



Curriculum Map

ELA Grade 5

Sacramento City Unified
School District

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5th Grade Year-at-a-Glance				
	Month/# of weeks	Unit	Supplemental Materials	ELA Standards
Approx. District Benchmark 1	Sept: 4 weeks	Unit # 1 Launching the Year – Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Oct: 4 weeks	Unit # 2 Opinion/Argument – Reading and Writing Personal Essay		RL, RI, W.1, W.3, SL, L
Approx. District Benchmark 2	Nov/Dec: 7 weeks	Unit # 3 Informative/Explanatory – Reading Informational Text and Writing a Research Project	Core Ready: The Road to Knowledge; Navigating and Integrating Multiple Sources	RI, W.2, SL, L
	Holiday Break			
	Jan: 5 weeks	Unit # 4 Opinion/Argument – Reading and Writing the Editorial	Core Ready: The Power to Persuade; Making the Case	RI, W.1, SL, L
	Feb/March: 7 Weeks	Unit # 5 Opinion/Argument – Reading Literature and Writing a Literary Analysis Essay	Core Ready: The Journey to Meaning; What’s the Point?	RL, W.1, SL, L
Approx. District Benchmark 3	April: 3 Weeks	Unit # 6 Poetry – Reading and Writing		RL, RI, W.1, SL, L
CAASPP (Smarter Balanced Summative Test)	May: 4 Weeks	Unit # 7 Narrative – Reading and Writing Fantasy	Core Ready: The Shape of Story; Imagined Worlds/Human Themes	RL, W.3, SL, L
	June: 2 weeks	Unit # 8 Reflecting on Growth as Readers and Writers and Setting Goals		RL, RI, W, SL, L

Unit #1: Launching the Year – Reading and Writing (Approximately 6 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.3 – Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Reading Standards for Informational Text:

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing Standards:

- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- 5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Speaking and Listening Standards:

- 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 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.
- 5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
- 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.
- 5.6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards:

- 5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.2– Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Adjust language choices according to purpose, task, and audience with light support.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence or relevant background knowledge about content.

Part 2: Learning About How English Works

- Apply increasing understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong writers? How do we help each other 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion” 	<p>Rituals and Routines</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. Come to discussions prepared to make collaboration productive. 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.). Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.). Set and define clear expectations for “being prepared” and provide opportunities for practice. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression 	<p>OCR Selections: TBD</p> <p><i>Suggested Trade Books:</i></p> <p><i>My Very Own Room</i> by Amada Irma Perez</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</p> <p><i>Welcome to the Greenhouse</i> by Jane Yolen</p> <p><i>Owl Moon</i> by Jane Yolen</p> <p>“Gimmetheball” from <i>Rimshots</i> by Charles R. Smith, Jr.</p> <p><i>Come On, Rain!</i> by</p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>become strong writers?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others? 	<p>or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments– Formative assessment when used to inform instruction; Summative assessment when used for evaluating</p>	<p>Reading:</p> <ol style="list-style-type: none"> Self- reflect to establish their reading identity and set goals. Develop the habit of mind of reading daily to become life-long readers. Build stamina to sustain independent reading. Read daily with purpose and understanding to build strong reading habits and maintain stamina. Use self-assessment and self-management toward managing their independent reading time. 	<p>Reading:</p> <ol style="list-style-type: none"> Give a reading interest survey that allows student reflection and results in written goals. Revisit and update goals periodically. Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time (reflect on why class/students made gains or losses). Introduce/review “ Reading with Stamina Strategies” daily: <ul style="list-style-type: none"> How to select books of personal interest (Co-create a chart of how to select a book). Reread to extend independent reading time. Identify and read just right books (co-create a chart of “How to Select a Just Right Book”). Purposefully abandon books (co-create a “Why We Abandon Books” chart). Etc. Have students create a personal “Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection. 	<ul style="list-style-type: none"> Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Karen Hesse</p> <p>Suggested Professional Books/Links:</p> <p>Re: Differentiation: Universal Design for Learning</p> <p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>Best Books for Boys</i> by Pam Allyn</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p><i>A Writer’s Notebook: Unlocking the Writer Within You</i> by Ralph Fletcher</p> <p><i>Text Complexity: Raising Rigor in Reading</i> by Fisher, Frey, & Lapp</p> <p><i>Literature Circles:</i></p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>6. Learn and internalize reading habits to manage independent reading time.</p> <p>7. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group).</p> <p>8. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.</p> <p>9. Write in a Reading Response Journal to record responses to the text.</p> <p>10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p>	<p>6. Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words”:</p> <ul style="list-style-type: none"> • Context clues • Root word, prefix, suffix • Apposition • Using opposites • Etc. <p>7. Co-create a chart of “What We Read & Why?” (e.g., road signs for directions, bulletin boards for advertisements, series books, social media, directions, etc.).</p> <p>8. Co-create a chart of ways to read, listen, and talk with their peers about books:</p> <ul style="list-style-type: none"> • Private reading a chapter before coming to discuss with partner. • Creating questions together to answer, then private reading to answer. • Etc. <p>(Use fish bowl technique to chart behaviors, “catching” students engaging in active partner reading, listening, and discussing).</p> <p>9. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/ drawings). Model how to share written or drawn responses with a partner or small group.</p> <p>10. Model how to share written or drawn responses from journals with a partner or small group.</p>		<p><i>voice and choice in book clubs & reading groups</i> by Harvey Daniels</p> <p><i>Launching the Writing Workshop</i> by Denise Leograndis</p> <p><i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Awakening the Heart</i> by Georgia Heard</p>

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Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>Writing:</p> <ol style="list-style-type: none"> Self-reflect to establish their writing identity. Establish the use of a writer’s notebook for recording a variety of meaningful entries to capture writing ideas and practice writer’s craft. Write Daily with purpose and understanding to build strong writing habits. Engage in writing for increasingly longer stretches of time to sustain their work and increase productivity. Use self-assessment and self-management toward managing their independent writing time. Learn and internalize strategies to manage independent writing time. 	<p>Writing:</p> <ol style="list-style-type: none"> Give a writing interest survey that allows student reflection. Reinforce procedures while teaching a new idea for writing entries in your Writer’s Notebook. <ul style="list-style-type: none"> First time list and story I wonder Free-write One day list Memory Me too stories Descriptions (Sensory) Ideas from books Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits. Track progress of stamina on a bar graph during independent writing time. Co-create a “Looks Like/Sounds Like/Feels Like” chart of strategies to maintain stamina: <ul style="list-style-type: none"> Choose a topic you know a lot about. Tell your story before you write it. Start a “Writing Habit” T-Chart: Record behaviors observing students who demonstrate What Good Writers Do & Why Good Writers Do That. 		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries.</p> <p>8. Use spelling strategies to move through challenging parts of writing independently without getting stuck.</p> <p>9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</p> <p>10. Understand a writer’s work is never done in order to maintain stamina.</p> <p>11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step .</p> <p>12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p>	<p>7. Model rereading writing of a new piece to add details.</p> <p>8. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?” so writing can continue:</p> <ul style="list-style-type: none"> • Fearless Spellers • First sound, last sound • Circle and go • Etc. <p>9. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</p> <p>10. Co-create a chart of “What to Do When You Think You Are Done Writing:”</p> <ul style="list-style-type: none"> • Start a new story from Writing Ideas Chart. • Reread an old piece of writing and add to it. <p>11. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none"> • Selecting a piece from your writer’s notebook • Plan • Draft <p>12. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details). Chart procedures to use for future units.</p>		

