WORD STUDY/GRAMMAR TIPS

The grade level expectations above should be integrated into your planning. While there will be dedicated time for both grammar and word study direct instruction, you may also want to incorporate or reinforce word study/grammar concepts through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using word study concepts writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

For this fourth reading unit, teachers may want to dedicate 10-15 minutes of their daily literacy block to word study lessons focusing on Word Meaning/Vocabulary (p. 147), Word Structure (p. 353), and/or Word-Solving Actions (p. 459).

Getting Ready for the Unit (pages xiii through xvii in Book 3)

- Prepare text sets
- Set up research groups
- Conduct read-alouds alongside the unit
- Maximize connections to parallel writing unit

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Investigating Issues Goal: Readers investigate varied issues to gain multiple perspectives. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support students in grasping the central claim/argument of a text. (Session 1) ● Support students launching into research. (Session 2) ● Help students marshall evidence across texts to support a position. (Session 3)	● Readers understand and recognize that a good argument is supported by reasons backed up by evidence, so when readers analyze an argument, they ask themselves questions about the claim being made, the reasons supporting that claim, and the evidence backing up those reasons. (Session 1: Mini-Lesson) ● Readers research an argument to grasp both sides of that argument by focusing initially on texts that lay out the argument clearly, and then reading for both sides. (Session 2: Mini-Lesson) ● Readers can let their research spur quick flash-debates, which can help them clarify their

● Support readers in setting themselves up to build their knowledge base. (Session 4) ● Support word solving and vocabulary acquisition. (Session 6) ● Prepare and implement a series of small-group work sessions. (Session 7)	thinking and know what further research they need to do. (Session 3: Mini-Lesson) ● Readers read deeply about an issue, developing background information that allows them to become authorities on that issue. (Session 4: Mini-Lesson) ● Readers can make specific moves to strengthen their conversations. (Session 5: Mini-Lesson) ● Readers shift from taking in information to reflecting on that information to grow new ideas. (Session 6: Mini-Lesson) ● Readers summarize arguments by using their own words to express the most essential parts of the writer's argument, while being careful to not distort or change what the writer meant. (Session 7: Mini-Lesson) ● Readers can prepare for and have a debate on an issue they are researching, and this can help them find new ways of thinking about their ideas and give them new insights into their issue. (Session 8: Mini-Lesson)
BEND II: Raising the Level of Research Goal: Readers will think deeply about issues and be open to seeing lots of ideas or questions in order to really know a topic. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Construct new ideas and questions. (Session 9) ● Support students who need the most extra support. (Session 10) ● Support students in dealing with complexity. (Session 11) ● Studying perspective and consider bias and credibility. (Session 12) ● Provide support and enrichment around analyzing author's craft. (Session 13) ● Achieve a balance between reading analytically and keeping the volume up. (Session 14)	● Readers push themselves to ask new questions and develop new ideas about their issue, then narrow their focus before conducting further research. (Session 9: Mini-Lesson) ● Readers annotate a text in a purposeful and deliberate way as they read. Readers can use their annotations to facilitate evidence-based conversations about the text. (Session 10: Mini-Lesson) ● Readers recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty, approaching this work with a strong sense of agency. (Session 11: Mini-Lesson) ● Readers figure out an author's perspective to understand how his or her ideas fit into the issue. (Session 12: Mini-Lesson) ● Readers think about texts in more than one way, considering not only the content, but also the choices authors make that shape that content. (Session 13: Mini-Lesson) ● Readers approach an author's arguments skeptically, carefully evaluating evidence to

	determine whether it supports or weakens a claim. (Session 14: Mini-Lesson) ● Readers can hold debates as a means of celebrating the work they have done, as well as an inspiration for further learning. (Session 15: Mini-Lesson)
BEND III: Researching a New Issue with More Agency Goal: Readers will research a new issue with more ownership of the process as well as greater independence. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Get things going again and reassess. (Session 16) ● Support students in thinking across sources on different levels. (Session 18) ● Prepare to support critical literacies. (Session 19)	● Readers embark on a new research project by making a plan for that study, drawing on all that they have learned from previous research studies. (Session 16: Mini-Lesson) ● Readers let their future reading be shaped not only by past reading and thinking, but also by conversations with other readers. (Session 17: Mini-Lesson) ● Readers can analyze texts by reading across more than one text, paying careful attention to craft, and comparing and contrasting the choices made by the authors of each text. (Session 18: Mini-Lesson) ● Readers bring all their critical lenses to reading nonfiction, nothing when the text stirs them to a strong emotional response, and analyzing how the text positions the readers. (Session 19: Mini-Lesson) ● Readers can take a stand for their beliefs and become powerful advocates for change in the world. (Session 20: Mini-Lesson) ● Readers take their researcher-debating selves into the world. (Session 21: Mini-Lesson)

Suggested Resources/Technology Tools

School to Home Connection Letter

Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Some Questions Readers Can Ask to Analyze Arguments
Color / B&W
How to Research an Issue Deeply
Color / B&W

Considerations for Using the Reading and Writing Grade 5 Argument Units Together and Independently

Assessment

Teacher Instructions
Pre Assessment
Pre Assessment Sample Responses
Post Assessment
Post Assessment Sample Responses
Student Rubrics
Learning Progression

Text sets and articles

Class Demonstration Study and Read-Aloud Text Set
Bend I Text Set: Should killer whale shows be banned?
"Should Orca Shows Be Banned" Bend I article
Bend I Text Set: Should people support or boycott zoos? (Lower Level)
Bend I Text Set: Should people support or boycott zoos? (Higher Level)
Bend I Text Set: Should people be more focused on underwater or outer space exploration?
Bend I Text Set: Should people be more focused on protecting humans from sharks or protecting sharks from humans?
"Saving the Great White Monster" Bend I article
"Great White Terror" Bend I article
Bend I Text Set: Should plastic bags be banned?
"Plastic Bags: Convenient and Cruel" Bend I article
"Putting Plastic In Its Place" Bend I article
Bend I Text Set: Should plastic water bottles be banned?
"Is Bottled Water Really Better?" Bend I article
Bend I Text Set: Should people be climbing Mount Everest?
"Into the Death Zone" Bend I article
"Mount Everest's Death Zone" Bend I article
Bend I Text Set: Are extreme sports worth the risk? (Lower Level)
"Safer Slopes" Bend I article
Bend I Text Set: Are extreme sports worth the risk? (Higher Level)
Bend II Additional Text Set: Killer Whales and Aquariums
Bend II Additional Text Set: Zoos
Bend II Additional Text Set: Underwater and Outer Space Exploration
"Your Next Vacation: Outer Space?" Bend II article
"Creepy, Crawly Sub" Bend II article
"Blast Off: Astronauts Will Print Custom Tools and Fast Foods" Bend II article
Bend II Additional Text Set: Sharks
Bend II Additional Text Set: Plastic
"Science at Work: Oceanographer---Erik Van Sebille" Bend II article
"Plastic Problem" Bend II article
"Bum Wrap: Does Plastic Deserve to be Trashed" Bend II article
Bend II Additional Text Set: Water and Global Warming
"Science at Work: Oceanographer---Erik Van Sebille" Bend II article
"Why is Everyone Worried About Global Warming" Bend II article
Bend II Additional Text Set: Mount Everest
"Mount Everest: What a Mess" Bend II article
"The Top of the World" Bend II article
Bend II Additional Text Set: Extreme Sports

