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| 1 | Unit Title: What Makes a Good Story: Introduction to Reader and Writer’s workshops Unit Duration: 6-8 weeks Unit #: 1 |
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Text Types:
Extended text: *Dear Mr. Henshaw* by Beverly Cleary

Shorter texts: Excerpts from *A Writer’s Notebook* by Ralph Fletcher, “The Secret of Writing” from *How Writer’s Work* by Ralph Fletcher, Read Aloud books in a variety of genre for “First 20 Days” lessons.

Major Writing Goals:
Narrative Writing: Personal Narrative

- Writing stamina-student will be able to write for an entire class period
- Writing initiative-students will learn strategies for how to get started
- Author’s Craft-students will be able to identify ways that authors craft their writing to create a unique story.
- Understand purpose and routine of a writer’s workshop

Other Important Tasks:
Summer reading book projects
Introducing reading and writing workshop

Curriculum Embedded Performance Assessment: TBD

| Essential Questions | Enduring Understandings |
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| <ul style="list-style-type: none"> • How does writing help us negotiate our path in the world? • In what ways do word choice shape the tone of a piece? • How does the structure of literature contribute to the theme of a story? • Why does good writing touch us deeply? • What are the features of different genres? • What are the responsibilities of a reader when reading? | <ul style="list-style-type: none"> • Writing allows us to workout challenges in our lives in a safe way that can then be used to improve our lives. • A writer creates tone by using specific words to create ambiance and show emotion. • Authors craft their writing in a particular way to emphasize or enhance their message. • Writing honestly and from the heart results in writing that engages the reader. • Fiction, non-fiction and poetry have specific features that help the reader navigate that genre. • Readers must interact with the text when reading. |

| Students Will Know: | Students Will Be Able to: |
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| <ul style="list-style-type: none"> • Good storytellers: | <ul style="list-style-type: none"> • Identify how word choices affect the tone of a story |

- Are keen observers of the outer and inner worlds
- Write honestly and from the heart
- Use five senses in their writing
- **Show** characters emotions and actions not just tell them
- Write daily even when it is not a good writing day just to exercise their writing brain.
- The differences between fiction, non-fiction and poetry.
- How to respond to their reading in an appropriate way.

- Understand how the backstory of a character informs his/her motivation, which creates a unique voice, and influences how event occur and are described in the text.
- Analyze the structure of the text and how letter writing as a form still holds the fictional narrative structure.
- Discriminate between texts of different genres
- Explain the major features of each genre
- Respond to literature with text-based comments

Common Core State Standards Addressed

Reading

RL5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL5.2: 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.

RL5.3: Compare and contrast two or more characters, settings or events in a story or drama drawing on specific details in the text (e.g., how characters interact)

RL5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

RL5.6: Describe how a narrator's or speaker's point of view influences how events are described.

RL5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI5.2: Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.

Writing

W5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

W5.5: With guidance and support from peers ad adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

W5.10: 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:

SL5.1: 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.
- SL5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL5.4:** 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:**
- L5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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| <p>Possible resources, suggested texts, and model units:</p> <ul style="list-style-type: none"> • <i>Dear Mr. Henshaw</i> by Beverly Cleary • <i>A Writer's Notebook</i> by Ralph Fletcher • "The Secret of Writing" from <i>How Writer's Work</i> by Ralph Fletcher • Lesson's for the Writer's Workshop by Joanne Portalupi and Ralph Fletcher <ul style="list-style-type: none"> ○ Lesson N1" What is a Writer's Notebook Anyway?" ○ Lesson N-5, N-6, N-7, N-8, N-14 • <i>Guiding Reader's and Writers, grades 3-6</i> by Fountas & Pinnell • <i>New York Times</i> online: Writer's on Writing • Excerpt from FAQ's on Barbara Kingsolver's website, "Do You Have Any Advice for Beginning Writers?" | <ul style="list-style-type: none"> • Read Aloud books: <ul style="list-style-type: none"> ○ Thank you, Mr. Falker ○ The Man Who Walked Between the Towers ○ The Treasure ○ Koala Lou ○ The Other Side ○ Weslandia ○ Owl Moon • Reading Response Notebooks • Reading Logs • The Streetsweeper (Daybook) • 2008 MCAS Open Response question on Hypothermia • Universal Declaration of Human Rights |
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| <p>2</p> | <p>Unit Title: Opinions Matter Unit Duration: 10-12 weeks Unit #: 2</p> |
| <p>Text Types: Extended text: <i>Should There be Zoos?</i> (900L), by Tony Stead or <i>Should we have Pets?</i> (780L) by Sylvia Lollis, (on many 5th grade Opinion reading lists) Individual texts on topic of persuasive essay</p> <p>Shorter texts: Universal Declaration of Human Rights, Declaration of Independence, Free the Children! Country information packet, Scholastic News "Debate" section.</p> | |