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		13. Revise a piece of writing to learn the procedure of how to revise. 14. Edit their writing so it is ready to publish. 15. Publish their piece to share with a bigger audience. 16. Reflect orally and in writing to articulate their learning and develop their identities as writers. 17. Celebrate and share finished pieces so others can enjoy/connect with their writing. Speaking and Listening: Embedded above.	13. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units. 14. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart (e.g., read the entire piece checking for only punctuation, read it again checking for capitalization, etc.). 15. Model the procedure of how to publish. Create a procedure chart for future units. 16. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a “Dear Reader” letter. 17. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.). Speaking and Listening: Embedded above.		

Unit #2: Opinion/Argument – Reading and Writing Personal Essay
(Approximately 4 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.3 – Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.4 – Determine the meaning of general academic and domain specific words and phrases in the text relevant to a Grade 5 topic or subject area.
- 5.10 – By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grade 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text:

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing Standards:

- 5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

- 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.
- 5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
- 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 Standards:

- 5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- 5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Learning About How English Works

- Apply increasing understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.
- Apply increasing understanding how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting transitional words or phrases to comprehending texts and writing cohesive texts.
- Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express cause/effect, to make a concession, to link two ideas that happen at the same time, or to provide reasons that support ideas.

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading personal essays? What are the characteristics of personal essays? How are personal essays structured and crafted? Why? How should we read them as a result? What language features are used in personal essays? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do personal essay writers structure and craft their personal 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I 	<p>Reading:</p> <ol style="list-style-type: none"> Notice the differences between a personal essay and a personal narrative to understand the different structures. Develop and share their understanding of the purpose of personal essays toward understanding the genre. Draw inferences from the details in an essay toward understanding the essayist’s point of view. Consider whether or not they agree or whether they differ with the point of view in a personal essay to distinguish their own point of view from that of the essayist’s. Identify the essayist’s central message/theme and the supporting evidence used in the essay to understand the essay’s meaning. Identify how the essayist used words and/or phrases for effect toward gaining meaning. Understand how anecdotes are used to support the essayist’s theme. 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <ol style="list-style-type: none"> Refer to a story elements chart and discuss partner/whole class how personal narratives match and personal essays do not. Discuss with a partner using academic conversation stems, e.g., “I agree... I disagree,” and “Can you tell me more?” etc. Name inferences and cite evidence in a Reading Response Journal. Engage in a collaborative discussion and then record their agreement or disagreement in their Reading Response Journal. Co-create a Central Message/Theme and Supporting Evidence T chart. Co-create a Shades of Meaning chart. Work with a partner to circle the anecdotes used on sample essays and annotate the message supported. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	<p>OCR Selections: TBD</p> <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested Trade Books:</i></p> <p><i>In Short: A Collection of Brief Creative Nonfiction</i> edited by Judith Kitchen & Mary Paumier Jones</p> <p><i>Deal With It! Powerful Words from Smart, Young Women</i></p> <p><i>Suggested Professional Books for further study:</i></p> <p><i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching,</i></p>

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>essays? Why?</p> <ul style="list-style-type: none"> How do personal essay writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about personal essays? 	<p>included a conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessments– Formative assessment when used to inform instruction;</p>	<ol style="list-style-type: none"> Analyze when and why an author would shift between different points of view (e.g., first-, second-, third-person) in a personal essay. (Language Feature 1) Learn others’ perspectives on life by reading essays to expand or confirm their own points of view. Reflect on the essential questions to identify and solidify what was learned. <p>Writing:</p> <ol style="list-style-type: none"> Analyze the structure of personal essays for ideas on how to write one. Generate focused ideas for their own essays toward creating a meaningful essay. Extend their initial thinking to develop their ideas. Analyze their ideas and lives for insights to develop thesis statements. Develop different types of reasons that support their central message/theme to create essays strong in both form and content. Use anecdotes that advance supporting reasons to strengthen the thesis. Organize for drafting to ensure evidence is supportive and varied. Use logically sequenced information, transition words, and repeated phrases to create cohesion. (Language Feature 1) 	<ol style="list-style-type: none"> Identify each point of view in personal essays in a specific color. Look for patterns across multiple essays. (Language Feature 1) Write Reading Response Journal entries, recording what was learned about views on the world by reading others’ essays. Reflect with a partner on the essential questions to identify and solidify what was learned. <p>Writing:</p> <ol style="list-style-type: none"> Analyze several exemplar essays and use an “Essay Frame Outline” chart. Co-create a “Strategies for Generating Essay Entries” chart. Free-write in order to develop ideas. Use a “Ways to Push Our Thinking” chart. Model listing reasons to support a central message/theme. Reread the writer’s notebook to search for previous entries that may be revised or pulled from to provide anecdotes. Work with a partner to check that all evidence/anecdotes selected make sense to support the central message/theme. Co-create a chart of transition words and phrases to use that were gathered from studying well-crafted personal essays. (Language Feature 1) 	<p>input options, e.g., audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for executive functioning, e.g., organization of work materials and time management, etc. 	<p><i>Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p>

Unit #2: Personal Essay					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>9. Where appropriate, shift between different points of view (e.g., first-, second-, third-person) in order to develop voice and connect to the reader. (Language Feature 2)</p> <p>10. Try out multiple leads and conclusions to determine which works best for their essay.</p> <p>11. Revise and consider a new approach when appropriate to clarify content for the reader.</p> <p>12. Revise essays to form complex sentences using a variety of subordinate conjunctions between and to join ideas (e.g., <i>although, since, despite</i>). (Language Feature 3)</p> <p>13. Edit for conventions of Standard English to make the writing easy to read.</p> <p>14. Reflect on the essential questions to identify and solidify learning.</p> <p>Speaking and Listening: Embedded above.</p>	<p>9. Revisit analysis of point of view from reading. Revise own writing for use of point of view. (Language Feature 2)</p> <p>10. Draft several leads and conclusions and then work with a partner for feedback regarding effectiveness.</p> <p>11. Read the draft essay out loud to a partner asking for feedback regarding clarity.</p> <p>12. Co-create a chart of subordinate conjunctions and their function based on mentor texts. Revise unclear portions of essay to clarify relationships between ideas using subordinate conjunctions. (Language Feature 3)</p> <p>13. Use an editing checklist.</p> <p>14. Reflect within a collaborative group.</p> <p>Speaking and Listening: Embedded above.</p>		

Unit #3: Informative/Explanatory – Reading Informational Text and Writing a Research Project
(Approximately 7 weeks)

ELA Common Core State Standards:**Reading Standards for Informational Text:**

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarizing the text.
- 5.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.4 – Determine the meaning of general academic and domain specific words and phrases in the text relevant to a Grade 5 topic or subject area.
- 5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, description) of events, ideas, concepts, or information in two or more texts.
- 5.6 – Analyze multiple accounts of the same text or topics, noting important similarities and differences in point of view they represent.
- 5.7 – Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 5.8 – Explain how an author uses reasons and evidence to support particular points on a text, identify which reasons and evidence support which points.
- 5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.10 – By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grade 4-5 text complexity band independently and proficiently.