Session 1

Day 1: Text Set
"Some Questions Readers Can Ask to Analyze Arguments" anchor chart
"Lucky Charms" product image
"Raisin Bran" product image
"Lay's Kettle Cooked" product image
"Bobby Brown Perfect Skin" ad
"We Shouldn't Have Homework!!" Argumentative Text
"Pick Up Your Own Dog Poo" Argumentative Text
"Should Kids Be Rewarded for Doing Chores?" Argumentative Text
"Should All Field Trips Be Educational?"Argumentative Text
"Crayola, Make Your Mark!" Argumentative Text
"Dunkin' Donuts: Stop Using Styrofoam Cups" Argumentative Text
"Give Us Time to Eat at School" Argumentative Text
"Do Kids Need Their Own Cell Phones?" Argumentative Text
"Perfect Bacon Bowl" product image
Fig 1-2: "Strength of Argument Analysis"
Fig 1-3: "Maya's Book List"
Fig 1-4: "Andrew's Book List"
Homework

Session 2

"A School Fight Over Chocolate Milk" article
"How To Organize a Research Life" chart
"Launching a Research Project" anchor chart (from Grade 4 Unit 3)
"How to Research an Issue Deeply" anchor chart
"Orienting" strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 2-1: "A Student's Reading Plan"
Fig 2-2: "Tasneem's Argument Plan"
Fig 2-3: "Notes Coded by Source"
Fig 2-4: "Omar's Evidence about Zoos"
Fig 2-5: "A Student's Self-Assignment Box"
Homework

Session 3

"A School Fight Over Chocolate Milk" article
"Chocolate Milk in Schools" chart
"Cross Text(s) Synthesis" and "Main Ideas and Supporting Details/Summary" strands of the Informational Reading Learning Progression, Grades 4 and 5
"How to Research an Issue Deeply" anchor chart
Session 8 from third-grade writing unit, Changing the World
Fig 3-2: "Andrew Jots his Position"
Fig 3-3: "Rebecca Plans for Flash Debate"
Fig 3-4: "Matt Jots his Claim"
Fig 3-5: "Debate Follow-Up Notes"
Homework

Session 4

Link to "Vitamins and Minerals" article
Text Complexity Cards
"How to Research an Issue Deeply" anchor chart
Fig 4-1: "Matt's Questions for the Lesson"
Fig 4-2: "Maya's Questions for the Lesson"

Fig 4-3: "Prior Knowledge Web"
Fig 4-4: "Deepening Background Knowledge"
Fig 4-5: "Information Sketch"
Fig 4-6: "Zoo Connections"

Session 5

"A Research Club Discusses the Issue of Bottled Water" video link
"Readers Develop Their Own Questions and Ideas/Reading Critically" strand of the Reading Informational Texts checklist for grades 4, 5, and 6

Session 6

"A School Fight Over Chocolate Milk" article
"Thinking and Wondering in Response to Reading" chart
"Asking Questions of Your Nonfiction Text" chart
"Giant Panda Cubs Give Hope to Endangered Species" video link
"March of the Zombie Ants" article
"Critical Reading/Growing Ideas" thread of the Informational Reading Learning Progression, Grades 4, 5, and 6
"Figuring Out the Meaning of Unknown Words" chart
Fig 6-1: "Rebecca Writes about New Insights"
Fig 6-2: "Jeremy Writes about his Research"
Fig 6-3: "Ian writes to think more about space"
Homework

Session 7

"Should Schools Offer Chocolate Milk"
"A School Fight Over Chocolate Milk" article
Examples of Summaries with Predictable Problems
"How to Research an Issue Deeply" anchor chart
"Main Ideas(s) and Supporting Details/Summary" strand of the Informational Reading Learning Progression, Grades 4, 5, and 6
Fig 7-1: "Summary that Includes Opinion"
Fig 7-2: "Multiple Perspectives article Summary"
Fig 7-3: "Summary for Putting Plastic in Its Place"
Fig 7-4: "Summary for Haiti Says 'No' to Plastic"
Fig 7-5: "Summary for Are Zoos a Good Thing?"
Fig 7-6: "Summary for Great White Shark Comeback"
Homework

Session 8

"Argument Protocol" chart
"To Prepare to Make an Argument" chart
"How to Research an Issue Deeply" anchor chart
Fig 8-1: "Charlotte's Debate Plan"
Fig 8-4: "Rebecca's Debate Reflection"
Fig 8-5: "Alex's Thoughts on Zoos"

Session 9

Transcript of a conversation about chocolate milk
"How can we push ourselves to find different questions and ideas around an issue?" chart
Fig 9-1: "New Questions for the Group"

Homework

Session 10

Examples of Annotated articles
"A School Fight Over Chocolate Milk" article
“Six Reading Habits to Develop in Your First Year at Harvard” link
Homework

Session 11

Text Complexity Cards
Link to “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether”
"Should Orca Shows Be Banned" Bend I article
“When encountering a slightly-too-difficult-text, readers can…” chart
"Figuring Out the Meaning of Unknown Words" chart
Fig 11-1: "Tasneem's Challenging Text Strategies"
Fig 11-2: "Andrew's Challenging Text Strategies"
Homework

Session 12

Session 9 of The Research-Based Argument Essay unit in the Units of Study in Opinion, Information, and Narrative Writing
Homework for Session 9 of The Research-Based Argument Essay unit in the Units of Study in Opinion, Information, and Narrative Writing
"Chocolate Milk: More Harmful than Healthful" article from Session 9 of The Research-Based Argument Essay unit in the Units of Study in Opinion, Information, and Narrative Writing
Link to photo of different newspaper covers
Link to “The Hard Facts about Flavored Milk.”
“Devoted to Dairy: An American Dairy Farmer’s Blog”
“When Studying Perspective, Ask...” chart
Session 9 of The Research-Based Argument Essay unit in the Units of Study in Opinion, Information, and Narrative Writing
Fig 12-1: "Evaluating Trustworthiness in a Text"
Fig 12-2: "Analyzing Perspective in Texts"
Homework

Session 13

Link to "It's a plastic world" video
“Writers of Informational Texts Aim Towards Goals Such As...” chart
“Writers of Informational Texts Use Techniques Such As...” chart
"Narrative Writers Aim Toward Goals Such As" chart
"Narrative Writers Use Techniques Such As" chart
"Argument Writers Aim Towards Goals Such As..." chart
"Argument Writers Use Techniques Such As..." chart
"Analyzing Author's Craft" and "Inferring within Text/Cohesion" strands of the Informational Reading Learning Progression, Grades 4 and 5
Fig 13-1: "Craft Moves from the Video Clip"
Fig 13-3: "Oliver Writes about the Author's Craft"
Fig 13-4: "Jeremy Analyzes the Author’s Craft"
Fig 13-5: "Elisha Writes about the Author's Craft"
Homework

Session 14

"Some Questions Readers Can Ask to Analyze Arguments" anchor chart
Two versions of a single argument
Sample text
Claims and Evidence
Session 13 from The Research-Based Argument Essay in the *Units of Study in Opinion, Information, and Narrative Writing*
"Analyzing Parts of a Text in Relation to the Whole" strand of the Informational Reading Learning Progression, Grades 4 and 5
Fig 14-1: "Not Enough Evidence"
Fig 14-2: "Mattie Responds Skeptically"
Fig 14-3: Rebecca Responds Skeptically"
Fig 14-4: "Carter Evaluates Arguments"
Homework