Major Writing Goals:

Opinion Writing: Identification and application of techniques of opinion writing, Formal Letter writing

Other Important Tasks:

Introduction to research techniques, evaluating sources and determining bias

Curriculum Embedded Performance Assessment: Letter to school or newspaper identifying a position on a current controversy or letter to teacher re: Free the Children. Letter must include: an introduction which utilizes a powerful persuasive lead, states a claim that is maintained throughout, present at least 3 arguments for the claim, and support them with evidence, facts, and cited sources, and finish with a conclusion that uses a “Now or Never statement” and “call to action.”

| Essential Questions | Enduring Understandings |
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| <ul style="list-style-type: none"> • How do writer tailor their writing for a specific purpose and audience? • How can organization influence meaning and clarity in a piece of writing? • What are the most effective techniques a writer can use to persuade readers? | <ul style="list-style-type: none"> • Persuasive writing in structured to persuade rather than inform. • Authors structure their writing to accomplish a specific purpose. • The key to quality writing is to know audience and purpose • The most effective opinion writing states a claim that is supported by details, facts, and cites evidence to persuade the reader. • The art of persuasion is used in all areas of life. |
| Students Will Know | Students Will Be Able to: |
| <ul style="list-style-type: none"> • The difference between expository, narrative and persuasive writing. • Strong arguments are carefully crafted to persuade and convince • The elements found in persuasive writing include the claim, the arguments, and the evidence/backing for those arguments. | <ul style="list-style-type: none"> • Identify the main characteristics of the persuasive and information writing genres. • Identify a topic for a persuasive essay • State a claim for a given topic in writing. • State at least 3 reasons for a claim in writing. • Support the reasons with examples, evidence, and/or elaboration. • Identify and analyze the effectiveness of other arguments including letters, speeches and petitions. |

Common Core State Standards Addressed**Reading**

RL5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize a text.

RI5.3: Explain the relationship 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.

RI5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject areas.

RI5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

RI5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

RI5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

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

- a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support a writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details
- c. Link opinion and reason using words, phrases, and clauses.
- d. Provide a concluding statement or section related to the opinion presented.

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

W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W5.10 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:

SL5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL5.4: 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:

L5.6: 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)

Possible resources, suggested texts, and model units:

Universal Declaration of Human Rights

Declaration of Independence

"We are the children" newsmagazine article from 60 minutes.

Free The Children! Country information packet

Scholastic News and StoryWorks magazine articles

Empowering Writers: Persuasion unit

- The Elephant from *Persuasive Writing*, Empowering Writers, LLC
- Save the Elephant! from *Persuasive Writing*, Empowering Writers, LLC
- Keep the Beaches Private from *Persuasive Writing*, Empowering Writers, LLC
- Laurel Heights Beaches: Public or Private? from *Persuasive Writing*, Empowering Writers, LLC
- Sarah's Letter from *Persuasive Writing*, Empowering Writers, LLC
- Music is a Must! *Persuasive Writing*, Empowering Writers, LLC

I Want My Own Room

SAMPLE

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| 3 | Unit Title: A Character's Journey Unit Duration: 10-12 weeks Unit #: 3 |
| Text Types: Extended text: A novel that includes two strong characters who undergo change and who can be compared and analyzed. Recommended: <i>Esperanza Rising</i> by Pam Munoz Ryan or <i>The Secret Garden</i> by Frances Hodgson Burnett Shorter texts: Daybook selections, Universal Declaration of Human Rights, excerpts from various books to help demonstrate how authors develop characters. Major Writing Goals: Narrative Writing: Character Sketch that applies knowledge of how characters change in response to challenges. Curriculum Embedded Performance Assessment: TBD | |
| Essential Questions | Enduring Understandings |
| <ul style="list-style-type: none">• How do writer tailor their writing for a specific purpose and audience?• How can organization influence meaning and clarity in a piece of writing? | <ul style="list-style-type: none">• Persuasive writing in structured to persuade rather than inform.• Authors structure their writing to accomplish a specific purpose. |