Writing Standards:

- 5.2 – Write informative/explanatory text to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic or text clearly, provide a general observation and focus, and group related information logically, including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., especially, in contrast).
 - d. Use precise language and domain specific vocabulary to inform or explain about the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.7 – Conduct a research project that uses several sources to build knowledge through investigation of different aspects of a topic.
- 5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of

sources.

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

b. Apply grade 5 Reading standards to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point{s}”).

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

Speaking and Listening Standards:

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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.

5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visual, quantitatively, and orally.

5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

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

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

Language Standards:

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

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

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

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

5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.
- Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register.
- Express attitude and opinions or temper statements with nuanced modal expressions and phrasing.

Part 2: Learning About How English Works

- Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.

Unit #3: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> • What do readers gain from reading informational text? • What are the characteristics of informational texts? • How are (Research Projects, Feature Articles, Informational, Articles) texts structured and crafted? Why? How should we read them as a result? • What language features are used in informational text (Research Projects, 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> • Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • Inventories, such as 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Compare and contrast the overall structures of sources to orient themselves to informational text to determine how to read the text. (Core Ready Lesson 1) 2. Gather multiple relevant print or digital sources to answer research questions. (Core Ready Lesson 2) 3. Use various text features to determine if there are multiple main ideas within a text and identify each one with relevant supporting details from the text. (Core Ready Lesson 3) 4. Synthesize the important ideas from smaller sections of the whole to determine the overall main idea. (Core Ready Lesson 4) 5. Identify and explain the relationship between key ideas, people, and events in informational text to begin to organize information. (Core Ready Lesson 5) 6. Determine the meaning of new vocabulary in their reading to expand their vocabulary. (Core Ready Lesson 6) 7. Integrate information from multiple sources to create a more complete answer to their question. (Core Ready Lesson 7) 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <ol style="list-style-type: none"> 1. Co-create “Structures in Informational Texts” chart. (Core Ready Lesson 1) 2. Begin a T-chart with “Thick and Thin Questions” to research and gather print or digital sources. (Core Ready Lesson 2) 3. Model thinking and add ideas to the “Main Ideas, Supporting Details, and My Thinking” graphic organizer. (Core Ready Lesson 3) 4. Refer to “Main Ideas, Supporting Details” graphic organizer and model thinking about how the main ideas go together. (Core Ready Lesson 4) 5. Model thinking using a “Key Ideas, People, and Events” graphic organizer. (Core Ready Lesson 5) 6. Prepare a “Strategies for Finding the Meaning of New Words” chart. (Core Ready Lesson 6) 7. Skim notes gathered from various resources and use the “5 W’s, and 1 H” graphic organizer. (Core Ready Lesson 7) 	<ul style="list-style-type: none"> • Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e., accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g., graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g., 	<p>OCR Selections:</p> <p><i>Telescopes</i> by David Macaulay</p> <p><i>Circles, Squares, and Daggers: How Native Americans Watched the Skies</i> by Elsa Marston</p> <p><i>The Mystery of Mars</i> by Sally Ride and Tim O’Shaughnessy</p> <p><i>Core Ready: The Road to Knowledge: Grade 5, Knowledge Quest: Navigating and Integrating Multiple Sources as Researchers</i></p> <p>CORE READY Trade books provided: TBD</p> <p><i>Suggested</i></p>