Session 15

Fig 15-1: "Tips for Strengthening Evidence"
Fig 15-2: "Preparing for a Debate chart"
Fig 15-3: "Plan for Evidence Analysis"
Fig 15-4: "One Group's Debate Plan"
Fig 15-5: "Donovan's Plan for Debate"
Fig 15-6: "Debates as Conversations"
Homework

Session 16

"Should Orca Shows Be Banned" article
"Is Bottled Water Really Better?" article
Photos of Stephen Hawking's office
“How to Research an Issue Deeply” anchor chart

Session 17

"Ideas and Questions Worth Pursuing" chart

Session 16

Fig 16-1: "Alex's Research Goals"
Fig 16-2: "Sumi's Plastic Diagram"
Fig 16-3: "Donovan's Zoo Questions"

Session 17

Fig 17-1: "Questions for Further Research"
Fig 17-2: "Raising Questions through Conversations"

Session 18

"The Top of the World" by Tenzing Norgay
Excerpt from "The Top of the World: Climbing Mount Everest" by Steve Jenkins
“Prompts to Use to Help You to Compare and Contrast” chart
"Analyzing Author’s Craft" and "Analyzing Parts of the Text in Relation to the Whole" strands of the Informational Reading Learning Progression, Grades 4 and 5
Fig 18-1: "Annotating Craft Moves"
Fig 18-2: "Comparing Craft Moves"
Fig 18-4: "Elisha's Craft Move Comparison"

Fig 18-5: "A Student Compares Three Sources"
Homework

Session 19

“Kids Nationwide Reject the Blackfish Agenda”
Link to “California bill would ban orca shows at SeaWorld" video
"Critical Reading" strand of the Informational Reading Learning Progression, Grades 4 and 5
“Some Questions to Ask to Analyze Power in a Text” chart
Fig 19-1: "Rose's Mathematical Notes"
Fig 19-2: "Rebecca's Trustworthy Meter"
Fig 19-3: "Considering Patterns Across Issues"
Fig 19-4: "Alex Writes a Critique to a Source"
Homework

Session 20

Crayola petition from students at Sun Valley School
a 7-year-old girl writes to Lego and they create female scientist sets.
Fig 20-1: "Priya Brainstorms about Zoos"
Fig 20-2: "Planning to Convince Others"
Fig 20-3: "Hannah's Plastic Water Bottle Argument"
Fig 20-4: "Carter Writes in Support of Extreme Sports"
Fig 20-5: "Drew's Shark Protection Argument"

Session 21

Scenario Cards
Fig 21-1: "Lauren's Zoo Ban Debate"

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4b- Writing

The Research-Based Argument Essay (Book 4)

Summary and Rationale

In the unit's first bend, you will guide students to understand that to develop a solid argument, they need to research both sides of an issue, postponing a quick, premature conclusion until the actual evidence is accumulated and reviewed. In the second bend, students will return to research, thinking about the possible systems for note-taking they might employ and then selecting the one that works best for them. For the final bend of the unit, writers will draw on all they know about writing to take a stand in the world. They'll write another argument essay, this time about a topic of their choosing, to contribute to a public conversation.

Recommended Pacing

6-8 weeks (March/April)

Standards

Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
Writing Domain	
W.AW.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.NW.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.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain	

SL.PE.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.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	

L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.

Interdisciplinary Connections	
6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
MP.2	Reason abstractly and quantitatively.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers investigate and collect information from both sides while researching a topic. ● Writers strengthen arguments by developing more specific positions and weighing reasons, choosing the most evidence-based. ● Writers write for real-life purposes and audiences. ● Writers use all of the grammar concepts in their toolbox to strengthen their writing.	● How can writers collect and incorporate evidence into their argument essays to be more persuasive and more analytic? ● How can writers bring the arguments they made earlier, into essays that are position papers? ● How can writers check the validity of their argument and use all they know, to ultimately make plans for where it will live in the world? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Assessment Name ***On-Demand Performance Assessment Prompt***
  - Score on the following: Overall, Lead, Ending, Elaboration, Craft, Spelling, Punctuation
    - OPINION WRITING RUBRIC - GRADE 5
      - Grade 5

Objectives (SLO)

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Getting Ready for the Unit

- Select a class topic for all students to research and write about in the first two bends and then gather a text set, one that includes both print and digital texts and that includes texts that represent both sides of the issue.
- The text sets, mentor texts, and videos to support this unit can be found in the online digital resources.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Establishing and Supporting Positions Goal: Writers begin to move from opinion and preferences to evidence-based argument. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Coach into students' research and note-taking. (Session 1) ● Students' work can help you plan for future teaching. (Session 2) ● Predictable problems with adding evidence. (Session 3) ● Teach children to control their use of quotations. (Session 4) ● Mark up writing for important parts: claim, evidence, and thinking. (Session 6)	● Writers begin to research a topic, investigate, and collect information about both sides of the issue (Session 1: Mini Lesson). ● Writers use what they know about structuring an essay to help them quickly write a rough draft of their argument (Session 2: Mini Lesson). ● Writers conduct research and provide evidence that supports their claim (Session 3: Mini Lesson). ● Writers add relevant quotes to make their arguments more potent (Session 4: Mini Lesson). ● Writers draft and draft again, writing a new draft that incorporates additional evidence (Session 5: Mini Lesson). ● Writers analyze their evidence and explain their thinking so their own voice is powerful (Session 6: Mini Lesson). ● Writers carefully consider a variety of formats and choose the one that will effectively convey their message (Session 7: Mini-Lesson).
BEND II: Building Powerful Arguments Goal: Writers strengthen arguments by developing more specific positions and weighing reasons, choosing the most evidence-based. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Tools matter. (Session 8)	● Writers think about how to capture the information they need, setting up systems to collect their knowledge and research. (Session 8: Mini Lesson) ● Writers bring all that they know about reading critically into writing critically (Session 9: Mini Lesson).

• Support students who struggle to make connections across texts. (Session 9) • Support students to write with focus - fast and furious. (Session 10) • Support writers who are ready to contextualize arguments within larger ideas and writers who need support with lining up evidence. (Session 11) • Analyze logic in claims and counterclaims. (Session 12) • Understand your audience. (Session 13)	• Writers plan for and rehearse the entirety of a draft. (Session 10: Mini Lesson). • Writers strengthen their claim by including evidence supporting the opposing viewpoint and then offering a rebuttal (Session 11: Mini Lesson). • Writers evaluate evidence to ensure that their own arguments are solid (Session 12: Mini Lesson). • Writers think carefully about their audience and tailor their arguments to appeal to that audience (Session 13: Mini-Lesson). • Writers present their arguments in panels, and share their arguments in real-life situations to enact positive change (Session 14: Mini-Lesson). • Writers use argument skills in a variety of ways and contexts (Session 15: Mini-Lesson).
BEND III: Writing for Real-Life Purposes and Audiences Goal: Writers will draw on all they know about writing to take a stand in the world. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* • Find a topic and plan your essay with the audience in mind. (Session 16) • Coach into students' search for primary evidence. (Session 17) • Play devil's advocate and spot the biased sample. (Session 20) • Sort information within paragraphs. (Session 21)	• Writers stand up for what they believe in, drawing on all they have learned to build a strong case (Session 16: Mini Lesson). • Writers find the most persuasive evidence in everyday life (Session 17: Mini Lesson). • Writers stop and use a variety of tools to help them set goals (Session 18: Mini Lesson). • Writers strengthen their arguments when they use all that they've learned (Session 19: Mini Lesson). • Writers strengthen their claims by making sure evidence doesn't depend on flawed reasoning (Session 20 : Mini Lesson). • Writers will use editing strategies to make decisions about nonfiction paragraphs (Session 21: Mini Lesson).