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| <ul style="list-style-type: none"> • What are the most effective techniques a writer can use to persuade readers? • | <ul style="list-style-type: none"> • The key to quality writing is to know audience and purpose • The most effective opinion writing states a claim that is supported by details, facts, and cites evidence to persuade the reader. • The art of persuasion is used in all areas of life. |
| Students Should Know: | Students Should be Able To |
| <ul style="list-style-type: none"> • Complex characters are motivated by internal and external forces and possess multiple traits that define them. • Authors tell about characters through what the characters say, think, do, etc. • Rich characters respond and change to challenges they face. • The interactions between and among characters move the plot forward. | <ul style="list-style-type: none"> • Identify character traits • Create their own character using knowledge of the author’s craft • Explain how a character changes over time • Compare and contrast two or more characters and how they interact |
| Common Core State Standards Addressed | |
| <p>Reading</p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth or poem)</p> <p>RLMA5.8A: Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.</p> <p>RL5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>Writing</p> <p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W5.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature <p>Speaking and Listening:</p> <p>SL5.3 Summarize a written text read aloud or information presented in diverse media and formats, including visually , quantitatively and orally.</p> <p>SL5.5 Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development o f main ideas or themes.</p> | |
| <p>Possible resources, suggested texts, and model units:</p> <p>EngageNY unit on <i>Esperanza Rising</i></p> | |

Audio version of *Esperanza Rising*

www.unicef.org/crc/indez_30160.html

www.un.org/cyberschoolbus/humanrights/resources.asp

Children of the Dust Bowl: The True Story of the school at Weedpatch Camp by Jerry Stanly (L1120)

The Great Depression: A History Just for Kids by KidCaps

Children of the Great Depression by Russell Freedman

Purely Rosie Pearl by Patricia Cochrane

The Great Depression: A Migrant Mother's Story Dorothy Alexander Sugarman

Daybooks

Scholastic News and Storyworks

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| 4 | Unit Title: Questioning History Unit Duration: 6-8 weeks Unit #: 4 |
| Text Types: Extended text: student selected informational text on individual topic, as well as the <i>Magic Tree House Research Guide: American Revolution</i> Shorter texts: a variety of print and digital sources about American History, including primary and secondary sources. Major Writing Goals: Research report, presentations Other Important Tasks: Teaching informational text features, bias, reliable and valid sources, note-taking, asking the right questions. Curriculum Embedded Performance Assessment: Research project-TBD | |
| Essential Questions | Enduring Understandings |
| <ul style="list-style-type: none">• How do we craft questions that deepen our understanding of a specific topic?• How do we know a source is credible?• How do we organize our information to create a cohesive writing piece?• How do patterns of cause/effect manifest themselves in the chronology of history? | <ul style="list-style-type: none">• All research begins with a question.• Not all sources are relevant, reliable and able to be verified.• A credible source is one that has information that can be verified in more than one place and comes from a reliable source.• A cohesive writing piece has a logical progression of ideas from beginning to end and utilizes an effective introduction and conclusion for the audience and purpose.• Events are actions and reactions that create change, which parallels how stories are told and written. |
| Students Will Know: | Students Will Be Able to: |

- How to develop questions that involve thoughtful inquiry
- Information must be verified through multiple sources to be considered credible.
- How to organize information into notes
- How to use the notes to structure a non-fiction writing piece.
- How non-fiction writing is organized with a specific structure such as cause/effect, problem/solution, or logical-sequential (chronological order).
- All events in history do not happen independently or in isolation, but as a result of actions/reactions.

- Develop a question to guide a research project
- Verify sources for reliability
- Read a source and pull out information relevant to their guiding question.
- Students will put information into their own words
- Students will use their notes to determine the best organizational structure for their purpose.
- Connect a key event in the founding of our country to a cause and/or an outcome.

Common Core State Standards Addressed

Reading

- RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI 5.3 Explain the relationships or interactions between two or more individuals, events ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject areas.
- RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing

- W 5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- W 5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W 5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W 5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W 5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W 5.2e Provide a concluding statement or section related to the information or explanation provided.
- W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W 5.6 With some guidance and support from adults, use technology, including the Internet to produce, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W 5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required materials; 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.

SL5. 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL5.3 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.

SL5.4 Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language:

L5.2d Use underlining, quotation marks, or italics to indicate titles of works.

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

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

Possible resources, suggested texts, and model units:

Lucy Calkins Units of Study: *The Lens of History*

National Geographic Picture Pack

Liberty's Kids TV program

Magic Tree House Research Guide: American Revolution

Katie's Trunk

Redcoats and Petticoats

Focus on U.S. History: The Era of Revolution and Nation Forming

- *Voices of Dissent, Voices of Consent*
- *Loyalist or Patriot?*
- *One Event, Two Pairs of Eyes*

Liberty! (select pages)

Causes of the American Revolution: Focus on Boston

Primary Sources: American Revolution

Voices from America's Past: Colonial Life

People Who Changed America: Fight for Freedom

British Loyalists in the Revolutionary Era

Patriotic Tales of the American Revolution