<p>Feature Articles, or Informational Articles)? Why?</p> <p>Writing:</p> <ul style="list-style-type: none"> How do informational writers research? How do informational writers structure and craft informational text? Why? How do informational writers apply language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about informational text? 	<p>individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher 	<ol style="list-style-type: none"> Consider and analyze multiple accounts or texts on the same topic in order to draw conclusions about the points of view represented. (Core Ready Lesson 8) Focus on, read, and select visuals to support their presentation of information on a given topic. (Core Ready Lesson 9) Reflect on the Core Questions to articulate their own learning and develop their identities as readers and writers. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Find inspiration for their research to find topics that interest them. (Core Ready Lesson 1) Take organized notes to record their thinking and learning. (Core Ready Lesson 2) Understand when and how to summarize, paraphrase, and quote accurately when taking notes on a text to utilize the work of other people effectively and respectfully. (Core Ready Lesson 3) Articulate their thoughts about their reading in writing to clearly communicate their thinking. (Core Ready Lesson 4) Convey authority by using formal language (e.g., third-person point of view). (Language Feature 2) Craft clear and organized responses to their reading to clearly communicate their thinking. (Core Ready Lesson 5) 	<ol style="list-style-type: none"> Use a Venn diagram to compare point of view from two sources. (Core Ready Lesson 8) Use a “Visuals That Support Our Work” T-chart. (Core Ready Lesson 9) Write a response to one of the Core Questions. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Model finding inspiration for a topic to study using the “Inspire and Wonder” graphic organizer. (Core Ready Lesson 1) Record main ideas and notes using a “Main Idea and My Thinking” T-chart. (Core Ready Lesson 2) Use a three-column chart “Summarizing, Paraphrasing, or Direct Quote?” (Core Ready Lesson 3) Model crafting a written response that identifies main idea, supporting details, and explain how the details support the main idea. (Core Ready Lesson 4) Co-create a “Ways Authors Convey Authority” chart based on mentor text. Students revise writing with a partner for use of formal language. (LF 2) Craft a written response to the question “Explain the relationship or interactions between two or more key individuals, events, or ideas in your topic.” (Core Ready Lesson 5) 	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Core Ready Texts (Single Copy for Read-Aloud):</p> <p><i>Horses</i> by Seymour Simon</p> <p><i>The Kid Who Invented the Popsicle and Other Surprising Stories about Inventions</i> by Don L. Wulffson</p> <p><i>Mistakes That Worked: 40 Familiar Inventions and How They Came to Be</i> by Charlotte Foltz Jones</p> <p><i>Toys! Amazing Stories Behind Some Great Inventions</i> by Don Wulffson</p> <p><i>The Ultimate Lego Book: Discover the Lego Universe</i> by DK Books</p> <p><i>Suggested Trade Books:</i></p> <p><i>Earthquakes</i> by Seymour Simon, or</p>
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	<p>Medium Cycle Assessments– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<ol style="list-style-type: none"> 7. Introduce their topic clearly by providing a thesis or focus statement to engage the reader and reflect a point of view. (Core Ready Lesson 6) 8. Provide facts, definitions, details, and quotations to develop their topic. (Core Ready Lesson 7) 9. Use a variety of academic and connecting words to integrate information cited from multiple sources (e.g., According to World Wildlife Federation. However, the Chinese government claims....). (Language Feature 1) 10. Express varying degrees of doubt/certainty by using modal expressions (e.g., seemed, might, definitely). (Language Feature 3) 11. Revise and consider a new approach when appropriate to clarify content for the reader. (Core Ready Lesson 8) 12. Edit for conventions of standard English to make the writing easy to read. (Core Ready Lesson 8) 13. Provide a list of sources to give credit to any and all resources utilized during the research process. (Core Ready Lesson 9) 14. Publish and share research with others to celebrate efforts and reflect on the work. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p>	<ol style="list-style-type: none"> 7. Model writing four introductions to your topic. (Core Ready Lesson 6) 8. Refer back to graphic organizer created in Reading Lesson 7 and add relevant facts, definitions, details, or quotations. (Core Ready Lesson 7) 9. Co-create a chart of ways of referencing source material based on mentor text. Students revise drafts for references to source material. (Language Feature 1) 10. Co-create a chart of “Ways Authors Show Doubt/Certainty” based on mentor text. Based on Venn diagram from Reading lesson 8, revise writing to show doubt/certainty using modal expressions. (Language Feature 3) 11. Use the Research Wrap-Up Checklist. (Core Ready Lesson 8) 12. Use an editing checklist. 13. Co-create a “References” list. (Core Ready Lesson 9) 14. Share final project with the class. Classmates respond thoughtfully to one another. (Core Ready Lesson 10) <p>Speaking and Listening: Embedded above.</p>	<p><i>Tornadoes, or Hurricanes</i> by Seymour Simon</p> <p><i>Earthquakes and Other Natural Disasters</i> by Harriet Griffey</p> <p><i>Hurricane and Tornado</i> by Jack Challoner</p> <p><i>Tornado! : The Story behind These Twisting, Turning, Spinning, and Spiraling Storms</i> by Judy Fradin</p> <p><i>Volcano & Earthquake</i> by Susanna van Rose</p> <p><i>Weather</i> by Brian Cosgrove</p> <p><i>Weather Forecasting</i> by Gail Gibbons</p> <p>“13 Planets: The Latest View of the Solar System” <i>(National</i></p>
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				<p><i>Geographic Kids</i> by David A. Aguilar</p> <p><i>Time for Kids: Planets!</i> -----</p> <p><i>Suggested Professional Books for further study:</i> <i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p>Core Ready: <i>The Road to Knowledge: Grade 5, Knowledge Quest: Navigating and Integrating Multiple Sources as Researchers</i></p>
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Draft

Unit #4 – Opinion/Argument – Reading and Writing the Editorial (Approximately 3 weeks)

ELA Common Core Content Standards:**Reading Standards for Informational Text:**

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarizing the text.
- 5.4 – Determine the meaning of general academic and domain specific words and phrases in the text relevant to a Grade 5 topic or subject area.
- 5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, description) of events, ideas, concepts, or information in two or more texts.
- 5.6 – Analyze multiple accounts of the same text or topics, noting important similarities and differences in point of view they represent.
- 5.7 – Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 5.8 – Explain how an author uses reasons and evidence to support particular points on a text, identify which reasons and evidence support which points.
- 5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.10 – By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grade 4-5 text complexity band independently and proficiently.

Writing Standards:

- 5.1 – Write opinion pieces on topics and 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 related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinions and reasons, using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- 5.7 – Conduct a research project that uses several sources to build knowledge through investigation of different aspects of a topic.
- 5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- 5.9 – Draw evidence from literary or informational text to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

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

Speaking and Listening Standards:

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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visual, quantitatively, and orally.

5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

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

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

Language Standards:

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

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

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

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

5.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Learning About How English Works

Unit #4: Editorial					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading opinion texts? What are the characteristics of opinion texts? How are opinion texts structured and crafted? Why? How should we read them as a result? What language features are used in opinion texts? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do editorial writers structure and craft their editorials? Why? How do editorial 	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews 	<p>Reading:</p> <ol style="list-style-type: none"> Notice the structure and features of editorials to deepen understanding of the genre and apply that knowledge to our work. (Core Ready Lesson 1) Identify the purpose and audience of an editorial to deepen understanding of the genre. (Core Ready Lesson 2) Choose a topic in which they are interested and gather related research materials to formulate opinions based on authentic concerns. (Core Ready Lesson 3) Research and take notes on a topic about which they are interested to find and organize evidence to support their opinion. (Core Ready Lesson 4) Effectively navigate online resources to round out their research and further support their opinion. (Core Ready Lesson 5) Compare and contrast multiple accounts of the same topic or event to effectively refute the stance of the opposition. (Core Ready Lesson 6) Revisit mentor texts to analyze how writers craft an introduction. (Core Ready Lesson 7) Revisit mentor texts to analyze how writers build an argument. (Core Ready Lesson 8) 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <ol style="list-style-type: none"> Co-create a "What We Noticed about Editorials" chart. (Core Ready Lesson 1) Discuss the purposes of editorials and record them on a "Purposes of Editorials" chart. (Core Ready Lesson 2) Select a topic using the "What Matters to Us" chart (created during Writing Lesson 1), use your topic to generate a list of key words to use in a library search. (Core Ready Lesson 3) Discuss the similarities and differences between paraphrasing and writing direct quotations and record noticings on a "Paraphrase or Direct Quote" chart. (Core Ready Lesson 4) Use key words as search terms when looking for information in the library or on the internet. (Core Ready Lesson 5) Consider opposing opinions by co-creating a T-chart with "Point of View" and "Opposing Opinion." (Core Ready Lesson 6) Study mentor texts and record noticings on an "Elements of a Strong Editorial" chart. (Core Ready Lesson 7) Revisit mentor texts and complete an "Analysis of an Editorial" graphic organizer. (Core Ready Lesson 8) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and 	<p><i>Core Ready: The Power to Persuade, Grade 5, Making the Case: Reading and Writing Editorials</i></p> <p>CORE READY Trade books provided: NA</p> <p>(Suggested online resources)</p> <p><i>Science News for Kids</i> (www.sciencenewsforkids.org)</p> <p><i>Time for Kids</i> (www.timeforkids.com)</p> <p>Suggested Professional Books for further study:</p> <p><i>Core Ready The Power to Persuade: Grade 5, Making the Case: Reading and Writing Editorials</i> by</p>