	• Writers share and discuss their writing, and make plans for how and where it will live in the world (Session 22: Mini-Lesson).
Grammar Focus Goal: Teachers can use this unit to review or reinforce previously taught grammar content. The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	• Refer back to previously taught teaching points to review or reinforce grammar content. • Please utilize the lessons found in the spiral *Patterns of Power "Inviting Young Writers into the Conventions of Language Grades 1-5* for students who are not quite ready for the Pop Plus Grade 5 extension lessons.

Suggested Resources/Technology Tools

Home to School Connection

Correlations to the Common Core State Standards

Learning Progression, Pre-K-6

Writing:

- **CHECKLISTS**
  - Grade 5
  - Grade 5 Illustrated
- WRITING SAMPLES
  - Grade 5
- WRITING DEVELOPED THROUGH THE PROGRESSION
  - Grade 5

Anchor Charts

How to Write an Argument
Color / B&W

Starter Resource Set: Chocolate Milk

Article: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk"
Link to Video: Flavored Milk: Tasty Nutrition (Midwest Dairy Council)
Article: "Chocolate Milk: More Harmful than Healthful"
Link to Video: Sugar Overload
Article: "Sugary Drinks Can Be Unhealthy, But Is Cow's Milk Unhealthy, Too?"

Text Set Bibliographies

Chocolate Milk (with additional sources)
Competitive Sports in Schools
Green Energy
Bottled Water

Session 1

Clair's Notes: Using Post-its to Sort Information on a T-Chart
Chocolate Milk Text Set (with video links and additional sources)
Chart: How to Write an Argument
Anchor chart: How to Write an Argument
Homework: Entertaining Contrary Views: Suspend Closure, and Be Open-Minded

Session 2

Chart: Body Paragraphs Often Go Like This
Chart: How to Write an Argument
Chart: Research-Based Argument Essayists...
Anchor chart: How to Write an Argument
FIG. 2-1 Claire's bare-bones flash draft
FIG. 2-2 Kevin supports his reasons with some evidence
Homework: Planning for Next Steps in Writing

Session 3

Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 3-1 Jack's letter
FIG. 3-2 Sophia pulls information directly from the text, copying it almost entirely word for word
FIG. 3-3 This revision conveys the important information without taking it directly from the text
Opinion Writing Checklist, Grades 5 and 6
FIG. 3-5 Cecilia's essay demonstrating sixth-grade standards
Homework: Practicing Identifying What It Looks Like when Writing Meets Specific Goals

Session 4

Chart: How to Write an Argument
Anchor chart: How to Write an Argument
Chart: What Makes a Quotation Powerful?
FIG. 4-1 Kennedy's letter
FIG. 4-2 These students broadened the context
FIG. 4-3 This group introduced the source
Homework: Introducing Information and Naming Sources

Session 5

FIG. 5-1 Lucas's draft
FIG. 5-2 Itzel's draft
FIG. 5-3 Clair's second letter

Session 6

Chart: The Secret to the Perfect Layer Cake (Like the Perfect Essay) is Balance

Chart: Questions to Help Writers Analyze Evidence/Fortify Their Thinking
Chart: How to Write an Argument
Anchor chart: How to Write an Argument
Chart: Ways to Push Our Thinking
FIG. 6-1 Jack's evidence and his analysis of the evidence
FIG. 6-2 Daniel's writing
FIG. 6-3 Quote needing revision
FIG. 6-4 Paraphrasing helps to situate the quote so it makes sense
Homework: Use Quotations Sparingly

Session 7

Opinion Writing Checklist, Grades 5 and 6
Link to Book: Emily Post on Etiquette
FIG. 7-1 Kennedy's final letter

Session 8

Nick's Notes: Organizing with Folders and Index Cards
Chart: Systems Argument Writers Use to Collect Research and Develop Thinking
FIG. 8-1 Boxes and bullets are a way to sort information under a claim
FIG. 8-2 Student notes
FIG. 8-3 Student edited essay
FIG. 8-4 George's recordings on chocolate milk
FIG. 8-5 Sam's T-chart
Homework: Time and Intensity Matter

Session 9

Article: "Chocolate Milk: More Harmful than Healthful"
Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 9-1 Notes gathered by one writer
FIG. 9-2 Lucas's notes
FIG. 9-3 Following one topic across texts helps to compare and contrast information
FIG. 9-4 Kennedy's letter
Homework: Writers Prepare Their Notes so that They Can Efficiently Begin Drafting

Session 10

Chart: How to Write an Argument
Anchor chart: How to Write an Argument
Chart: Body Paragraphs Often Go Like This
Chart: Techniques for Powerful Final Statements
Chart: Conclusions
FIG. 10-1 Claire rearranged her Post-its
FIG. 10-2 Student essay
FIG. 10-3 Student essay (cont.)
FIG. 10-4 Ivan's conclusion restates his claim and reasons
Homework: Writing a Powerful Introduction

Session 11

Chart: Phrases to Use to Acknowledge and Rebut Counterclaims
Chart: Where Can Argument Writers Address and Rebut Counterclaims in Their Essays?

FIG. 11-1 Xavier rebuts with the phrase, "Critics argue...but..."
FIG. 11-2 Alex builds his argument
FIG. 11-3 Nicole's counterclaim
FIG. 11-4 Nicole's conclusion
FIG. 11-5 Jack goes point by point, naming the counterclaim and then rebutting it
Homework: Thinking About and Rebutting Counterclaims

Session 12

Link to Video: A House of Cards Collapsing
Chart: Common Flaws in Reasoning
Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 12-1 Student edits her essay
FIG. 12-2 Jack problematizes evidence
FIG. 12-3 On the lookout for slippery statistics, Lucas does the math!
Homework: Staying Alert when Reasoning Seems to Be Common Sense

Session 13

Chart: Persuasive Techniques to Sway an Audience
Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 13-1 Naming the source and providing background compels the reader to support the argument
Homework: Following Through on Plans

Session 14

Opinion Writing Checklist, Grades 5 and 6
FIG. 14-1 Nicole's position paper in favor of banning chocolate milk from schools
FIG. 14-2 Xavier's position paper in favor of chocolate milk in schools

Session 16

Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 16-1 The reasons support the opinion and build upon each other
FIG. 16-2 Caroline's partner took the opposing position
FIG. 16-3 Caroline is narrowing her claim
FIG. 16-4 The bullets are all reasons supporting the claim, making them parallel bullets
Homework: Remember to Include Specifics and Rebuttals

Session 17

FIG. 17-1 Nicole's plan
FIG. 17-2 Anthony's excerpt
FIG. 17-3 Jennifer's question
Homework: Continue Collecting Information!