Unit #4: Editorial					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>writers use language features to persuade their readers?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about editorials? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in 	<p>9. Revisit mentor texts to analyze how writers craft strong conclusions. (Core Ready Lesson 9)</p> <p>10. Reflect on the core questions to articulate their own learning and develop their identities as readers and writers. (Core Ready Lesson 10)</p> <p>Writing:</p> <ol style="list-style-type: none"> Think about the issues that inspire them to make their voices heard to inspire higher-quality writing that persuades the audience. (Core Ready Lesson 1) Analyze mentor texts and respond in writing to gain a broad overview of the genre. (Core Ready Lesson 2) Consider their audience to guide construction of the argument, the tone, and word choice. (Core Ready Lesson 3) Craft strong opinion statements about an issue to express the opinion statement clearly and powerfully. (Core Ready Lesson 4) Plan how their argument will unfold to organize their writing in a logical way so that the reader can follow the reasoning. (Core Ready Lesson 5) Choose visual images to integrate into and strengthen their writing. (Core Ready Lesson 6) Craft powerful, engaging, and clear introductions to make a first impression with your writing. (Core Ready Lesson 7) 	<p>9. Revisit mentor texts and use “The Process of Analyzing a Text” chart. (Core Ready Lesson 9)</p> <p>10. Respond to one of the core questions. (Core Ready Lesson 10)</p> <p>Writing:</p> <ol style="list-style-type: none"> Chart questions for students to consider while free-writing. (Core Ready Lesson 1) Chart notes about each part of editorials, study mentor text, and highlight distinct parts of editorial. (Core Ready Lesson 2) Write about intended audience for editorial. (Core Ready Lesson 3) Co-create a Core Phrases chart (Core Ready Lesson 4) Respond in writing using a “Speaking My Mind” graphic organizer. (Core Ready Lesson 5) Refer back to “Speaking My Mind” graphic organizer to determine where to integrate visual images. (Core Ready Lesson 6) Revisit chart, Elements of a Strong Editorial: add types of introductions. (Core Ready Lesson 7) 	<p>input options, e.g., audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>Pam Allyn</p> <p><i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Thinking Through Genre</i> by Heather Lattimer</p>

Unit #4: Editorial					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>consultation with the teacher</p> <p>Medium Cycle Assessment– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>8. Draft organized and logical arguments to support their opinion. (Core Ready Lesson 8)</p> <p>9. Craft strong, relevant conclusions to create a lasting impression in the minds of our readers. (Core Ready Lesson 9)</p> <p>10. Publish and respond to editorials to share their opinions with the outside world. (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>	<p>8. Co-create Transitional Words and Phrases chart. (Core Ready Lesson 8)</p> <p>9. Demonstrate think-aloud to select the best type of conclusion for an intended audience. (Core Ready Lesson 9)</p> <p>10. Craft a class shared response to a mentor editorial. (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>		

Unit #5: Opinion/Argument – Reading Literature and Writing a Literary Analysis Essay
(Approximately 7 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.3 – Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- 5.7 – Conduct a research project that uses several sources to build knowledge through investigation of different aspects of a topic.
- 5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and provide a list of sources.
- 5.9 – Draw evidence from literary or informational text to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- 5.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently.

Writing Standards:

- 5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.4 –Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing, optional standards: W6, W7, W8

Speaking and Listening Standards:

- 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.

5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

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

Language Standards:

- 5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- 5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.6 – Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, *although, nevertheless, similarly, moreover, in addition*).

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Understanding How English Works

- Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.
- Expand and enrich sentences with adverbials to provide details about a variety of familiar and new activities and processes.
- Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to express cause/effect, to make a concession, to link two ideas that happen at the same time, or to provide reasons to support ideas.

Unit #5: Response to Literature

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> • What do readers gain from reading literature? • What are the characteristics of literary essays? • How are literary essays structured and crafted? Why? How should we read them as a result? • What language features are used in literary essays? Why? <p>Writing:</p> <ul style="list-style-type: none"> • How do literary essay writers structure and craft their writing? Why? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> • Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Readers consider the difference between a subject and a theme to understand that subject applies to the reading, but the theme is a generalization about life that could apply to you and me. (Core Ready Lesson 1) 2. Readers determine themes by making connections or noticing disconnections to draw conclusions about the theme. (Core Ready Lesson 2) 3. Readers identify how themes are illuminated through characterization to uncover themes in a text. (Core Ready Lesson 3) 4. Readers ask and answer questions to discuss themes further. (Core Ready Lesson 4) 5. Readers identify the most important parts of the text to determine how themes are illuminated. (Core Ready Lesson 5) 6. Readers consider how a writer’s background and views influence the content and theme of his or her writing to better understand the content and theme. (Core Ready Lesson 6) 7. Readers consider multiple themes in a short text to consider what kind of person they want to become. (Core Ready Lesson 7) 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <ol style="list-style-type: none"> 1. Define the difference between subject and theme using a “Subject vs. Theme” chart. (Core Ready Lesson 1) 2. Engage in class discussion based on key questions to identify the subject and themes. (Core Ready Lesson 2) 3. Co-create a “Character Analysis” chart. (Core Ready Lesson 3) 4. Engage in close reading and collaboration to answer guiding questions to uncover theme. (Core Ready Lesson 4) 5. Model identifying most important parts of a song and its elements to uncover theme. (Core Ready Lesson 5) 6. Engage in class discussion based on close reading to uncover theme. (Core Ready Lesson 6) 7. Model thinking about theme before asking students to explore sub-themes in partners. (Core Ready Lesson 7) 	<ul style="list-style-type: none"> • Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e., accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g., graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g., audio and/or video text, 	<p>OCR Selections:</p> <p><i>The Marble Champ</i> by Gary Soto</p> <p><i>Love As Strong As Ginger</i> by Lenore Look</p> <p><i>Core Ready: The Journey to Meaning: Grade 5, What’s the Point?: Theme in Short Text, Poetry, and Song</i></p> <p>Response to Literature Unit of Study by SCUSD (hyperlink)</p> <p>Stories: From Appendix B: (hyperlink)</p> <p>Poetry: From Appendix B: (hyperlink)</p> <p>CORE READY Trade books provided: TBD</p> <p>Core Ready texts: (Poems used in the</p>