Session 18

Opinion Writing Checklist, Grade 6
FIG. 18-1 Meriem set goals for transitions and elaboration

Session 19

Chart: How to Write an Argument
Anchor chart: How to Write an Argument
FIG. 19-1 Strategies for students
FIG. 19-2 Cecilia's essay

Session 20

Chart: Common Flaws in Reasoning
Chart: To Increase the Validity of an Argument, Writers Alter Their Language
FIG. 20-1 Though the example is specific, it is used as a generality, creating flaws in reasoning
Homework: Altering Language and Adding Detail

Session 21

Editing Checklist
FIG. 21-1 Transitional phrases example
Homework: Preparing for Publication

Session 22

Link to Video: Movie Scenes from The Great Debaters
FIG. 22-1 Nate's essay against track tryouts
FIG. 22-2 Caroline's essay against pit bulls as pets
FIG. 22-3 Alessandra's essay in defense of pit bulls

Additional Student Work

Nicole's essay in favor of gun control

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

TEST PREP UNIT

TEST PREP UNIT: Reading & Writing

Summary and Rationale

While most of this unit is centered around preparing for the NJSLA, it is essential to remember that students should continue reading just right/independent level texts to strengthen comprehension, stamina, and fluency. The emphasis in this unit is to teach students to become stronger readers. Incorporating differentiated, assessment-based large and small group instruction to aid in teaching students the strategies they need for test-taking situations. It is essential that time is not lost completing worksheets, as research shows that such test preparation has no positive impact on student achievement on standardized tests OR on student's ability to interpret text in general.

A few logistical tips: First, to prepare for this unit, you may want to have (A) a reading/test prep workshop in which you teach how to read, talk about, and answer questions about short texts; (B) A writing workshop, and (C) A separate time for independent reading. Additionally, utilize student data from previous standardized tests and other diagnostic assessments to determine what standards will require the most attention.

Also, do familiarize yourself with all types of NJSLA question types-- Literary Analysis, Narrative Writing, and Research Simulation Task, which will give helpful context for framing test prep support.

While it is helpful to create packets of test question types to simulate the test-taking situation, it is also important to engage in lengthy, rich inquiry around individual questions (particularly those question types that your students struggle with most).

Recommended Pacing

2 weeks

Standards

Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
Writing Domain	
W.AW.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.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. F) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. G) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. H) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. I) Use concrete words and phrases and sensory details to convey experiences and events precisely. J) Provide a conclusion that follows from the narrated experiences or events.
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

	C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PE.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. E) Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. F) Follow agreed-upon rules for discussions and carry out assigned roles. G) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. H) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding.

	B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

<table>
<tr><th colspan="2">Instructional Focus</th></tr>
<tr><td>Enduring Understandings:</td><td>Essential Questions:</td></tr>
<tr><td>● Students will understand that:
○ Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies
○ Standardized tests have a specific format and language
○ Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.</td><td>● What reading skills, strategies, and habits will help me on standardized tests?</td></tr>
<tr><td colspan="2">Evidence of Learning (Assessments)</td></tr>
<tr><td colspan="2">NA</td></tr>
<tr><td colspan="2">Objectives (SLO)</td></tr>
<tr><td>Students will know: (Goals)</td><td>Students will be able to: (Teaching Points)</td></tr>
<tr><td>Bend I: Recognizing the Format and Language of Standardized Tests.</td><td>● Today I want to teach you that one of the most important practices you can use to help prepare for standardized tests is to carefully read and interpret test questions. This process of breaking down the question carefully is called the metacognitive process.
○ We engage in this process by:
■ 1. Asking, “What is this question asking me to do?”
■ 2. Asking, “How many questions or parts do I have to answer?”
■ 3. Asking, “What do I know that can help me ask these questions?”</td></tr>
</table>

	■ 4. Reflecting on my written response, asking, “How can I make this response better?” Is there anything I should add or eliminate?” ■ 5. Readers draw on their experience with various genres, angling their reading based on how they expect to read difficult genres. ● Today I want to teach you that readers get ready to read by paying attention to the structure of a passage. This allows the reader to segment, read, and interpret the text in manageable chunks. ● Today I want to teach you that readers are flexible. They quickly determine what kind of text they are reading, and activate strategies for that type of text. ● Today I want to teach you that readers closely read multiple-choice questions to make sure they are responding to what the question is asking. ○ They do this by: ■ 1. Determining what skill is being assessed (determining theme, citing the strongest text evidence, compare and contrast themes/characters/settings/events, making connections between text parts, point of view, vocabulary, etc.) ■ 2. Asking, “How many parts are there for me to answer?” ■ 3. If necessary, annotating every part of the question to capture

	what each part is asking us to do as readers. ■ 4. Hunt for parts of the text that match what the question is asking. ● Today I want to teach you that readers know that some questions are tricky, so they read carefully, paying close attention to words that may quickly change what the question is asking, such as not and except.
Bend II: Applying Reading Skills, Strategies, and Habits We Already Know...In New Contexts	● Today I want to teach you that readers refer to the text and skim for information when answering open-ended questions. ● Today I want to teach you that readers evaluate their text evidence to determine which is the strongest or most compelling. ○ They do this by: ■ 1. Underlining all evidence from the text that matches what the question is asking. ■ 2. Ranking the evidence, asking "Which evidence is the strongest/most closely matches what the question is asking?" ■ 3. Rereading the question/prompt to verify their rankings ● Today I want to teach you that readers use multiple reading strategies at the same time when reading complex texts. (rereading, skimming, substitute synonyms for tricky words, etc.). ● Today I want to teach you that readers read all of the words on the page including heading, pictures, captions, sidebars, and diagrams--because they know that authors use text features like "red flags" to signal that important information is coming. ● Today I want to teach you that readers chunk longer passages into parts and plan

	to pause after chunks to check their understanding. ● Today I want to teach you that readers revise their thoughts as they read. They do this by going back in their minds and realigning what they thought the text said with what they are uncovering as they continue to read the passage.
Bend III: Readers/writers refer back to the text as much as needed to help them feel successful.	Readers/writers write thorough essays: ● Take notes on relevant information while viewing the video. ● Reread notes once the video is complete and ask yourself, "What do I expect the next text to be about?" ● Read the next text with the lens of expectations based on the video. ● Take notes on the texts. Readers /writers draft well-crafted responses: ● Open the response with a flipped question, and answer the question. ● Cite relevant, concise text evidence that supports the answer. ● Strengthen the response with subsequent pieces of text evidence. ● Elaborate on constructed response using "essay-stretcher" words (This means; This makes me think; This is important because; etc.). ● Elaborate on writing through sophisticated vocabulary and syntax. Readers/writers draft thorough constructed responses: ● Identify the question being asked, and open with a flipped question and an answer to the question. ● Chunk the prompt into parts, and make sure they are addressing each part in the body of the writing. ● Make a plan with bullets on planning paper. ● Check to make sure that each part of the prompt is addressed in the writing with

	detail and text evidence and/or narrative elements. ● Readers/writers persevere and keep going!