<ul style="list-style-type: none"> How do literary essay writers use language features to persuade their readers? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others when responding to literature? 	<p>Assessment” checklists)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/ culminating task Interim Quarterly Portfolio 	<ol style="list-style-type: none"> 8. Readers compare and contrast themes across short texts to explore various themes about childhood. (Core Ready Lesson 8) 9. Readers analyze how visual and multimedia elements contribute to the theme of a text to consider how their understanding is affected by multimedia. (Core Ready Lesson 9) 10. Readers reflect on Core Questions to articulate their own learning and develop their identities as readers and writers. (Core Ready Lesson 10) <p>Writing: (From Response to Literature Unit of Study by SCUSD)</p> <ol style="list-style-type: none"> 1. Study exemplar literary analysis essays to understand the structure and craft of the genre. 2. Reread response journals in order to choose a compelling piece of literature to respond to in a more developed way. 3. Develop their ideas for their literary analysis essays before drafting so they have well-developed thoughts. 4. Use subordinate clauses beginning with when to show the significance of textual evidence, including direct quotes (e.g., Later, when she told Roger, “I have done things, too, which I would not tell you, son-neither tell God if he didn’t already know...” she was revealing a part of her humanness). (Language Feature 3) 5. Write their best first draft to have something to work with and revise. 6. Use an increasing variety of academic connecting and transitional words to write cohesive texts (e.g., <i>in addition, conversely, specifically</i>). (Language Feature 1) 	<ol style="list-style-type: none"> 8. Use a Venn diagram. (Core Ready Lesson 8) 9. Read song lyrics, listen to the song, and view a video clip to answer key questions about theme. (Core Ready Lesson 9) 10. Answer Core Questions and record student thinking using a “Mind Map”. (Core Ready Lesson 10) <p>Writing: (See the Materials section of the Response to Literature Unit of Study by SCUSD)</p> <ol style="list-style-type: none"> 1. Study literary analysis essay exemplars and co-create a “What We Notice” chart. 2. Review Response Journals and mark three choices to further analyze using sticky notes. 3. Record opinions about theme in a Reading Response Journal. 4. Analyze a mentor sentence that uses a subordinate clause beginning with when to show the significance of textual evidence. Students write their own sentences about the textual evidence they will include in their Literary Essays. (Language Feature 3) 5. Refer back to “What We Notice” chart; draft by imitating the craft and structure of mentor text. 6. Co-create a chart of transitional words based on mentor texts. Students revise drafts to create cohesion. (Language Feature 1) 	<p>technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p>lesson set): Selections from <i>Hey World, Here I Am!</i> by Jean Little</p> <p>“If,” by Rudyard Kipling</p> <p>“On Turning Ten,” by Billy Collins</p> <p>“Theme for English B,” by Langston Hughes</p> <p>Mentor Texts: Literary Analysis Essay exemplars (hyperlink)</p> <p>Suggested Professional Reading Texts:</p> <p><i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p>Core Ready Lesson</p>
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	<ul style="list-style-type: none"> Benchmarks Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<ol style="list-style-type: none"> Use prepositional phrases to provide details about time or place (e.g., <i>At the end, throughout the book, at that exact moment</i>). (Language Feature 2) Revisit their writing with a partner to make choices about how to revise and strengthen their work. Make revisions considering audience, task, and purpose to deliver meaning to the reader in a clear and engaging way. Edit their literary analysis essays for language use and conventions to make the writing easy for their reader to read. Prepare their essays for publication so they can share their literary analysis essays in real and meaningful ways. Reflect about what they learned and how they have grown as a writer of opinion pieces because reflection helps us grow as writers, manage our learning, recognize our strengths, and set goals. <p>Speaking and Listening: Embedded above.</p>	<ol style="list-style-type: none"> Notice use of prepositional phrases that show time or place in mentor texts. Revise writing to provide details about time or place where appropriate. (Language Feature 2) Refer back to “What We Notice” chart as a checklist for characteristics of the genre. Revise with the help of a partner. Co-create an “Editing Checklist.” Review edits and revisions before publishing. Record students’ ideas using a “Reflection” chart. <p>Speaking and Listening: Embedded above.</p>		<p><i>Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Journey to Meaning</i> by Pam Allyn</p> <p><i>Core Ready Lesson Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Power to Persuade</i> by Pam Allyn</p> <p><i>Thinking Through Genre</i> by Heather Lattimer</p>
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Unit #6: Poetry – Reading and Writing

(Approximately 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.3 – Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text:

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarizing the text.
- 5.10 – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- 5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- 5.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
- 5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

- 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 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.

5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visual, quantitatively, and orally.

5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

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

Language Standards:

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

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

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

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

5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Foundational Skills & Additional Language Standards: See separate document..

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Learning About How English Works

Unit #6: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> • What do readers gain from reading poetry? • What are the characteristics of poetry? • How are poems structured and crafted? Why? How should I read them as a result? • What language features are used in poems? Why? <p>Writing:</p> <ul style="list-style-type: none"> • How do poets structure and craft their poems and why? • How do poets use language features in their poems? Why? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments— (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> • Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a 	<p>Reading:</p> <ol style="list-style-type: none"> 1. Explore a variety of poems to understand the many different types of poetry. 2. Notice free-verse poems’ various structures (line breaks, white space, and punctuation) to read it more fluently. 3. Understand that poems use repeating words or lines to create a rhythmic piece. 4. Understand that poems use onomatopoeia to create an image. 5. Understand that poems use alliteration to create a rhythm. 6. Understand that poems have powerful language to convey certain emotions. 7. Identify strong sensory images within a poem to help understand the author’s message or purpose. 8. Explain how a poem might be structured to support its meaning. 	<p>Reading: Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <ol style="list-style-type: none"> 1. Read aloud a variety of poems and begin collecting favorite poems in a poetry folder or poetry wall; notice elements of poetry on a noticing chart. 2. Use poems from pre-unit immersion to read aloud focusing on line breaks and white space to emphasize phrasing and fluency. 3. Co-create a 3 column chart listing: various 1) poetry language features, 2) why we use these features, and 3) examples of, to anchor learning of repeating lines, onomatopoeia, and alliteration. 4. Read aloud poems that incorporate repeating lines and onomatopoeia; discuss and add to co-created chart. 5. Read aloud poems with alliteration and discuss add to chart. 6. Read poems with a partner, identifying poems that use strong language. 7. Collaboratively highlight words or phrases within poems that give strong sensory images and discuss what they convey. 8. Provide two examples of the same poem structured in two ways for students to decide on an effective way to structure the poem. 	<ul style="list-style-type: none"> • Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, e.g., accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and 	<p>OCR Selections: “The Midnight Ride of Paul Revere” by Henry Wadsworth Longfellow</p> <p>CORE READY Trade books provided: TBD</p> <p>Suggested: From <i>Core Ready</i>: Selections from <i>Hey World, Here I Am!</i> by Jean Little “If,” by Rudyard Kipling “On Turning Ten,” by Billy Collins “Theme for English B,” by Langston Hughes “The Folks Inside,” by Shel Silverstein “They Shut Me Up in Prose,” by Emily Dickinson</p> <p>Poetry: From Appendix B: (hyperlink)</p>

<p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about poetry? 	<p>conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle</p> <p>Assessment– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p>	<ol style="list-style-type: none"> Respond to a poem’s meaning in writing toward developing an idea of its central message. Recite a favorite poem to improve fluency in reading poetry (rate, volume, and expression). Reflect on their learning to see how they have grown in their understanding of poetry. <p>Writing:</p> <ol style="list-style-type: none"> Explore poems to understand where authors get their inspiration. Generate a meaningful list of topics to write poems about. Notice the world around them to generate ideas for their poems. Explore writing about special people to explore and express feelings. Use various techniques like white space, line breaks, and punctuation in their poetry to convey meaning. Understand how to use onomatopoeia, repetition, and alliteration to emphasize meaning. Use precise language to create an image for the reader. Select a poem to take through the writing process with a focus on purpose and audience. Revise their work so that the poem reads in a poetic, musical, and logical way. Perform the poem they created to share their work. Reflect on their poetry journey to evaluate their learning. <p>Speaking and Listening: Embedded above.</p>	<ol style="list-style-type: none"> Have students respond to a poem in their response journal. Have students revisit poetry folder or wall to select a meaningful poem to recite. Answer the essential questions to reflect on learning. <p>Writing</p> <ol style="list-style-type: none"> Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas. Create a list of important topics that they might like to write about. Observe and write about the world around them. Read aloud a poem about someone special; write about some special people in their lives. Revisit 3 column chart from reading lesson and create a poem using line breaks. Revisit 3 column chart from reading lesson and create a poem with repeated lines or words and/or onomatopoeia and/or alliteration. Revisit 3 column chart from reading lesson and use precise language with purpose. Revisit writing folder or notebook collection of drafted poems. Read and reread the poem under revision out loud. Perform for a buddy classroom. Celebrate by choosing their favorite poem or two to read aloud to a group and display. <p>Speaking and Listening: Embedded above.</p>	<p>input options, e.g., audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p><i>Suggested Professional Books for further study:</i></p> <p><i>Core Ready Lesson Sets for Grades 3-5: A Staircase to Standards Success for English Language Arts, The Journey to Meaning</i> by Pam Allyn</p> <p><i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p> <p><i>Awakening the Heart</i> by Georgia Heard</p>
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	<ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 				
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Unit #7: Narrative - Reading and Writing Fantasy (Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.3 – Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- 5.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
- 5.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 5.10 – By the end of the year, read and comprehend literature including stories, dramas, or poetry, at the high end of the grade 4-5 text complexity band independently and proficiently.

Writing Standards:

- 5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence, early, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events to show the response of characters to situations.
 - c. Use a variety of transition 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.
- 5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- 5.9 – Draw evidence from literary or informational text to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- 5.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

audiences.

Speaking and Listening Standards:

- 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.
- i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - j. Follow agreed-upon rules for discussions and carry out assigned roles.
 - k. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - l. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 5.2 – Summarize a written text read aloud or information presented in diverse media and formats, including visual, quantitatively, and orally.
- 5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
- 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.
- 5.5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main idea or themes.
- 5.6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards:

- 5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 5.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- 5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.6 – Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Foundational Skills & Additional Language Standards: See separate document..

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills

- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

- Social Awareness

ELD Standards:**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Learning About How English Works

Unit #7: Fantasy					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading fantasy? What are the characteristics of fantasy? How is fantasy structured and crafted? Why? How should we read them as a result? What language features are used in fantasy? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do fantasy writers structure and craft their stories? Why? How do fantasy writers use language features? Why? <p>Speaking and</p>	<p>Refer to CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments— (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews 	<p>Reading:</p> <ol style="list-style-type: none"> Notice and wonder about fantasy stories to set the stage and generate enthusiasm about the genre. (Core Ready Lesson 1) Notice there is a predictable plot to fantasy stories similar to other types of fiction to build on their knowledge by learning more academic terms for beginning, middle, and end. (Core Ready Lesson 2) Define what makes fantasy stories different from other types of fiction and identify 7 motifs of fantasy to understand the genre. (Core Ready Lesson 3) Notice how characters seem real in fantasy stories to identify with the character and suspend our disbelief. (Core Ready Lesson 4) Consider conflict or how characters struggle with a problem in a fantasy to identify with characters. (Core Ready Lesson 5) Predict how characters will deal with adversity or solve problems to explore unique solutions typical to empowered characters of fantasy stories. (Core Ready Lesson 6) Notice significant moments in fantasy and ask, “Does this piece of the story have greater meaning?” to introduce symbolism. (Core Ready Lesson 7) 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre’s language features.</p> <ol style="list-style-type: none"> Co-create a “Notice and Wonder” chart. (Core Ready Lesson 1) Work with a partner to read mentor texts closely to analyze story structure. (Core Ready Lesson 2) Model using the “Seven Motifs of Fantasy” graphic organizer. (Core Ready Lesson 3) Record thoughts using the “Becoming Real Character Recording Sheet.” (Core Ready Lesson 4) Co-create a “Characters Face Human Problems and Find Imaginative Solutions” chart. (Core Ready Lesson 5) Continue “Characters Face Human Problems and Find Imaginative Solutions” chart. (Core Ready Lesson 6) Utilize a “Person-Place-Object/Something Greater” chart. (Core Ready Lesson 7) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, e.g., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g., 	<p>OCR Selections: TBD</p> <p>CORE READY Trade books provided: TBD</p> <p><i>Core Ready: The Shape of Story: Grade 5, Imagined Worlds, Human Themes: Reading and Writing Fantasy</i></p> <p>Core Ready texts: (Used in the Lesson Set-Single Copy for Teacher Read Aloud)</p> <p><i>Weslandia</i> by Paul Fleischman</p> <p><i>The Lion, The Witch and the Wardrobe</i> by C.S. Lewis</p> <p><i>Alice’s Adventures in Wonderland</i> by Lewis Carroll</p>

Unit #7: Fantasy					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about fantasy stories? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in 	<ol style="list-style-type: none"> Choose critical quotations to develop understanding about lessons learned from fantasy stories. (Core Ready Lesson 8) Collaborate for group presentations focused on lessons learned from critical quotations to develop and share thinking about fantasy text. (Core Ready Lesson 9) Reflect on fantasy stories to recognize that lessons learned from fantasy are applicable to our own lives. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Balance between believable and unbelievable elements to make the story more compelling to the reader. (Core Ready Lesson 1) Consider real and fantastical settings to plan both real world and fantasy world settings which the characters travel between. (Core Ready Lesson 2) Create complex characters who have heroic qualities as well as flaws to make them more believable to the reader. (Core Ready Lesson 3) Plan the sequence of events using common literary plots to give the story meaning and keep the reader on the edge of their seat. (Core Ready Lesson 4) Study the leads of other writers to create a lead to their story that hooks the reader. (Core Ready Lesson 5) Consider the lesson they want to convey to the reader to explore essential truths about human life. (Core Ready Lesson 6) 	<ol style="list-style-type: none"> Read and analyze quotations from fantasy stories. (Core Ready Lesson 8) Engage in discussion using the “Three-Question Framework.” (Core Ready Lesson 9) Write personal responses to a quote from Jane Yolen. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Brainstorm ideas using the “Believable/Unbelievable” T-chart. (Core Ready Lesson 1) Chart thinking using a “Real and Imagined Settings” chart. (Core Ready Lesson 2) Create complex characters using a “Hero/Human” chart. (Core Ready Lesson 3) Introduce basic plot structures and set up a “Universal Literary Plots” chart. (Core Ready Lesson 4) Analyze several beginnings of fantasy stories before drafting three leads using the “Ideas for Fantasy Leads” resource. (Core Ready Lesson 5) Discuss real-world themes and plan using the “Real-World Theme/Truth” chart. (Core Ready 	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	<p><i>Suggested:</i></p> <p>Professional Books for further study:</p> <p><i>Core Ready: The Shape of Story: Grade 5, Imagined Worlds, Human Themes: Reading and Writing Fantasy by Pam Allyn</i></p> <p><i>Genre Study by Fountas & Pinnell</i></p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy by Fountas & Pinnell</i></p>