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5a- Reading	
Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)	
Summary and Rationale	
In Bend I, you will launch your students into fantasy book clubs where they will read with deep comprehension, alertness, and synthesize across the pages. This bend reaches an inquiry in which they set goals to raise the level of their work and celebrate the thinking work each club is doing well. Students may find the need to use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines. In Bend II, you'll teach that character traits, quests, and themes run across stories and guide students to compare those themes to history. Then in Bend III, students will utilize nonfiction texts to support their interpretation of fantasy. You will teach students to not skip over unfamiliar words and compare and contrast symbolism across the novels they are reading. Finally in Bend IV, students analyze a story by using critical lenses to pay close attention to how cultures are portrayed in stories. Additionally, you will teach fantasy readers to consider how characters, settings, and plotlines may vary across fantasy stories from different cultures. They will deepen their thinking by finding similarities and differences in stories told from different cultures.	
Recommended Pacing	
6-8 Weeks (May/June)	
Standards	
Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
RI.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
Speaking and Listening Domain	
SL.PE.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.PI.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.UM.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	A) Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

	A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	

Social Studies	
6.2	**World History/Global Studies**: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers anchor themselves in the world of fantasy by investigating clues about the time period and important magical elements and understanding that characters are not always as they appear, while deepening their thinking through book club experiences. ● Readers compare and contrast themes in novels to themes in history noting that character traits, quests, and themes can run across stories. ● Readers use nonfiction texts to better understand fantasy stories and intensify their analytical work. ● Readers analyze a story with critical lenses to connect fantasy to other genres.	● How do readers anchor themselves in the world of fantasy through book club experiences? ● How do book clubs uncover universal themes in texts? ● How do book clubs utilize nonfiction texts to support their interpretation of fantasy? ● How can book club members use critical lenses to connect fantasy to other genres?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment: Pre Assessment
- Post-Assessment: Post Assessment

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 5
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 5
  - Grades 2-6

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:
During the first few days of this unit, you should plan time for interactive read aloud and shared reading lessons where readers can begin to understand the characteristics of the fantasy genre.

WORD STUDY/GRAMMAR TIPS

The grade level expectations above should be integrated into your planning. While there will be dedicated time for both grammar and word study direct instruction, you may also want to incorporate or reinforce word study/grammar concepts through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using word study concepts writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their

individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Getting Ready for the Unit (see pages xii through xvi)

- Read-aloud suggestion: "The Thief of Always" by Clive Barker
- Book Club suggestion: For the most part, students form their own clubs. You will want to coach them to take into account how much they want to read, as well as what they want to read.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Constructing and Navigating Other Worlds Goal: Readers anchor themselves in the world of fantasy through book club experiences. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Make sure essentials are in place. (Session 1) ● Set up reading notebooks and/or writing about reading to engage deeply. (Session 2) ● Weigh and evaluate problems for their significance to the character. Plot, and theme - and use argumentation skills to develop new thinking. (Session 3) ● Weigh, evaluate, and rank evidence. (Session 4)	● Fantasy readers research the setting of a story by investigating clues about the time period and important magical elements. (Session 1: Mini-Lesson) ● Fantasy readers learn alongside the main character, and are alert to clues that characters are in the midst of important learning experiences. (Session 2: Mini-Lesson) ● Fantasy readers use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines. (Session 3: Mini-Lesson) ● Fantasy readers learn about characters if they study them over time, delving deeply into their formation, motivations, and actions. (Session 4: Mini-Lesson) ● Fantasy readers reflect on what reading and thinking work each club is doing particularly well. (Session 5: Mini-Lesson)
BEND II: More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns Goal: Book club members uncover universal themes in texts. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction*	● Fantasy readers know that characters face different conflicts and these conflicts develop into themes. (Session 6: Mini-Lesson) ● Fantasy readers mine fantasy stories to discover themes and lessons that

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.) ● Look for the subtle theories, and ground them in specific text details. (Session 6) ● Weigh and evaluate themes and life lessons with different lenses. (Session 7) ● Manage the social and intellectual work of clubs independently. (Session 8) ● Bring story schema to the study of narrative nonfiction, and historical lenses to the study of novels. (Session 9)	might apply to their own lives. (Session 7: Mini-Lesson) ● Fantasy readers investigate both the external and internal quests of major characters to achieve deeper understanding of the story. (Session 8: Mini-Lesson) ● Fantasy readers assume that some themes are universal and that they appear in more than one book and across history as well. (Session 9: Mini-Lesson) ● Fantasy readers evaluate their own work by comparing it with a model of strong work and then figure out what they could do to improve their work. (Session 10: Mini-Lesson)
BEND III: When Fact and Fantasy Collide Goal: Book clubs members utilize nonfiction texts to support their interpretation of fantasy. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support students to find appropriate nonfiction texts. (Session 11) ● Use the language of the literature when having club conversations. (Session 12) ● Settings can play a special, symbolic role in fantasy stories. (Fantasy Book Club Unit Session 14) ● Teach students to assume that in fantasy, everything has a deeper meaning. (Session 15)	● Fantasy readers refer to nonfiction texts and references to more fully understand the world they are reading about. (Session 11: Mini-Lesson) ● Fantasy readers use a toolkit of strategies to figure out meanings of unfamiliar words. (Session 12: Mini-Lesson) ● Fantasy readers understand that just as in life, characters in fantasy books are not all good or all bad, but in fact rather complex. (Session 13: Mini-Lesson) ● Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story. (Fantasy Book Club Unit Session 14: Mini-Lesson) ● Fantasy readers gain new insights into the real world by understanding and interpreting the metaphors and allegories that exist in fantasy. (Session 15: Mini-Lesson)

BEND IV: Literary Traditions: Connecting Fantasy to Other Genres

Goal: Book club members use critical lenses to connect fantasy to other genres.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use text features to help readers build background knowledge. (Session 16)
- Fantasy readers go beyond archetype scavenger hunts by looking across texts. (Session 17)
- Look for characters who "break the mold" (Session 18)
- Wrap up: final discussions, flash essays, compliments. (Session 19)

- Fantasy readers pay close attention to how cultures are portrayed in stories and also consider how characters, settings, and plotlines may vary across fantasy stories from different cultures. (Session 16: Mini-Lesson)
- Fantasy readers use what they know about archetypes to help make predictions, inferences, and interpretations about stories. (Session 17: Mini-Lesson)
- Fantasy readers analyze a story by using critical lenses such as being alert to stereotypes, gender norms, or rules. (Session 18: Mini-Lesson)
- Fantasy readers can apply their fantasy reading skills, such as interpretation and crost-text study, to help improve their skills in reading other genres. (Session 19: Mini-Lesson)
- Fantasy readers celebrate and reflect on all that they have learned, and then find ways to carry those skills forward on their learning journeys. (Session 20: Mini-Lesson)

Suggested Resources/Technology Tools

School Home Connection Letter

Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Sophisticated Readers of Fantasy
Color / B&W
Fantasy Readers Use Elements from the Real World
Color / B&W
Expert Fantasy Readers Dig Deeper
Color / B&W

Assessment

Teacher Instructions
Pre Assessment

Pre Assessment Sample Responses
Post Assessment
Post Assessment Sample Responses
Student Rubrics
Learning Progression

Session 1

“Sophisticated Readers of Fantasy” anchor chart
Fig 1-1: "LaVon Thinks Deeper About Characters"
Fig 1-2: "LaVon Reflects on Setting"
Homework

Session 2

"Clubs Take Charge of Themselves By Asking…" chart
Fig 2-1: "Aly Considers What a Character Knows"
Fig 2-2: "Maya's List of Characters"
Homework

Session 3

Transcript of a club conversations
"Tracking Problems and Solutions/Changes" chart
“Sophisticated Readers of Fantasy” anchor chart
Fig 3-1: "Thinking Deeply about Character Problems"
Fig 3-2: "How a Character's Problems Multiply"
Homework

Session 4

“Sophisticated Readers of Fantasy” anchor chart
"Weighing, Evaluating, and Ranking Evidence" chart
Fig 4-1: "Changing Your Mind about a Character"
Homework

Session 6

Link to the Carta marina
“Sophisticated Readers of Fantasy” anchor chart
Fig 6-1: "Alyece Writes about Lessons"
Fig 6-2: "Characters Face Dragons"
Homework

Session 7

Textual lineage
"Narrative Writers Use Techniques Such As" chart
“Sophisticated Readers of Fantasy” anchor chart
Fig 7-1: "A Character's Mistakes and Strengths"
Fig 7-2: "Life Lessons from a Fantasy Character"
Homework

Session 8

Talk Cards
"Thinking about External and Internal Quests" chart
“Sophisticated Readers of Fantasy” anchor chart
Fig 8-1: "Character Timelines"
Fig 8-2: "Internal and External Conflicts"
Fig 8-3: "Morgan Sketches Gregor's Quest"
Homework

Session 9

“Sophisticated Readers of Fantasy” anchor chart
Fig 9-1: "Themes Across Genres"
Fig 9-2: "Fantasy Themes vs. Historical Fiction Themes
Fig 9-3: "Tristan Writes to a Classmate"
Homework

Session 10

Fig 10-1: "Fantasy Novel Lessons"
Fig 10-2: "Isabella Writes to a Classmate"

Session 11

Link to images and information on Great Zimbabwe---BBC World Service
Link to images and information on Great Zimbabwe---The Metropolitan Museum of Art
“How Fantasy Readers Use Elements from the Real World" anchor chart
Fig 11-1: "Christian's Background Research"
Homework

Session 12

The poem "Jabberwocky"
"As Fantasy Readers, Use Your Toolkit of Strategies to Tackle an Unfamiliar Word" chart
“How Fantasy Readers Use Elements from the Real World" anchor chart
Homework

Session 13

Fig 13-1: "Harvey’s Emotional Journey Diagram"
Fig 13-2: "Julia's Character Drawing"

Session 14

St. George Slays the Dragon by Altichiero
The Maiden and the Unicorn by Domenichino
"Fantasy Readers Can Use Symbols as a Way to Interpret Themes" chart
Fig 14-1: "Julia Reflects on Symbolism"
Homework

Session 15

Analyzing Parts of a Story in Relation to the Whole and Determine Themes/Cohesion strands of the Narrative Reading Learning Progression, Grade 5
Definitions of metaphor and allegory
Fig 15-1: "The Warriors as an Allegory"

Homework

Session 16

“How Fantasy Readers Use Elements from the Real World" anchor chart
"Expert Fantasy Readers Dig Deeper" anchor chart
Fig 16-1: "LaVon's Relationship Map"
Homework

Session 17

Link to "United Airlines, Dragon" commercial
"Some Archetypes You Encounter in Fantasy Books" chart
Fig 17-1: "Julia Reflects on Archetypes"
Homework

Session 18

"Critical Reading" strand of the Narrative Reading Learning Progression, Grade 5
"Expert Fantasy Readers Dig Deeper" anchor chart
Fig 18-1: "Gender Roles in Narnia"
Homework

Session 19

Fig 19-1: "Morgan Considers Character Traits"
Homework

Session 20

Fig 20-1: "Why Maya Reads Fantasy"
Fig 20-2: "How Reading Fantasy Changed Julia"
Fig 20-3: "Aly's Experience Reading Fantasy"
Fig 20-4: "Malachi's Experience Reading Fantasy"
Fig 20-5: "Addi's Experience Reading Fantasy"

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5b- Writing

Shaping Texts: From Essay and Narrative to Memoir (Book 3)

Summary and Rationale

The emphasis during the first part of the unit will be on helping students to write a lot, to work productively and cycle through the writing process with independence and a sense of repertoire. In the first bend of this unit, you will teach children to use their notebooks to research their lives, collecting both entries and idea-based writing. That is, they will learn that writers write both "big" and "small," writing about large ideas or theories and then zooming in to write about one time when that idea was true. Bend II continues research, this time into memoir structures, exposing children to the variety of forms a memoir can take and then ushering students to choose the form that best suits the idea they want to put forth. In Bend III, children will briefly return to their notebooks to research their lives again and collect new ideas and moments, then quickly choose a new seed for a second memoir.

Recommended Pacing

6-8 weeks (May/June)

Standards

Reading Domain	
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
Writing Domain	
W.AW.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.NW.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.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain	
SL.PE.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.PI.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.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.5.3	A) Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing	

Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3	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.
Interdisciplinary Connections	
Standard	
6.2	**World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Career Readiness, Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.TL.5	Collaborate digitally to produce an artifact.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers will research their lives, collecting both "big" and "small" entries and idea-based writing. ● Writers will revise and strengthen both the expository and the narrative portions of their writing. ● Writers will research their lives again and collect new ideas and moments, then quickly choose a new seed for a second memoir. ● Writers utilize the conventions of language to make their writing more powerful.	● How can students write both "big" and "small" about large ideas or theories? ● How can students revise and strengthen both the expository and the narrative portions of their writing? ● How can students choose a new seed for a second memoir? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- **Post Assessment *On-Demand Performance Assessment Prompt***
  - For this assessment, substitute the word "personal narrative" to "memoir"
- **Assessment rubric Grade 5**
  - **Assess on the following:** Transitions, Lead, Ending. Organization, Elaboration, Craft, Punctuation

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

<u>Grammar/Language Focus</u>

- Writers expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3.A*
- Writers interpret figurative language, including similes and metaphors, in context and use figurative language in their writing, when appropriate. L.5.5.A
- Writers use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.5.C

- They use this strategy to support their writing and ensure they are choosing words that best convey the intended meaning.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

*These skills should have been introduced in previous writing units and should be supported in this unit, as necessary.

Getting Ready for the Unit
See page ix in Book 4

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose Goal: Writers will research their lives, collecting both "big" and "small" entries and idea-based writing. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Notice the similarities and differences in memoir structure. (Session 1) ● Listen intently to support reflection. (Session 2) ● Settle down and write well. (Session 3) ● Writing guided by literature. (Session 4) ● Find potent topics. (Session 5) ● Name specific goals and then track student progress toward them. (Session 6)	● Writers notice not only the specific elements of memoir, but the ways in which the genre draws heavily on what they already know about writing personal essays, persuasive essays, and personal narratives. (Session 1; Mini Lesson) ● Writers usually have issues or themes that surface in their writing again and again. Writers will uncover these by rereading their notebooks, looking for connections, and asking, "What's this really about?" (Session 2; Mini Lesson) ● Writers often shift between abstract ideas and concrete specifics, between themes and stories, between big meanings and small moments. (Session 3; Mini Lesson) ● Writers let literature influence their own writing. (Session 4; Mini Lesson) ● Writers choose a "seed idea" and develop a process that works for them to cycle this idea through the writing process. (Session 5; Mini Lesson) ● Writers of memoir dive deep into their topics by studying how other authors write with depth. (Session 6; Mini Lesson)