Unit #7: Fantasy					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>consultation with the teacher</p> <p>Medium Cycle Assessment– Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/ culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle– Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>7. Consider how the resolutions of their stories highlight the overall themes to help our reader walk away with a better understanding of the theme. (Core Ready 7)</p> <p>8. Revise collaboratively to make sure the writing is true to the genre and is understandable to the reader. (Core Ready Lesson 8)</p> <p>9. Edit collaboratively and independently for conventions of standard English to make the writing easy to read. (Core Ready Lesson 8)</p> <p>10. Present their stories through mixed media presentations to present their writing in a variety of ways and to various audiences. (Core Ready Lesson 9)</p> <p>11. Reflect on their growth as writers of the genre to further their learning and celebrate their growth. (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>	<p>Lesson 6)</p> <p>7. Read aloud sample fantasy stories and have students work in small groups to discuss themes that emerged. (Core Ready Lesson 7)</p> <p>8. Use “Finalizing Fantasies Checklist” to revise. (Core Ready Lesson 8)</p> <p>9. Use “Finalizing Fantasies Checklist” to edit writing. (Core Ready Lesson 8)</p> <p>10. Work in small groups to analyze movie posters. (Core Ready Lesson 9)</p> <p>11. Craft a shared response to the “Core Questions.” (Core Ready Lesson 10)</p> <p>Speaking and Listening: Embedded above.</p>		

Unit #8: Reflecting on our Growth as Readers and Writers
(Approximately 2 weeks)

ELA Common Core State Standards:**Reading Standards for Literature:**

5.10- By the end of the year, read and comprehend literature including stories, dramas, or poetry, at the high end of the grade 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text:

5.10- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

5.4 – Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

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

Speaking and Listening Standards:

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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.

5.3 – Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

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

Language Standards:

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

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

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

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

5.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Foundational Skills & Additional Language Standards:

See separate document (hyperlink).

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Negotiate with others or persuade others in conversations using a variety of learned phrases as well as open responses to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Explain ideas, phenomena, processes and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how different words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Part 2: Learning About How English Works

Unit #8: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>Reading, Writing, Speaking & Listening:</p> <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? Why do we reflect in a 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments– (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students’ strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a 	<p>Reading</p> <ol style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader. Reflect on their growth as readers to identify their personal successes and struggles. Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity. Collaboratively reflect on class reading activities and genres studied to remember their reading journey. Understand how word attack skills and conventions helped them work through challenging moments during reading. Understand how comprehension strategies supported their reading this year. Revisit their reading identity to note changes. Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year). 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g. read multiple examples of reflective and goal-setting pieces to understand the writer’s purpose and for exposure to the genre’s language features.</p> <ol style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using “because” to support their thinking. Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner. Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner. Share with a partner their favorite reading activity and genre using “because” to support their thinking. Co- create a class list of skills and conventions. Co-create a chart listing strategies that helped students become better readers. Co-create a list of interview questions to help students to further develop their reading identity. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e., accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g., graphic organizers, written instructions, etc. Movement Multiple means of representation and expression 	<p>OCR Selections: All previously mentioned texts</p> <p><i>Suggested:</i> Trade Books: All previously mentioned texts</p> <p><i>Suggested:</i> Professional Books for further study: <i>Genre Study</i> by Fountas & Pinnell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy</i> by Fountas & Pinnell</p>

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<p>community setting?</p> <ul style="list-style-type: none"> What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features? 	<p>conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle– Formative assessment when used to inform instruction; Summative assessment when used for evaluating</p>	<p>9. Commit to a realistic reading goal to continue their reading life.</p> <p>10. Use information gathered during reflection process to create a visual of their learning.</p> <p>Writing</p> <ol style="list-style-type: none"> Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year. Reflect on their growth as writers to identify their personal successes and struggles. Reflect on past writing to better understand the progress they have made in writing. Collaboratively reflect on class writing activities and units of study to remember their writing journey. Understand how word attack skills and conventions helped them work through challenging moments while writing. Revisit their writing habits to note changes. Understand how writers think about their writing lives and make writing plans for the future (e.g., summer, into next year). Commit to a realistic writing goal to continue their writing life. Use information gathered during reflection process to create a reflective piece. 	<p>9. Add goal to the interview sheet.</p> <p>10. Create a collage that incorporates a written reflection with future plans and present to a partner(s).</p> <p>Writing</p> <ol style="list-style-type: none"> Work with a partner and discuss their favorite published piece; focusing on why using “because” to support their thinking. Identify a time during the year when writing felt like a struggle and a time when they felt like a strong writer; share reflections with a partner. Reread old pieces and think about what they can now do as writers, as compared with the beginning of the year; discuss their findings with a partner. Share with a partner their favorite writing activity and unit of study and why it was meaningful. Co- create a class list of skills and conventions used to power through writing. Co-create a list of interview questions to help students further develop their writing identity. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Add writing goal to the interview sheet. Create a piece that incorporates a written reflection with future plans and present to a partner(s). 	<ul style="list-style-type: none"> Alternate output and input options, e.g., audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g., organization of work materials and time management, etc. 	

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	<p>what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/ culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>Speaking and Listening</p> <ol style="list-style-type: none"> 1. Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year. 2. Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the year. 3. Identify their personal successes and struggles within group work to reflect on their growth as a group member. 4. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year). 5. Use information gathered during reflection process to create a reflection paragraph. 	<p>Speaking and Listening</p> <ol style="list-style-type: none"> 1. Think about the different protocols that they have engaged in over the year. Discuss with a partner how and why the protocols helped. 2. Discuss with a partner. 3. Revisit looks like, sounds like, feels like chart to guide critical friends circle. 4. Remember a time when you felt success and a time when you felt struggle within a group, discuss with a friend. 5. Use reflection data gathered to write a reflection/goal paragraph. 		