BEND II: Structuring, Drafting, and Revising a Memoir Goal: Writers will revise and strengthen both the expository and the narrative portions of their writing. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Coach writers to plan. (Session 7) ● Choose the right story and blend external and internal story lines. (Session 8) ● Write about internal changes. (Session 10)	● Writers study published texts to get ideas for ways to structure their own texts. (Session 7; Mini Lesson) ● Writers inspire themselves to write better than ever as a way to support drafting. (Session 8; Mini Lesson) ● Writers confer with themselves as they revise, assess, plan their goals, and choose their paths to those goals. (Session 9; Mini Lesson) ● Writers are reminded that if their memoir contains narratives, those stories need to carry meaning. (Session 10; Mini Lesson) ● Writers are reminded that editing is something that writers do as they write, drawing on all they've learned in previous units and writing in a way that allows their voice to come through. (Session 11; Mini Lesson)
BEND III: A Second Memoir Goal: Writers will research their lives again and collect new ideas and moments, then quickly choose a new seed for a second memoir. ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Coach writers to grow theories about themselves. (Session 12) ● Elaborate with lists. (Session 14) ● Conduct research to understand struggles. (Session 15) ● Memoir is writing about yourself. (Session 16) ● Let the metaphor emerge. (Session 17) ● Use sentence structure to vary the sound. (Session 18)	● Writers are reminded to study themselves as they would characters in a book, uncovering ideas and theories that can lead to new memoir ideas. (Session 12; Mini Lesson) ● Writers are reminded that writers often draft their second memoirs in one sitting, conjuring an image of how the piece will be structured and then written quickly to capture their ideas. (Session 13; Mini Lesson) ● Writers are reminded that when writers write about ideas, just as when they write about events, it is important to find or create a structure that allows them to say what they want to say. (Session 14; Mini Lesson) ● Writers are reminded that the best details are the truest. (Session 15; Mini Lesson) ● Writers are reminded that writers reread their writing intently, to learn from it how they need to revise. (Session 16; Mini Lesson)

	• Writers are reminded that writers take a tiny detail from their lives and let one detail represent the whole big message of their writing. (Session 17; Mini Lesson) • Writers are reminded to listen to their writing carefully, then to choose words, structures, and punctuation that help them to convey the content, mood, tone and feeling of the piece. (Session 18; Mini Lesson) • Writers will read aloud their memoir to their friends and family. (Session 19; Mini Lesson)
Grammar Goal: Writers utilize the conventions of language to make their writing more powerful.	If time allows, teachers may want to expand upon previously taught grammar concepts by adding lessons from the *Patterns of Power, Grades 1-5* spiral book.

Suggested Resources/Technology Tools

School to Home Connection Letter

Correlations to the Common Core State Standards

Anchor Charts

Strategies for Generating Essay Entries
Color / B&W
What We Notice about Memoir
Color / B&W
Ways to Structure Memoir
Color / B&W

Session 1

Chart: What We Notice About Memoir
Anchor chart: What We Notice about Memoir
Essay: "Quietly Struggling"
Homework: Studying Published Memoir and then Revising Your Own Entry

Session 2

FIG. 2-1 Jose identifies a repeating issue in his entries and writes to explore it
FIG. 2-2 Takuma plans to revise an entry to bring out more details related to his theme
Homework: Exploring Patterns in Our Lives

Session 3

Chart: Ways to Bring Out The BIG Ideas in a Story
FIG. 3-1 Rie explores themes and issues
FIG. 3-2 Rie was reminded to make a movie in her mind
FIG. 3-3 Judah's revision
Homework: Complex Texts Contain More than One Central Idea

Session 4

Chart: When Reading Another Author's Text, Writers Are Often Inspired By...
FIG. 4-1 Adam's entry
FIG. 4-3 Adam's entry, inspired by Ralph Fletcher
FIG. 4-4 Max writes to explore a topic he feels strongly about
Homework: Collecting Memories

Session 5

Chart: Steps to Finding and Growing Seed Ideas
Ways to Push Our Thinking, Version 2 (from The *Literary Essay: Writing About Fiction*)
Chart: Strategies for Writing with Depth
FIG. 5-2 Jill's early 'safe' entry about her mom
FIG. 5-3 Jill's entry about pumpkin picking with her mom
FIG. 5-4 Jill decided to tackle an issue with which she struggles
Homework: Go Off the Beaten Path

Session 6

Chart: Strategies for Writing with Depth
FIG. 6-1 Max's entry about pressure
FIG. 6-2 Max's entry about his grandma
FIG. 6-3 Emily's entry
Homework: Continuing to Think About Topics from Different Perspectives

Session 7

Essay: "Quietly Struggling"
Memoir Writing Checklist
Chart: Ways to Structure a Memoir
Anchor chart: Ways to Structure Memoir
FIG. 7-2 Ali's entry
FIG. 7-3 Ali lists structure options
FIG. 7-4 Ali's to-do list
Homework: Researching for Memoir

Session 8

Memoir Writing Checklist
Student Sample: Adam's initial draft about his brother (FIG. 8-4)
FIG. 8-1 Tyler writes his first draft, working hard to make it a compelling story
FIG. 8-2 Jill wrote powerfully about a personal topic
FIG. 8-3 Tyler explores internal vs. external story
FIG. 8-5 Jude redrafts his memoir
Homework: Conferring with Yourself to Make a Writing Plan

Session 9

FIG. 9-1 Emily reflects on the lessons she has learned in this first round memoir

Session 10

FIG. 10-1 Tyler's draft
FIG. 10-2 Ali's initial draft describes a visit to her father's bedside
FIG. 10-3 Ali tries to chronicle her reactions to her dad's illness
FIG. 10-4 Ali intersperses actions with reactions in this revision
FIG. 10-5 An excerpt from Ali's draft
Homework: Revising to Convey Meaning

Session 11

Editing Checklist
Chart: Questions to Ask Yourself as You Edit
Homework: Reading Our Work Aloud

Session 12

Chart: Thought Prompts to Help Us Better Understand Characters
Chart: Thought Prompts to Help Us Better Understand Ourselves
Chart: Ways to Structure a Memoir
Anchor chart: Ways to Structure Memoir
FIG. 12-1 Olivia's entry
FIG. 12-2 Olivia deepens her entry
Homework: Generating Material Related to Your Seed Idea

Session 13

Homework: Rereading through the Lens of Meaning

Session 14

Essay: "Quietly Struggling"
FIG. 14-1 Ali theorizes about one of her narrative entries
FIG. 14-2 Ali riffs on bravery
FIG. 14-3 Ali's beginning and ending
FIG. 14-4 William's beginning
FIG. 14-5 William's revised beginning
FIG. 14-6 Claudia's draft
Homework: Rereading through the Lens of Balance

Session 15

Sample Student Work: A Family Portrait, by Miles
Chart: Transitional Phrases - Moving From Exposition to Narration
FIG. 15-1 Henry uses transitions to move from ideas to narration in his memoir
Homework: Unpacking Big Meaning from Tiny Events

Session 16

Chart: Ways to Structure a Memoir
Anchor chart: Ways to Structure Memoir
FIG. 16-1 Adam's draft with annotations

FIG. 16-2 Adam's revised draft
FIG. 16-3 Emily's entry with narrative
FIG. 16-4 Emily's new draft
FIG. 16-6 Joseph's memoir

Session 17

FIG. 17-1 Justin's ending
Homework: Describing Our Writing Processes

Session 18

FIG. 18-1 Sirah's scene
Homework: Using the Sound of Language to Convey Meaning
Chart: Communicating Ideas through the Sound of Our Sentences

Session 19

FIG. 19-1 Adam's final draft
FIG. 19-2 Emily's final draft
FIG. 19-3 Henry's final draft
FIG. 19-4 Tyler's final draft
FIG. 19-5 Ali's final draft

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence