

Grade 5 Writing Scope and Sequence

	Writing Workshop	Words Study	Grammar Skill Work
September - October (30 Instructional Days)	<p><u>Narrative Craft (Book 1)</u> In fifth grade, students need to elaborate more. Narrative writers use detail and description, grounding their writing in a wealth of specificity, and reread to check for elaboration. By fifth grade, writers are expected to use a variety of narrative techniques to develop their stories and characters, while managing the story and the pacing of events.</p>	Post-Assessments of Units 1-16 Review skills in need Linguistics (Linguistics Guide for intermediate students) Units 17-19	Editing Checklist & Using Commas
October - December (30 Instructional Days)	<p><u>Journalism (Curricular Calendar)</u> This unit allows students the opportunity to learn about the craft of responsible, ethical journalism. Students blend much of what they know from writing other genres - weave in bits of powerful narrative, draw on information writing skills to explain ideas and events, and even make arguments. First, students focus on concise, focused news reports that tell who, what, where and when with a sense of drama. Finally, they delve into writing investigative feature articles.</p>	Linguistics (Linguistics Guide for intermediate students) Units 20-22	Using commas to add information in sentences with parentheses, dashes, and commas
January - February (30 Instructional Days)	<p><u>Literary Essay: Opening Texts and Seeing More</u> This unit aims to make reading a more intense, analytical experience for young people, equipping them with tools they need to write expository essays that advance an idea about a piece of literature. This unit relies on students' prior experiences with writing personal and persuasive essays. While students will have learned to write with evidence, they did not learn about citing texts.</p>	Linguistics (Linguistics Guide for intermediate students) Units 23-26	Using metaphors to convey ideas
February/April (30 Instructional Days)	<p><u>The Research-Based Argument Essay</u> In this unit, you'll teach children the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide</p>	Affix Guide Lessons 1-3	Using footnotes to add information

	logically ordered reasons in its defense and also dismember possible counterclaims. *3 Week Test Prep Unit*		
May - June <i>(30 Instructional Days)</i>	Fantasy Writing (Curricular Calendar) This unit is an engaging narrative unit that cycles back to the personal narrative work students did at the beginning of the year and lifts the level of it. It also aligns closely with the Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i> reading unit. In this unit, students will plan, develop, and draft two fantasy stories.	Linguistics Post-assessment Reinforce Areas in need based on post-assessment results	Varying punctuation for mood & tone
Optional Additional Units	The Lens of History (Research Reports) An informational writer's purpose is to help readers become informed on a topic that feels very important to the reader. It is the kind of writing that kids will encounter in much of their nonfiction reading. It's also the kind of writing for which it is easy to find lots of accessible mentor texts for kids. Students learn that writing with focus is as important in information writing as it is in narrative writing.		Colons and dividing long sentences

Writing Workshop	Grade: 5
<p>Unit 1: Narrative Craft (Book 1)</p> <p>Unit Description:</p> <p>In this first unit of study, you will strive toward independence and toward dramatic growth in the level of your students’ writing, leading them (and you) to leave this one unit expecting that their writing will continue to improve in obvious, dramatic ways as each new unit unfolds. You’ll need to organize a writing workshop within which students work with great investment toward clear goals and within clear structures. Strong samples of mentor texts will play an integral role. Throughout the unit, it will be important to illuminate for students what it is they are trying to accomplish. Students need to understand they are writing narratives, stories, and need to draw on all they know to craft these stories. What does it mean to write a great story? What is a great story? In this unit, you help students crystallize their images of strong narratives, self-assess using student-facing rubrics, and set goals that accelerate their achievement.</p> <p>In fifth grade, students need to elaborate more. Narrative writers use detail and description, grounding their writing in a wealth of specificity, and reread to check for elaboration. By fifth grade, writers are expected to use a variety of narrative techniques to develop their stories and characters, while managing the story and the pacing of events. Fifth graders bring their interpretation skills to bear on their emerging drafts, rereading and making sure that they are highlighting the central ideas that they want readers to draw from their texts.</p> <p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● Organize a writing workshop within which students work toward clear goals and within clear structures. ● Students need to draw on all they know to write effective stories. ● Students will crystallize their images of strong narratives. ● Students will self-assess using rubrics. ● Students will set goals that accelerate their achievement. ● Students will write stories of personal significance. 	
NJ Student Learning Standards	
<p>Writing Standards</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Reading Standards</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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

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

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

Speaking and Listening Standards

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

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

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

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

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

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

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

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

Language Standards

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

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

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

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

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

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

NJSLS from other subject(s)

Career Ready Practices

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Careers (Description of a career that relates to this unit)

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings/Goals</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What does it mean to write a great story? ● What is a great story? ● What is my story really about? 	<p>Students will understand that . . .</p> <ul style="list-style-type: none"> ● Narrative writers use detail and description. ● Narrative writers carry with them and draw on a repertoire of strategies. ● Writers are decision makers. ● In effective narrative writing, the story is dramatized, instead of summarized.

	<ul style="list-style-type: none"> • Craft and revision are driven by an effort to communicate meaning. • The same story can be told differently, depending on the theme the writer wants to bring out. • Writers analyze mentor texts and emulate the craft moves of a published author.
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Writing about reading • Writers' notebooks • Teacher-created performance assessment • Student reflections • Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Pre/Post-On-Demand Assessment <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <ul style="list-style-type: none"> 3-Uncovering Internal Details by Reenacting the Story 4-Using Details that are True to the Event 5-Setting Goals for Your Writers <p>Bend II</p> <ul style="list-style-type: none"> 8-Developing Elements of the Story 9-Supporting Elaboration 10-Patching Together the Truth to Tell a Story 11-Supporting Revision 12-Starting with Turning POints <p>Bend III</p> <ul style="list-style-type: none"> 15-Using Leveled Writing for Next Steps 16-Supporting Effective Use of Figurative Language <p>English Language Learners:</p>

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	<ul style="list-style-type: none"> • Unit 1: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Narrative Craft Unit of Study Text by Lucy Calkins • 2018-19 Teachers College Calendar, Fifth Grade narrative Craft Unit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Seravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Any appropriate grade 5 novel as a read-aloud model to set up the routines • <i>When I Was Your Age: Original Stories About Growing Up, Vol. 1</i> by Amy Ehrlich, ed. (Level U) • <i>Who Settled the West? (Life in the Old West series)</i> by Bobbie Kalman (Level U) • <i>Eleven and Papa Who Wakes Up Tired in the Dark</i> by Sandra Cisneros (Level T) • <i>Home of the Brave</i> by Katherine Applegate (Level X) • <i>Fly Away Home</i> by Eve Bunting (Level P) • <i>Wringer</i> by Jerry Spinell (Level U) • <i>Stone Angel</i> by Jane Yolen (Level P) • <i>Cinderella</i> (Little Golden Book) by Jane Werner (Level M)

<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Jobansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferencing with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>Voices in the Park</i> by Anthony Browne (Level M) • <i>Four Feet, Two Sandals</i> by Karen Lynn Williams and Khadra Mohammed (Level S) • <i>Tia Isa Wants a Car</i> by Meg Medina (Level O) • Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>All About Sam Series</i> by Louis Lowry (Level Q) • <i>Charlie Bumpers Vs. His Big Blobby Mouth</i> by Charlie Bumpers (Level O) • <i>Click</i> by Mille Kayla (Level P) • <i>Digging Deep Series</i> by Jake Maddox (Level P) • <i>Power Forward Series</i> by Hena Khan (Level Q) • <i>Switcharound</i> by Louis Lowry (Level P) • <i>Eliza Bling Series</i> by Carmella Van Vleet (Level R) • <i>When We Were Alone</i> by David Alexander Robertson (Level O) • <i>The Legendary Miss Lena Horne</i> by Carole Boston Weatherford (Level Q) • <i>My Name Is Sangoel</i> by Karen Williams • <i>Jacob's New Dress</i> by Sarah and Ian Hofman (Level P) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<p>Integration of Technology through NJSL</p> <ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p>

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<p>(Session 3: Letting Other Authors' Words Awaken Our Own)</p> <p>(Session 4: Telling the Story from Inside It)</p> <p>(Session 5: Taking Stock and Setting Goals)</p>	<ul style="list-style-type: none"> ● (pg. 16) Today, I want to remind you that writers of stories -- and this is writers of true stories as well as fictional ones -- climb inside the story, walking in the shoes of the character, experiencing the story as it unfolds and putting that onto the page so readers can experience it too. <i>(Demonstrate: working with an entry you chose when thinking of stories that take place in an important place in your life. Ask, "How did it start?" and then let the story unroll from there.)</i> <ol style="list-style-type: none"> 1. To tell a story, writers must first ask, "How did it start?" then remembering and seeing the precise details of that moment. 2. Writers put themselves back into their story and relive the details of that moment so they could story-tell it. 3. After telling it- jot the details! ● (pg 25) Today I want to teach you that writers <i>read</i> great stories in order to <i>write</i> great stories. An author's stories and ideas will often spark the reader's stories and ideas. <i>(Model reading a text and how the read aloud spurred you to generate a corresponding entry.)</i> <ol style="list-style-type: none"> 1. Reading the work of another writer 2. Think of how the character's the place or the action they did reminded you of a time when... 3. Write about your own memories of "one time when . . ." ● (pg. 35) Today I want to teach you that when you write personal narratives, it is important to put yourself inside the skin of the main character (the character is the writer, of course, just you in a different time and place), and then tell the story through that person's eyes, exactly the way he or she experienced it. <ol style="list-style-type: none"> 1. Reread something you wrote 2. Think back to where you were, go back in time and write from your own perspective including words like I heard her say- and what the other person said so you understood it! (See ex. Pg. 36) ● (pg. 43) Today I want to remind you that it helps to pause sometimes and to look back on your progress as writers, asking, "Am I getting better?" and also asking, "What should I work on next? What will help me keep getting better in big and important ways?" <i>(Use Narrative Writing Checklist- focus on elaboration and craft. Use "Goosebumps")</i> <ol style="list-style-type: none"> 1. Find 1 goal on the checklist 2. Read through your writing and tally all the times you did that goal 3. Repeat one goal at a time until you find one you could add more to in your story! 4. Set your goal and revise, revise revise!
<p>Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising, and Editing <i>(Session 6: Flash-Drafting: Putting Our Stories on</i></p>	<ul style="list-style-type: none"> ● (pg. 57) What I want to remind you of is, that writers fill themselves up with the true thing that happened, recall how they've decided to start the story (the where and the how), and then, keeping their minds fixed on the mental movie of what happened, let their pens fly down the page. Writers write fast and furious, pages and pages, finishing (or almost finishing) a whole draft in a day."

<p><i>the Page)</i></p> <p><i>(Session 7: What’s this Story Really About?: Redrafting to Bring Out Meaning)</i></p> <p><i>(Session 8: Bringing Forth the Story Arc)</i></p> <p><i>(Session 9: Elaborating on Important Parts)</i></p>	<p>*Each one of us will write pages and pages, almost as if we are reliving that time, putting the truth of the experience down on the page.*</p> <ol style="list-style-type: none"> 1. Remember the moment 2. Close your eyes and fill in the details 3. Write as fast as you can and repeat <ol style="list-style-type: none"> 1. This is how you make drafting magical: <ol style="list-style-type: none"> a. Be silent. b. Listen for the part of your story that makes a sound in your heart. c. Replay that part again, like a movie in your mind. d. Listen and watch, trying to remember what you can’t quite recall. e. Re-create something that feels right. <ul style="list-style-type: none"> ● (pg. 66) Today I want to teach you that when professional writers revise, they don’t just insert doodads into their drafts. After drafting, the pros pause and think, “How else could I have written that whole story?” Then they rewrite -- often from top to bottom. Usually as writers rewrite, they are working with the question, “What’s this story <i>really</i> about?” <i>(Show children how you plan for this new draft by thinking and talking across the pages of a planning booklet.)</i> <ol style="list-style-type: none"> 1. Strengthen your draft by popping out what we really want to show and asking, “What’s this story really about?” 2. Retell your story in a way that brings out a specific meaning by: <ol style="list-style-type: none"> a. Starting the story earlier or later. b. Telling the story out of order. 3. Draft another entry! ● (pg. 76) Today I want to remind you that when you write personal narratives, you are writing . . . stories. And you already know that stories have a “way they usually go.” One of the most powerful ways to improve your personal narrative, then, is to look at it as a story, and to think about whether you have brought everything you know about how stories usually go to bear on your draft. <i>(Diagram the essential elements in a story (story arc) using “Peter’s Chair” by Ezra Jack Keats.)</i> <ol style="list-style-type: none"> 1. Stories have a pattern, a way that they usually go, called a story arc. 2. Stories: <ol style="list-style-type: none"> a. Begin by introducing the main character who has hopes, wants, or motivations. b. Then there is a problem, maybe the main character gets into trouble or faces tensions because of their hopes, wants, or motivations. c. The problem gets worse, and d. Finally, the story ends in a resolution 3. Add the details from your story mountain to your draft!
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<p>(Session 16: <i>Catching the Action or Image that Produced the Emotion</i>)</p> <p>(Session 17: <i>Every Character Plays a Role</i>)</p> <p>(Session 18: <i>Editing: The Power of Commas</i>)</p> <p>(Session 19: <i>Mechanics</i>)</p> <p>(Session 20: <i>Transferring Learning: Applying Narrative Writing Skills across the Curriculum</i>)</p>	<p>3. Writers escalate -- build up --parts of their story. Be sure to not make the first part of the problem so bad that it can't get worse. Be sure to think across the parts, while drafting.</p> <ul style="list-style-type: none"> ● (pg. 152) Today I want to teach you that when writing a story, you aim to put the exact thing that you -- or the character -- did or saw before you thought something, felt something. As you write, you try to recall how it went. You ask, "What was the exact sequence of actions?" Then you put that sequence onto the page so the reader can go through those actions too, and have those reactions. <ol style="list-style-type: none"> 1. Read your writing with the lens of looking for the moment that evoked the most emotion, the most powerful response. 2. Aim to put the exact thing that I was seeing before I felt something, then put that image onto the page so the reader can experience it too, and have those same reactions. ● (pg. 160) So today I want to teach you that authors ensure that every character, main and secondary, plays a role in forwarding the larger meaning of a story. <ol style="list-style-type: none"> 1. Read a mentor text looking for a character to study. 2. Then, reread and ask yourself, "What role does this character play in the story's meaning?" 3. In your own writing, focus on a character and ask, "What role do I want this character to play in my story? How will this character help forward what I am most trying to show?" ● (pg. 168) Whenever you want to learn a punctuation mark's secret, when you are ready to add its power to your writing, what you have to do is study that mark. You have to scrutinize it, examine it, study it with both your eyes and your whole mind to figure out what it does. Today what I want to teach you is this: you can figure out any punctuation mark's secrets by studying it in great writing. <i>(Complete the chart shown on page 170)</i> <ol style="list-style-type: none"> 1. Today we will study the comma. What would writing be without it? What message does the mark send to readers about the words? Does the mark change the sound or speed or importance of the words? 2. To study a punctuation mark, you'll need to read aloud part of a text with the mark in them and think about it and talk about it. Reading sentences aloud helps you <i>hear</i> what the comma does. 3. Move the commas around and notice if the meaning of the words change. 4. See how placing commas in your own writing brings forth what your story is really about. ● (pg. 175) For the teacher: This is a lesson in which you correct any writing conventions errors you wish to address. Structure your lesson as follows: <ul style="list-style-type: none"> ○ Assess children's writing and goals as writers. ○ Choose the teaching method: inquiry or minilesson ○ Assemble the texts containing the grammatical structure or punctuation mark you will be studying. ○ Research examples to hypothesize about the particular effect on meaning the punctuation mark or grammatical structure has. ○ Take the newfound knowledge to writing and reading
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	<ul style="list-style-type: none"> (pg. 179) Celebration! Today we'll hear four stories together as a community. And then you'll disperse to our story corners. In those corners you'll read your pieces aloud.
Skills (Students will be able to...) including Grammar	
<ul style="list-style-type: none"> Use detail and description. Carry with them, and draw on, a repertoire of strategies. Make decisions as writers. Dramatize a story, instead of summarizing it. Craft and revise stories to communicate meaning. Tell a story in a different way depending on the theme. Analyze mentor texts and emulate the craft moves of a published author. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). 	

Writing Workshop	Grade: 5
<p>Unit 2: Journalism (Curricular Calendar)</p> <p>Unit Description:</p> <p>It has never been more critical for students to learn about responsible, ethical journalism. Then too, journalism is a form of writing that allows students to blend so much of what they know from writing other genres—weave in bits of powerful narrative, draw on their information writing skills to explain ideas and events, and even make arguments. There has never been a more important time for students to know the craft of journalism than now.</p> <p>This unit imagines that teachers will first teach their students to write quick news reports—with an emphasis on helping students write concise, focused news reports that tell the who, what, where, and when, with a sense of drama. A typical news report might feature headlines such as, <i>Spider Gets Loose from Science Lab</i> or <i>Tears During Dodgeball</i>. The unit cycles students quickly through generating ideas for news stories, drafting and revising those ideas on the run, and then moving through the process again. In this way, this unit is designed to help students sustain a high volume of writing and revising.</p> <p>In the second part of the unit, students launch into feature article writing. In the real world, journalists report on actual events in real time, and then they tend to follow up that brief writing by writing more investigative feature articles where they explore issues, events, and people in depth. Teachers help students follow that trajectory, helping them to see the connections between the event reporting they have just done and this new form of writing. In this part of the unit, teachers will also reinforce essential work on the foundations of information writing. This bend will follow a more typical writing process where students generate, draft, revise, etc., as opposed to the many quick drafts they write in Bend I.</p> <p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> Students will write a news story that includes the facts of an event: who, what, where, when, and how. Students will write a feature article that examines a news story from a particular angle. 	

NJ Student Learning Standards

Writing Standards

- W.4.1. 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 related ideas are grouped to support the writer’s purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - E. Provide a concluding statement or section related to the information or explanation presented
- W.4.4. 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6. 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 one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Standards

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.10 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.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing exibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to nd the pronunciation and determine or clarify the precise meaning of key words and phrases.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can I be a journalist that writes quickly, revises purposefully, and exposes thoughtful observations about events and information in my community? ● How can I write concise, focused news reports that give details about an event following the conventions of journalism writing, while cycling repeatedly through the writing process? (<i>Bend 1</i>) ● How can I write a feature article that teaches about a topic and engages my reader, while taking one piece through the writing process? (<i>Bend 2</i>) 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Journalists observe the world around them and turn an ordinary event into an extraordinary one. ● Journalists write concise, focused news reports that tell the who, what, where, and when, with a sense of drama. ● Investigative journalists choose an angle or a focus for their feature articles.
<p>Evidence of Learning (Assessments)</p>	<p>Accommodations and Modifications</p>

Formative Assessments:

- *Learning Progressions (Grades 2-8)*
- Writing about reading
- Writers' notebooks
- Teacher-created performance assessment
- Student reflections
- Conferences and small group

Summative Assessments:

- *Learning Progressions (Grades 2-8)*
- [Pre/Post-On-Demand Assessment](#)

Benchmark Assessments:

- *Nonsense Words*
- [Teachers College Running Records](#)
- [Letter Sound ID](#)
- [High Frequency Word Assessment](#)

Alternative Assessments:

- F & P Running Records
- Scholastic Running Records
- BeBop Books for running records
- G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies
- Reasoning
- Yopp-Singer test of Phoneme Segmentation
- Sentence-Writing Grade Placement Test
- Linguistics Phonemic Awareness Screener
- Linguistics Decoding Pre/Post Test
- Dyslexia Screener
- PRIM checklist
- *LLL; Test Preparation Lesson Framework F&P levels*

Special Education:

- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)
- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

Suggested Lessons for Differentiation with Small Groups:

Bend I

- 3-Providing Guided Practice
- 4-Moving Up and Down the Ladder of Abstraction
- 5-Developing a Seed Idea into a Thesis Statement
- 6-Anticipating Predictable Problems
- 7-Composing and Sorting Mini-Stories

Bend II

- 10-“Revising Evidence to Support the Reason and Claim” 11-“Ordering Reasons as Well as Evidence
- 13-“Writing Conclusions”
- 14-“Keeping Writers Focused on Their Goals as They Work”
- 15-Verb Tense
- 16-Crafting Reasons with Audience in Mind

Bend III

- 17-Inquiry into Persuasive Essay
- 18-“Providing Children with Both Support and Enrichment
- 19-Every Part Must Connect: Thinking Backward Between the Piece and the Introduction

English Language Learners:

- [Unit 1: ELA Curriculum for ELLs](#)

Grade 5 Scope and Sequence

	<ul style="list-style-type: none"> • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • If...Then...Unit of Study text, chapter on Journalism, by Lucy Calkins • 2018-19 Teachers College Curricular Calendar, Fourth Grade Journalism Unit (most up to date unit) • <i>Free to Write</i> by Roy Peter, chapter on Journalism • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Scravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources <p>Supplemental Professional Resources:</p>	<p>Core Instructional Resources:</p> <p>Any appropriate grade 5 novel as a read-aloud model to set up the routines</p> <p>Bend I: Short News Reports</p> <ul style="list-style-type: none"> • Session 1 <ul style="list-style-type: none"> ○ Bird chaotically and abruptly interrupts a teacher’s speech on Back to School Night https://www.youtube.com/watch?v=CrwqBVBISGs (Level S-V) • News Report 1 <ul style="list-style-type: none"> ○ World's last male northern white rhino dies https://www.cnn.com/2018/03/20/africa/last-male-white-rhino-dies-intl/index.html (Level S-V) • News Report 2

<ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> ○ The last male northern white rhino has died https://www.washingtonpost.com/lifestyle/kidspost/last-male-northern-white-rhino-has-died/2018/03/20/87b9a458-2607-11e8-bc72-077aa4dab9ef_story.html?utm_term=.91662c0bc706 (Level S-V) • News Report 1 <ul style="list-style-type: none"> ○ Target pulls 2 fidget spinners amid lead concerns http://www.foxnews.com/health/2017/11/12/target-pulls-2-fidget-spinners-amid-lead-concerns.html (Level S-V) • News Report 2 <ul style="list-style-type: none"> ○ Texas girl chokes on fidget spinner part ○ https://www.cnn.com/2017/05/17/health/texas-fidget-spinner-xray-trnd/index.html (Level S-V) • Advanced Fidget Spinner Swirls For Over Twelve Minutes! https://www.dogonews.com/2017/9/4/advanced-fidget-spinner-swirls-for-over-twelve-minutes (Level S-V) • <i>Short news clips from sites like www.cnn.com and www.abcnews.com could offer great examples for Bend I.</i> <p>Bend II: Feature Articles</p> <ul style="list-style-type: none"> • Down to the last three: Can science save northern white rhino from extinction? https://www.theguardian.com/environment/2016/may/14/northern-white-rhino-bid-to-save-extinction-threat (Level S-V) • Are fidget spinners tools or toys? (Level S-V) https://www.sciencenewsforstudents.org/article/are-fidget-spinners-tools-or-toys • <i>Longer more story-based reporting, such as 60 Minutes or On The Road, both by cbsnews.com, could offer great examples for Bend II.</i> • The Washington Post - KidsPost (Level S-V) • DOGO news (Level S-V) • Tween Tribune (Level S-V) • Newsela Elementary • The New York Times – The Learning Network (Level S-V) • Time for Kids (Level S-V) • Scholastic News (Level S-V) • Sports Illustrated for Kids (Level S-V) • Samples of student exemplars in writing news reports and feature articles
	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>21st-Century Spaceships Series</i> by Gloria Adams (Level R) • <i>Filming Stop-Motion Animation Series</i> Zoe Saldana (Level P) • <i>Hedy Lamarr and Classified Communication</i> by Virginia Lob-Hagan (Level Q) • <i>Making Slime Series</i> by Amy Quinn (Level O) • <i>Poop Medicine Series</i> by Laura Loria (Level O)

Grade 5 Scope and Sequence

	<ul style="list-style-type: none"> • <i>Serengeti Research Journal</i> Natalie Hyde (Level R) • <i>Surviving the Yellowstone Supervolcano Series</i> by Charlie Ogden (Level Q) • <i>Meet Danitra Brown</i> by Nikki Grimes (Level N) • <i>The Story of Tennis Champion Arthur Ashe</i> by Crystal Hubbard (Level P) • <i>Little Guides to Great Lives: Nelson Mandela</i> by Isabel Thomas (Level P) • <i>Someday Is Now</i> by Olugbemisola Rhuday-Perkovich (Level Q) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJLS
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month

<p>(Session 3)</p>	<ul style="list-style-type: none"> ● Today I want to teach you that when journalists plan and draft stories, they work to make their writing clear to their audience. They make sure they’ve clearly explained what happened, how and why it happened, and what might happen next. <ol style="list-style-type: none"> 1. Reread your news report. Ask, “Will this be clear to any one else? Would a stranger understand?” 2. Decide what is missing (think about the 5W’s and H), and revise to make the report clear. 3. Be extra specific so writing is clear to any audience.
<p>(Session 4)</p>	<ul style="list-style-type: none"> ● Today I want to teach you that journalists work to get to the point early on, since their readers’ attention spans are often short. They know that the most important information goes early on in an article. <p>*Refer to “Inverted Pyramid” anchor chart - <i>top</i>.</p> <ol style="list-style-type: none"> 1. The most newsworthy information becomes your lead in 1-2 sentences. Give the big information: <i>What happened? Who was involved? When did it occur? Where did it take place? Why did it happen?</i> <p><i>Example: On month and day, year, at time, person and what they saw or did.</i></p> <ol style="list-style-type: none"> 2. Grab the reader’s attention by providing clear, hard facts. 3. Write in an active voice.
<p>(Session 5)</p>	<ul style="list-style-type: none"> ● Today I want to teach you that journalists zoom in on the sequence in which something happened, pointing out exactly how it happened, as well as who was involved and how they feel about the situation. <p>*Refer to “Inverted Pyramid” anchor chart - <i>middle</i>.</p> <ol style="list-style-type: none"> 1. Include the accurate details. Provide a more detailed description of the event. 2. Narrate the H in sequence - <i>How did the event it happen?</i> 3. Include multiple perspectives from those involved about the event with quotations. <i>What did they see? How did they feel? How were they affected?</i>
<p>(Session 6)</p>	<ul style="list-style-type: none"> ● Today I want to teach you that journalists leave their audience thinking more about the news. <p>*Refer to “Inverted Pyramid” anchor chart - <i>bottom</i>.</p> <ol style="list-style-type: none"> 1. Check your ending, making sure all questions have been answered and covers all sides. 2. Make conjectures that detail the possible side effects that an event might have on others or what the follow-up course of action might be.

	Shows the author’s angle toward the topic	Steers clear of any angle toward the topic
(Session 10)	<ul style="list-style-type: none"> ● Today I want to teach you that when journalists take a special interest in some of the stories they cover, they spend more time with the topics, asking themselves, “What are the bigger topics related to this event? What are the issues that surround this newsworthy event?, What are possible feature articles about this newsworthy event? or even, “What do I think about this event?” <ol style="list-style-type: none"> 1. Reread past news articles to generate an idea for a news feature article. 2. Think, “What bigger issues or topics could be related to these events?” 3. Jot these ideas in your notebook. 	
(Session 11)	<ul style="list-style-type: none"> ● Today I want to teach you that journalists also generate ideas for news feature articles by looking for patterns across their news reports. <ol style="list-style-type: none"> 1. Reread past news articles to generate an idea for a feature article. 2. Think, “What patterns am I noticing in the topics across my news reports?” 3. Jot possible patterns and topics, and jot these ideas in your notebook. 	
(Session 12)	<ul style="list-style-type: none"> ● Today I want to teach you that journalists choose a powerful, important topic and determine how the topic will be angled in the feature article. <ol style="list-style-type: none"> 1. Choose an idea or topic that feels important and hits “close to home.” 2. Make sure there are sources available to research the topic more. 3. Decide on your <i>angle</i> (stance/purpose) - what life issue or concern (friendship, reveal an injustice, cruelty, bullying, highlight an act of kindness, uncover a truth, etc.) are you addressing? 	
(Session 13)	<ul style="list-style-type: none"> ● Today I want to teach you that journalists teach their readers by including factual information from a variety of sources. Journalists research by interviewing and asking questions, observing and studying, noticing and wondering. They make a plan, research and collect important information before drafting. <ol style="list-style-type: none"> 1. Choose an idea or topic that feels important and hits “close to home,” and the angle it will take. 2. Research and collect factual information from expert interviews, surveys, websites, texts, and observations. 	

- Use correct verb tense, and active and passive voice.

Writing Workshop	Grade: 5th
Unit 3: Literary Essay: Opening Text and Seeing More (New Book 2016)	
Unit Description:	
<p>This unit prepares students for the work of reading analytically and then writing to develop claims across a variety of texts, both narrative and non-narrative. Students will work on crafting structured literary essays and more confidently tackle any opinion writing scenario they're faced with. Across the unit, students will learn strategies to grow strong interpretations that are grounded in the text, craft strong claims, develop their supports across their essay, and draw upon varied techniques to do so.</p>	
NJ Student Learning Standards	
Writing Standards:	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9a Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W.5.9b Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
Reading Standards:	
<p>RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	
Speaking & Listening Standards:	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	

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

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

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

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

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

Language Standards:

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

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

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

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

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

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

NJSLS from other subject(s)

Career Ready Practices

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Careers (Description of a career that relates to this unit)

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How do people read differently when they intend to write about their reading? How do we grow powerful interpretations about texts? How do we craft a literary essay around a shared text? 	Students will understand that... <ul style="list-style-type: none"> Writers read interpretively Writers reread closely and carefully to identify evidence that best supports a claim Writers support a thesis with a variety of evidence Writers draft and revise their writing Writers transfer and apply their essay writing to respond to prompts and real-world situations
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Writing about reading Writers' notebooks Teacher-created performance assessment Student reflections Conferences and small group 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i>

<p>Summative Assessments:</p>	<ul style="list-style-type: none"> • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <ul style="list-style-type: none"> 3-Coaching to Develop Strong Claims 4-Tackling Predictable Problems with Mini-stories 5-Supporting Volume, Stamina, and Revision 6-Supporting Reading and writing to think interpretively <p>Bend II</p> <ul style="list-style-type: none"> 9-Strengthening Students' Use of Evidence 10-Strengthening evidence with an emphasis on craft 12-Supporting Editing <p>Bend III</p> <ul style="list-style-type: none"> 15-Experimenting with Different Plans to find the best fit 16-Apply learning to today's work 17-Transferring knowledge to new writing 18-Supporting self-assessment, goal-setting, and progress toward goals
<ul style="list-style-type: none"> • Learning Progressions (Grades 2-8) • Pre/Post-On-Demand Assessment 	
<p>Benchmark Assessments:</p>	
<ul style="list-style-type: none"> • Nonsense Words • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment 	
<p>Alternative Assessments:</p>	<p>English Language Learners:</p>
<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<ul style="list-style-type: none"> • Unit 2: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Opening text and seeing more Text by Lucy Calkins • 2018-19 Teachers College Calendar, Fifth Grade Opening text and Seeing MoreUnit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Serravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Any appropriate grade 5 novel as a read-aloud model to set up the routines • <i>Little Red Riding Hood</i> edited by Watty Piper (Online resources Session 4) • "Paynee Football Club" video (Online resources Session 3) • "Eleven" by Sandra Cisneros (Heinemann) trade book pack (Level T) • "Shells" from <i>Every Living Thing</i> by Cynthia Rylant (Simon & Schuster) trade book pack. (Level T) • <i>Every Living Thing</i> by Cynthia Rylant (Level S-U) • <i>Picture Books</i> by Eve Bunting (Level M-O) • "The Marble Champ" from <i>Baseball in April</i> by Gary DeSoto (Level U) • Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>All About Sam Series</i> by Louis Lowry (Level Q) • <i>Charlie Bumpers Vs. His Big Blobby Mouth</i> by Charlie Bumpers (Level O) • <i>Click</i> by Mille Kayla (Level P) • <i>Digging Deep Series</i> by Jake Maddox (Level P) • <i>Power Forward Series</i> by Hena Khan (Level Q) • <i>Switcharound</i> by Louis Lowry (Level P) • <i>Eliza Bling Series</i> by Carmella Van Vleet (Level R)

<ul style="list-style-type: none"> • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>Be a Friend</i> by Salina Yoon (Level J) • <i>The Quickest Kid in Clarksville</i> by Pat Zietlow Miller (Level M) • <i>Chopsticks</i> by Amy Krouse Rosenthal <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Integration of Technology through NJCLS</p>
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
<p style="text-align: center;">Integration of 21st Century Themes and Skills</p>	<p style="text-align: center;">Media Literacy Integration</p>
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p style="text-align: center;">Career Education</p>	<p style="text-align: center;">Global Perspective</p>
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan • Author Visit Kit • Authors Who Skype 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month,

<ul style="list-style-type: none"> ● Draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their thesis.
<ul style="list-style-type: none"> ● Transfer and apply their essay writing to respond to prompts and real-world situations.
<ul style="list-style-type: none"> ● Use grammar and convention rules to make their writing clearer and more effective.

Writing Workshop	Grade: 5
<p>Unit 4: The Research-Based Argument Essay</p> <p>Unit Description:</p> <p>A focus for this unit is that in this ever-changing world of immediate communication, readers and writers need to be more than passive receptacles and echoers of the line of the day. Writers still need to develop an original thought, frame it, lead it to revising and editing -the classic skills required to produce a research essay.</p> <p>In this unit, you'll teach children the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide logically ordered reasons in its defense and also dismember possible counterclaims. You will want to tap into reading workshop time for children to do the extensive reading and researching of topics that will provide the information for the argument essay.</p> <p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● Structure of a Research-Based essay ● Develop opinions that can be supported by research information 	
Common Core Standards	
<p>Writing Standards</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p style="padding-left: 20px;">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure</p> <p style="padding-left: 20px;">C. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">B. Apply <i>grade 5 Reading standards</i> 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]").</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p style="padding-left: 20px;">A. Introduce claim(s) and organize the reasons and evidence clearly</p> <p style="padding-left: 20px;">D. Establish and maintain a formal/academic style, approach, and form.</p> <p>Reading Standards</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">A. Read grade-level text with purpose and understanding.</p>	

<p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Speaking and Listening Standards</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Language Standards</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Maintain consistency in style and tone.</p>	
<p>Essential Questions</p> <p>What provocative questions will foster inquiry, understanding, and transfer of learning?</p>	<p>Enduring Understandings</p> <p>What will students understand about the big ideas?</p>
<ul style="list-style-type: none"> ● How can I write research based argument essays in which I take a position and get readers to care about it? ● How can I study different perspectives in a controversial issue, take a stand, and then write a compelling argument? ● How can I revise my argument to appeal to an audience? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● To develop a solid argument, argument writers need to research both sides of an issue. ● Argument writers need to postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed.

<ul style="list-style-type: none"> How can I draw on everything I have learned about argument writing in order to write a credible, persuasive essay? 	<ul style="list-style-type: none"> Argument writers evaluate their data, then decide which evidence they will use to bolster their claims. Argument writers entertain counterclaims, stating and debunking the other side. Argument writers attend to the perspectives of their audience, and present the evidence most compelling to that audience. Argument writers bring all their writing knowledge to accurately portray the data and make effective cases. Writers have choices about the format, presentation, and delivery of their writing, and those choices affect their message. 					
<p>Evidence of Learning (Assessments)</p>	<p>Accommodations and Modifications</p>					
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Grade 5 Scope and Sequence

<ul style="list-style-type: none"> • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>18. Taking stock and setting writing tasks. 19. Using what you know about writing to make it more powerful. 20. Evaluating the validity of your argument. 21. Paragraphing choices.</p>
	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Unit 3: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Research Based Argument by Lucy Calkins • 2018-19 Teachers College Calendar, Fifth Grade Unit 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Any appropriate grade 5 novel as a read-aloud model to set up the routines • <i>When I Was Your Age: Original Stories About Growing Up, Vol. 1</i> by Amy Ehrlich, ed. (Level S-U)

<ul style="list-style-type: none"> • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Serravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources 	<ul style="list-style-type: none"> • <i>Who Settled the West?</i> (<i>Life in the Old West</i> series) by Bobbie Kalman (Level S-U) • <i>Eleven and Papa Who Wakes Up Tired in the Dark</i> by Sandra Cisneros (Level T) • “Nutrition in Disguise” (Level T-U) • “Chocolate Milk: More Harmful Than Healthful” (Level T-U) • “Sugar Overload” (Level T-U) • “Flavored Milk: Tasty Nutrition.” (Level T-U) • Teacher-selected books for book talks and modeling good reader behaviors
<p>Supplemental Professional Resources:</p>	<p>Supplemental Resources:</p>
<ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Jobansen and Sonja Cherry-Paul • <i>How’s It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer’s Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>All About Sam Series</i> by Louis Lowry (Level Q) • <i>Charlie Bumpers Vs. His Big Blobby Mouth</i> by Charlie Bumpers (Level O) • <i>Click</i> by Mille Kayla (Level P) • <i>Digging Deep Series</i> by Jake Maddox (Level P) • <i>Power Forward Series</i> by Hena Khan (Level Q) • <i>Switcharound</i> by Louis Lowry (Level P) • <i>Eliza Bling Series</i> by Carmella Van Vleet (Level R) • <i>21st-Century Spaceships Series</i> by Gloria Adams (Level R) • <i>Filming Stop-Motion Animation Series</i> Zoe Saldana (Level P) • <i>Hedy Lamarr and Classified Communication</i> by Virginia Lob-Hagan (Level Q) • <i>Making Slime Series</i> by Amy Quinn (Level O) • <i>Poop Medicine Series</i> by Laura Loria (Level O) • <i>Serengeti Research Journal</i> Natalie Hyde (Level R) • <i>Surviving the Yellowstone Supervolcano Series</i> by Charlie Ogden (Level Q) • <i>Midnight Teacher: Lilly Ann Granderson and Her Secret School</i> by Janet Halfmann (Level Q) • <i>Dorothea Lange: The Photographer Who Found the Faces of the Depression</i> by Carole Boston Weatherford (Level M) • <i>Before She Was Harriet</i> by Lesa Cline-Ransome (Level N) • <i>Miss Mary Reporting: The True Story of Sportswriter Mary Garber</i> by Sue Macy (Level N) • <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> by Donna Jo Napoli (Level M)
	<p>Intervention Resources:</p>
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading

<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan • Author Visit Kit • Authors Who Skype 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
<p>Bend/Goals</p>	<p>Teaching Points</p>
<p>Bend I: Establishing and Supporting Positions <i>(Session 1: Investigating to Understand an Argument)</i></p>	<ul style="list-style-type: none"> • (pg. 5) Writers, today I want to teach you that when you are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead, evidence that allows you to think through the various sides of the argument. <ol style="list-style-type: none"> 1. To collect and organize information, you will each need to come up with a system for recording notes, collecting evidence for both sides of the argument. <i>(Teacher: show example of two-column note-taking system pg. 6)</i>

<p>(Session 2: Flash-Drafting Arguments)</p>	<ol style="list-style-type: none"> 2. We will read the title of the article which will give us a sense of the kind of evidence being offered up. 3. We can use Post-It notes to write evidence on and sort the details later. 4. We will read a bit of the article and jot bits of evidence, then put the Post-It in the <i>For</i> or <i>Against</i> column, wherever it belongs. 5. Make sure to collect information that the author presents - not your feeling, but evidence from the text. <ul style="list-style-type: none"> ● (pg. 17) Today, I want to remind you that when a writer writes essays - personal, literary, argument, or otherwise - the writer often organizes her opinion and reasons into a boxes-and-bullets structure. And writers of any genre, once they have a rough idea of structure, often try to get the whole piece of writing down on the page quickly, roughly, and then go back to revise. <ol style="list-style-type: none"> 1. Writers review the evidence they collect and decide where they stand on the issue. 2. Writers rehearse for writing by explaining their reasons for deciding one way or another to a partner who shares the same position. 3. Start by restating your claim, and then state your reasons using words and phrases to link your reasons to your claim. (Example: <i>Chocolate milk should (should not) be banned in school because (reason A), because (reason B), and most of all, (reason C).</i>) 4. Writers often take a short burst of time to draft, quickly, one beginning-to-end version of what they will write - just to see the whole shape of it. 5. Writers then go back and revise that flash-draft. 6. <i>Chart: How to Write an Argument (pg. 18)</i> <ol style="list-style-type: none"> a. <i>Collect evidence that allows you to think through various sides of an argument.</i> b. <i>Rehearse by explaining your position and listing your reasons point by point.</i> c. <i>Plan your claim and reasons into boxes-and-bullets structure.</i>
<p>(Session 3: Using Evidence to Build Arguments)</p>	<ul style="list-style-type: none"> ● (pg. 30) Today, I want to remind you that argument writers don't just say what they think personally. They give compelling evidence to prove their point. To do this, they pore over research materials, analyzing which evidence will really support their claim - perhaps the exact evidence that convinced them in the first place - and they often start by putting evidence into their letters in their own words. <ol style="list-style-type: none"> 1. So, writers, listen to this letter I will read you and listen for evidence that the author has used. Think of ways to get more text evidence - facts and information from research - into this letter to strengthen his argument. 2. Writers skim articles and be on the lookout for evidence that supports their claim. 3. Writers need to write this evidence down in their own words - paraphrase. 4. We need to figure out where the best place for the new evidence will be.
<p>(Session 4: Using Quotations to Bolster an Argument)</p>	<ul style="list-style-type: none"> ● (pg. 41) (Inquiry) The question you'll be exploring, then, is this: what makes a quotation powerful? <ol style="list-style-type: none"> 1. We will study this text to figure out how the author used quotations in powerful ways. 2. Turn and talk, writers. What makes certain quotations powerful? 3. Writers don't include every quotation, but choose ones that stand out, that are surprising or sort of a lesson.

(Session 5: Redrafting to Add More Evidence)

(Session 6: Balancing Evidence with Analysis)

- (pg. 50) **When you are not just writing a letter, but writing a letter in which you carry the cargo of evidence, you're doing ambitious, challenging work. It is not likely that your first draft will be your best effort. Chances are you'll want to reread that draft, decide what parts of it work and what parts don't work, and then plan and write another draft.**
 1. Right now, you're going to set up to begin new drafts.
 2. Make the new draft almost the same as the old draft, keeping the same reasons and same structure, but adding in your new evidence and your new thinking.
 3. Write your claim in at least four different ways.
 4. Argument writers state a claim that is bold and clear - they take a strong position.
 5. Think ahead to your evidence. In your mind, write the whole letter, to make sure you have the goods you need to support your claim.
 6. Writers plan the reasons that support their claim by laying their evidence before them and sorting it into reasons that support their claim.
 7. Think how you will order your reasons - save the best for last? Or will you go for shock value, putting the most surprising reason first?
 8. Remember, writers only use the strongest reasons. You will want to have a pile of rejected reasons showing that you have evaluated the importance of each of your reasons and selected only the strongest ones.
 9. Writers rehearse their writing orally, talking to their paper, before beginning to draft.
- (pg. 57) **Writers, today I want to teach you that a good argument is a bit like a layer cake - just the right balance of dense researched evidence layered between rich thinking. To achieve this balance, you add your own thinking and explanations.**
 1. Writers, picture that your evidence is the cake part, and your thinking is the frosting. You have to remember to *explain* the significance of your evidence in order to bind it together.
 2. One way that writers analyze their evidence and explain their thinking is by asking themselves some predictable questions.
 - a. Why did I include this evidence?
 - b. How does this evidence relate back to my claim?
 - c. What makes this particular quote or statistic so important?
 - d. How is this evidence changing my thinking?
 3. Another way writers extend their thinking is by using some thought prompts: (See chart on page 60 for entire list.)
 - a. Examples:
 - i. I see . . .
 - ii. In other words, . . .
 - iii. That is . . .
 - iv. The important thing about this is . . .

<p>(Session 7: Signed, Sealed, Delivered)</p>	<ul style="list-style-type: none"> ● (pg.66) Today I want to teach you that part of the effect of any writing, or any communication, comes from the form and format of its delivery. The way the message sits in the real world, its design, and the kind of space it takes up affect how it is received by the audience. <ol style="list-style-type: none"> 1. Writers, carefully consider who is going to read your writing, and then choose how your argument will be published, and how it will be delivered. 2. Knowing who will read your writing inform the choices you will make. You make different choices when your friend will read your writing, than when adults will be your audience. 3. Some choices you may have for sharing your message may be: an email, printing on fancy paper with a matching envelope, hand writing on notebook paper with a purple pen, or writing in a note card. 4. Writers will always consider how the format and style affect the tone of the text, and how the reader will perceive it. 5. Writers need to know how they <i>want</i> the reader to perceive their message. 6. Writers look at their writing in different formats and think about how the format and style affect the tone of the text and the way it will be perceived by its reader. Only then, will they prepare their argument writing in the medium and format of their choice.
<p>Bend II: Building Powerful Arguments (Session 8: Taking Arguments Up a Notch)</p> <p>(Session 9: Bringing a Critical Perspective to Writing)</p>	<ul style="list-style-type: none"> ● (pg. 75) Today, I want to teach you that writers think about how to best capture the information they need, and then they dive into research, taking notes in the way that best suits them and best sets them up to think a lot and to write a lot. <ol style="list-style-type: none"> 1. Writers recall systems they’ve used for keeping track of text evidence and developing thinking. <ul style="list-style-type: none"> ★ <i>Chart: Systems Argument Writer Use To Collect Research and Develop Thinking (pg. 76)</i> <ul style="list-style-type: none"> ○ <i>Make folders for different reasons and fill the folders with evidence.</i> ○ <i>Make booklets only writing on one side of the paper so they can be scissored apart.</i> ○ <i>Use our notebooks, with pages labeled in different ways, and Post-Its</i> ○ <i>Use note cards to record evidence (maybe use these with file folders).</i> ○ <i>Use note-taking apps on laptops or iPads.</i> 2. After thinking about the different systems, writers will choose one, or adapt one, to use as the best way to gather evidence and hold onto thinking. 3. Writers always keep the final goal in mind - presenting and defending their ideas and evidence to a very informed audience. ● (pg 86) Writers, today I want to teach you that to write well about information, you need to <i>know</i> it well. When you know information well - like when you know the Harry Potter series well - you realize that information you read recently fits with (or contradicts) information you read earlier. A big part of writing about information is seeing connections and contradictions between sources of information. The more clearly writers read their sources, the more equipped they are to see those links. <ol style="list-style-type: none"> 1. Writers, it is worthwhile to go back to texts you read a while ago and look at them with fresh eyes. It’s like writing between the lines, adding things you know from other texts, seeing more significance than we did the first time.

	<p>b. “At this point, I am taking the position that . . .because”</p> <p>c. “Now that we’ve finished reading, I am taking the position that . . .because”</p> <p>3. When debaters argue about texts they follow a series of steps:</p> <ol style="list-style-type: none"> <u>Analyze</u> text(s), gathering evidence and ideas so as to take a position. <u>Caucus</u> with those who share your position to plan what your claim, evidence, and reasons will be, referring to the text. <u>State your case</u> in front of your opponent. Explain your position with reasons and evidence. <u>Say back</u> your opponent’s best point. <u>Caucus</u> with those who share your position to plan a point-by-point rebuttal of your opponent’s position. <u>Rebut</u> each point from each opponent. <u>Conclude</u> by reminding listeners of your most compelling points and perhaps most compelling rebuttals or by developing a shared position. <p>4. Good debaters:</p> <ol style="list-style-type: none"> Strengthen the organization of their arguments. Consider counterarguments as they plan. Are strategic about presenting evidence. Connect evidence to the point using “<i>This shows that . . .</i>” or “<i>This means that . . .</i>” Rebut each of the opponent’s points systematically using <ol style="list-style-type: none"> “<i>So your point seems to be . . .but that doesn’t explain why . . .</i>” “<i>So you are claiming that . . .yet that overlooks . . .</i>” “<i>So you are saying . . .However, what about the fact that . . .</i>” <p>5. Debaters, come together with your opponent and become partners working together to create a position that each partner can agree with, and argue for with reasons and evidence that fits most of the story.</p>
<p>Bend III: Writing for Real-Life Purposes and Audiences <i>(Session 16: Taking Opportunities to Stand and Be Counted)</i></p> <p><i>(Session 17: Everyday Research)</i></p>	<ul style="list-style-type: none"> (pg. 156) Social activists fight to make change. They get involved with thing they know and care about, do their research, and then write or speak to affect the ways others see that same topic. To become social activists, you need to use all the skills you’ve learned up until today to argue for things that matter to you. <ol style="list-style-type: none"> Writers, what is it that you want someone in your life to think differently about or do something about? What would you like to change? Now that you have found your argument-writing voice, list things you’ve experienced or observed that you want to argue about and change. Argument writers jot boxes and bullets for one or two ideas. (pg. 166) Writers, today I want to teach you that writers turn the world upside down to collect the information they need to clarify their writing and strengthen their arguments. As writers discover and collect information from their environment, they are thoughtful and deliberate as they decide what to include and how to include it. <ol style="list-style-type: none"> Researchers often decide to write about topics from their own life, gathering information from friends, teachers, principals, family, and other community members.

[Grade 5 Scope and Sequence](#)

<p>(Session 22: Celebration: Taking Positions, Developing Stances)</p>	<ul style="list-style-type: none"> ● (pg. 195) Writers, today I want to teach you that nonfiction writers often use a paragraph to introduce a new part or a new idea or a new reason. Nonfiction writers also use paragraphs to help the reader with density - they think about how much information a reader can handle at one time. <ol style="list-style-type: none"> 1. Writers know that paragraphs in nonfiction writing are like signposts to the reader, saying “Pay attention! Something is changing!” 2. We know that something is changing when the writing moves from an introduction to a supporting reason, or when there’s a new idea or reason. ● (pg. 201) Celebration: <ul style="list-style-type: none"> ○ Set students in small groups to their arguments with each other, reading as if giving a speech. ○ Ask students to decide where they want their piece to live. ○ Invite students to flash-draft a persuasive essay, then the next day give them their first on-demand piece and ask them to compare, noting their growth as writers. ○ Gather students to watch a scene from the film <i>The Great Debaters</i> (2007) and jot notes, then discuss their ideas.
<p>Skills (Students will be able to...) including Grammar</p>	
<ul style="list-style-type: none"> ● Research both sides of an issue to develop a strong argument. 	
<ul style="list-style-type: none"> ● Postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed. 	
<ul style="list-style-type: none"> ● Evaluate their data, then decide which evidence they will use to bolster their claims. 	
<ul style="list-style-type: none"> ● Entertain counterclaims, stating and debunking the other side. 	
<ul style="list-style-type: none"> ● Attend to the perspectives of their audience, and present the evidence most compelling to that audience. 	
<ul style="list-style-type: none"> ● Bring all their writing knowledge to accurately portray the data and make effective cases. 	
<ul style="list-style-type: none"> ● Choose the format, presentation, and delivery of their writing, and know that those choices affect their message. 	
<ul style="list-style-type: none"> ● Use underlining, quotation marks, or italics to indicate titles of works. 	
<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
<ul style="list-style-type: none"> ● Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	

<p>Writing Workshop</p>	<p>Grade: 5th</p>
<p>Unit 6: Fantasy Writing (Curricular Calendar)</p>	
<p>Unit Description:</p>	
<p>This unit is an engaging narrative unit that cycles back to the personal narrative work students did at the beginning of the year and lifts the level of it. It also aligns closely with the Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i> reading unit. In this unit, students will plan, develop, and draft two fantasy stories. In Bend I, students collect ideas for a fantasy story, working in their notebooks to develop story ideas that have strong plot elements and rich significance. In Bend II, students choose a seed idea and take it through the writing process as they work to develop a draft of a fantasy story. The third bend takes students through the writing process again, this time with more independence. In the final bend, students will choose one piece to edit and publish.</p>	

NJ Student Learning Standards

Reading Standards:

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards:

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards:

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.
 - E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

NJSLS from other subject(s)

Career Ready Practices

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

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Careers (Description of a career that relates to this unit)

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do fiction writers write in various genres? • How is fantasy different from other genre writing? • How do writers utilize a variety of strategies to develop their stories and convey their experiences more precisely and effectively? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability. • Writers craft compelling fantasy short stories, revising with intention. • Fantasy writers study mentor texts to grow in their writing craft. • Writers use grammar and conventions to convey ideas precisely and powerfully. • Quality writing traits from the past units can help you write in various genres today. • Depending on genre, writers focus on characters, setting, or plot cues. • Various genres have specific terminology associated with that genre.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Writing about reading • Writers' notebooks • Teacher-created performance assessment • Student reflections • Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • TCRWP Reading Assessments <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <ul style="list-style-type: none"> 3-Uncovering Internal Details by Reenacting the Story 4-Using Details that are True to the Event 5-Setting Goals for Your Writers <p>Bend II</p> <ul style="list-style-type: none"> 8-Developing Elements of the Story 9-Supporting Elaboration 10-Patching Together the Truth to Tell a Story 11-Supporting Revision <p>Bend III</p> <ul style="list-style-type: none"> 14-Work towards goals 15-Using Leveled Writing for Next Steps 16-Supporting Effective Use of Figurative Language <p>English Language Learners:</p>

Grade 5 Scope and Sequence

	<ul style="list-style-type: none"> • Unit 4: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners} <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Fantasy Writing Unit Grade 5 by Lucy Calkins • 2018-19 Teachers College Calendar, Fantasy Unit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Seravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources <p>Supplemental Professional Resources:</p>	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Any appropriate grade 5 novel as a read-aloud model to set up the routines • <i>The Frog Prince Continued</i> by Jon Scieszka (Level N) • <i>The Dragon and The Unicorn</i> by Lynn Cherry (Level O) • <i>The Paperbag Princess</i> by Babette Cole (Level M) • <i>Merlin and the Dragons</i> by Jane Yolen (Level N) • <i>Stranger in the Mirror</i> by Allan Say (Level T) • <i>Raising Dragons</i> by Jerdine Nolan (Level S-T) • <i>Short stories from anthologies such as:</i> • <i>Fire and Wings</i> by Marianne Carus (Level T) • <i>But That's Another Story</i> edited by Sandy Asber (Level T)

<ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>A Glory of Unicorns</i> by Bruce Coville (Level U) • Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>The Tank and Fizz Series</i> by Liam O'Donnell (Level Q) • <i>Hopeless Heroes Series</i> by Stella Tarakson (Level Q) • <i>The Classroom Series</i> by Honest Lee and Gilbert Matthew (Level P) • <i>The Wild Robot Express</i> (Level R) • <i>Thuesday at the Castle</i> by Jessica Day George (Level S) • <i>The Hotel Strange Series</i> by Katherine Ferrier and Florian (Level O) • <i>The Girl Who Drank the Moon</i> by Kelly Barnhill (Level X) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (Level T) • <i>The Garden of Abdul Gasazi</i> by Chris van Allsburg (Level P) • <i>Tha Dancing Salmon: An Alaskan Folklore Tale of the Northern Lights</i> by Lone Alaskan Gypsy (Level R) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.

Integration of 21st Century Themes and Skills		Media Literacy Integration	
<ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Social Justice Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 		<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills 	
Career Education		Global Perspective	
<ul style="list-style-type: none"> New Jersey Educational Field Trip Connect With Rick Riordan Author Visit Kit Authors Who Skype 		<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16) 	
Bend/Goals		Teaching Points	
<p>Bend 1: Collect Ideas for Fantasy Fiction and Develop a Story with Depth, Significance, and Believability <i>(Session 1: Gathering Ideas from our lives)</i></p> <p><i>(Session 2: Collecting ideas by thinking about plots or quests)</i></p> <p><i>(Session 3: Collect ideas by thinking about characters from other kinds of fiction)</i></p>		<ul style="list-style-type: none"> (p. 82) Today I want to teach you that writers of fantasy get ideas for stories by studying their own lives. <ol style="list-style-type: none"> Writers, one way fantasy writers get ideas for story is by studying their own lives. We can try this by re-reading our writing notebooks. Think about issues that matter to you. Think about simple moments in our lives. Re-imagine these things as fantasy story ideas. (p. 83) Today I want to teach you that writers may begin collecting ideas for fantasy by thinking about possible plots or quests. <ol style="list-style-type: none"> Use a lot of what we know from writing realistic fiction. Create a story blurb that include some of what we know and are changed just a bit to reflect the nature of a story based on a quest: “Somebody had to...because...but...so...yay! Jot your story blurb in your notebook. (p. 83) Today I want to teach you that fantasy writers may also begin collecting ideas for stories by thinking about characters from other kinds of fiction. 	

<p><i>(Session 4: Developing story ideas by considering setting)</i></p>	<ol style="list-style-type: none"> 1. Think about all the strategies you know about characters from other kinds of fiction. <i>(For example: internal, external, motivations etc.)</i> 2. Since the main character in fantasy is a hero, it is often tempting to make the character perfect, but just like realistic fiction the best characters need to feel ‘real’ with flaws, weaknesses, and strengths. 3. Develop the character knowing that she or he will change by the end of the quest. <ul style="list-style-type: none"> ● (p. 84) Today I want to teach you that if you want to begin or end up in a magical place, you can imagine that setting as if it were our world and all that it entails, but different somehow. Fantasies have purposeful settings. <ol style="list-style-type: none"> 1. Think of a setting from our world and add fantasy to it, or else start entirely in a fantasy world. You can play a mind game of “what if?” to help your imagination get going. 2. Use these settings to imagine possible story ideas and even characters that might live there. 3. Jot down your story blurbs in your writer’s notebook.
<p>Bend II: Draft and Revise: Craft a Compelling Fantasy Fiction Story <i>(Session 5: Develop story elements)</i></p> <p><i>(Session 6: Developing setting)</i></p> <p><i>(Session 7: Creating a fantasy story plan)</i></p>	<ul style="list-style-type: none"> ● (p. 84) Today I want to teach you to take your seed idea and begin to develop other elements of the story. Writers pick a character, a setting, and a plot and begin to develop them together. <ol style="list-style-type: none"> 1. Writers are powerful. We have the power to change the people who read our stories. Choose a story idea that has the potential to change the way a reader thinks, feels, or acts. 2. Take the seed that we began with, and try to develop the other elements of the story. <i>(characters, setting, plot)</i> Remember, if we chose a seed from character development, we still need to develop setting and plot. If we chose plot, we’ll need to develop character and setting. 3. Jot down your story blurbs in your writer’s notebook. ● (p. 85) Today I want to teach you that writers can develop setting by visualizing the place and thinking how the place affects the character. <ol style="list-style-type: none"> 1. Close your eyes and visualize the place for your story. 2. Think about how the place affects your characters. 3. Sketch out a map of your world. ● (p. 86) Today I want to teach you like all writers, writers of fantasy plan out their stories. Sometimes writers will create a story booklet or timeline or sketch a map. <ol style="list-style-type: none"> 1. Think of a planning method that will help you do your best writing. (timelines, story booklets, story mountains, and more.) 2. Create a plan in your notebook for your fantasy story.
<p>Bend III: Develop, Draft, and Revise a Second Fantasy Short Story</p>	<ul style="list-style-type: none"> ● (p. 86) Today I want to teach you that one of the best ways for writers to begin drafting fantasy stories is to close our eyes and allow ourselves to get as lost in the stories we are about to write. Let our imaginations picture every little thing we are are about to draft on paper, and then begin to write. <ol style="list-style-type: none"> 1. Close your eyes and allow yourself to see the world of your fantasy.

<p><i>(Session 8: Using our imagination to help draft)</i></p> <p><i>(Session 9: Suspending disbelief for our readers)</i></p> <p><i>(Session 10: Using action, dialogue, and thoughts in our stories)</i></p> <p><i>(Session 11: Writing in the moment, or in scene and knowing when it makes sense to write in summary)</i></p>	<ol style="list-style-type: none"> 2. Use your imagination to picture every little thing you are about to draft. 3. Rehearse a scene or part with your partner. 4. Start writing your draft. <ul style="list-style-type: none"> ● (p. 86) Today I want to teach you that fantasy writers draft knowing that they have to be convincing to their readers, suspend disbelief, and make a world that sounds true. <ol style="list-style-type: none"> 1. Make the world of the story as realistic-feeling as possible, even if the ideas are completely unrealistic. 2. We can study the writers we’ve been reading and notice how one of the strategies they use is to be very specific. <i>(For example, it’s not just a piece of paper, but rather a piece of parchment rolled into a scroll and wound tight with twine.)</i> 3. Make sure anything magical that is important in the story, is introduced fairly early on so that the reader is not taken by surprise when that element is used. <i>(For example, if the prince is going to be rescued from the giant by a magic shoe, the magic shoe needs to have been shown earlier in the story.)</i> 4. Continue writing your draft. ● (p. 86) Today I want to teach you that it is important in every story that the writer stays in the moment whenever possible, by writing a scene with action, dialogue, and thoughts. <ol style="list-style-type: none"> 1. Pick an important part. 2. Close your eyes, imagine, and describe the part. 3. Add some action to your scenes. 4. Add dialogue and thought to your scenes. ● (p. 87) Today I want to teach you that a huge part of fantasy writing is ‘passage of time.’ <ol style="list-style-type: none"> 1. Read over your story plan and pick out the more important parts. 2. Go to that scene and “show not tell.” 3. Make sure only the important parts are stretched out.
<p>Bend IV: Edit and Publish: Prepare the Fantasy Story for Readers <i>(Session 12: Editing for craft)</i></p> <p><i>(Session 13: Using fantasy-type vocabulary throughout our stories)</i></p>	<ul style="list-style-type: none"> ● (p. 87) Today I want to teach you that in addition to the usual fixing up, we can also edit for craft. <ol style="list-style-type: none"> 1. Go to a piece of dialogue. 2. Ask yourself, “How do I want it to sound?” 3. Match your punctuation with the rhythm of the way you want your character to speak. (For example: If your character is excited, you will use an !) ● (p. 87) Today I want to teach you that fantasy stories have a very identifiable sound and language. Writers use vocabulary that stands out. *Create a list of fantasy terms as you go in interactive read aloud! <ol style="list-style-type: none"> 1. Make sure to use fantasy-type vocabulary throughout your story. 2. Look for vocabulary that can stand out or we can fancy up in your writing.

<p>(Session 14: Spelling according to conventional rules)</p> <p>(Session 15: Fancying up our writing for celebration)</p> <p>(Session 16: Time to Celebrate)</p>	<ol style="list-style-type: none"> 3. Circle all the words that can be fancied up. 4. Make the changes. <ul style="list-style-type: none"> ● (p. 88) Today I want to teach you that when fantasy writers are editing we want to pay special attention to spelling. Nothing pulls a reader out of a story faster than a misspelled word. <ol style="list-style-type: none"> 1. Read over your stories. 2. Circle all the words that you think are misspelled. 3. Fix the words. ● (p. 88) Today I want to teach you that writers publish with an audience in mind. Fantasy writers take special care to fancy up their writing so that it reflects the hard work they have put into the pieces. <ol style="list-style-type: none"> 1. Think, “Who is my audience?” 2. Read over your story and ask, “Would they understand my story?” 3. Make any quick changes. ● (p. 88) Today we will celebrate our writing! <i>(Note: Some Ideas for publishing students’ work: Have a story hour, where students read excerpts of their stories to a younger class, or give the students the opportunity to choose sections of their stories and act them out for an audience).</i>
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<p>Skills (Students will be able to...) including Grammar</p>	
<ul style="list-style-type: none"> ● Analyze published authors and exemplar texts to emulate in their writing. 	
<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions. 	
<ul style="list-style-type: none"> ● Establish a situation and introduce a narrator or characters. 	
<ul style="list-style-type: none"> ● Incorporate elements of fantasy such as magical lands or characters. 	
<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	
<ul style="list-style-type: none"> ● Suspend disbelief to write the best fantasy story. 	
<ul style="list-style-type: none"> ● Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 	
<ul style="list-style-type: none"> ● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 	
<ul style="list-style-type: none"> ● Apply the basic skills of spelling, capitalization, and punctuation properly to their writing. 	
<ul style="list-style-type: none"> ● Develop and revise writing with support from teacher and peers. 	
<ul style="list-style-type: none"> ● Write to develop imagined experiences or events using effective technique, descriptive details, and clear event sequences. 	
<ul style="list-style-type: none"> ● Write with independence. 	

<p>Writing Workshop</p>	<p>Grade: 5</p>
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Optional Additional Units: **The Lens of History (Research Reports) (Book 2)****Unit Description:**

Informational writing, sometimes referred to as explanatory writing, is writing that is designed to “examine a topic and convey information and ideas clearly.” Its overall purpose is to teach important information. These texts are generally marked by a thesis or opinion and evidence that is parceled into paragraphs. Informational writing is often marked by topics and subtopics that are signaled with headings and subheadings, and with accompanying portals for information, including glossaries and text boxes or sidebars, and diagrams, charts, graphs, and other visuals.

An informational writer’s purpose is to help readers become informed on a topic that feels very important to the reader. It is the kind of writing that kids will encounter in much of their nonfiction reading. It’s also the kind of writing for which it is easy to find lots of accessible mentor texts for kids. Students learn that writing with focus is as important in information writing as it is in narrative writing.

Big Ideas: Course Objectives / Content Statement(s)

- Students will create texts that provide information about a subject marked with headings and subheadings.

NJ Student Learning Standards**Writing Standards**

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

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

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

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

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

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

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

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

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

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Establish and maintain a formal/academic style, approach, and form.

Reading Standards

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

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

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

RI.5.7 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.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Speaking and Listening Standards

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

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

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

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

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

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

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

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

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

Language Standards

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

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

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

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

L.5.4c 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

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

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

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

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

NJSLS from other subject(s)

Career Ready Practices

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Careers (Description of a career that relates to this unit)

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
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<ul style="list-style-type: none"> • How can I raise the level of my information writing, in particular my research report writing? • How can I flash draft a report (even before I am ready to write a good one) and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing? • How can I work on writing a research report that is well-written—that draws readers in, that is packed with specific information, that is structured in a cohesive way? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers write to provide the reader with information about a particular subject or topic. • Writers develop supporting information by establishing structure, development, and language. • Writers study mentors to help revise their writing. 																														
Evidence of Learning (Assessments)	Accommodations and Modifications																														
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1099 1031 1416"> <ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener </td> </tr> </table>	<p>Formative Assessments:</p>	<ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Writing about reading • Writers’ notebooks • Teacher-created performance assessment • Student reflections • Conferences and small group 	<p>Summative Assessments:</p>	<ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Pre/Post-On-Demand Assessment 	<p>Benchmark Assessments:</p>	<ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter 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<tr> <td data-bbox="1066 654 1921 756"> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> </td> </tr> <tr> <td data-bbox="1066 756 1921 781"> <p>High-Prep Differentiation:</p> </td> </tr> <tr> <td data-bbox="1066 781 1921 938"> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> </td> </tr> <tr> <td data-bbox="1066 938 1921 963"> <p>Low-Prep Differentiation:</p> </td> </tr> <tr> <td data-bbox="1066 963 1921 1040"> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> </td> </tr> <tr> <td data-bbox="1066 1040 1921 1065"> <p>Suggested Lessons for Differentiation with Small Groups:</p> </td> </tr> <tr> <td 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Grade 5 Scope and Sequence

<ul style="list-style-type: none"> • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>17-Coaching into students’ search for primary evidence 18-Writing for Real-Life Purposes and Audiences 19-Evaluating the validity of your argument</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Unit 4: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners} <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • The Lense of History: Research reports Text by Lucy Calkins 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Any appropriate grade 5 novel as a read-aloud model to set up the routines • <i>When I Was Your Age: Original Stories About Growing Up, Vol. 1</i> by Amy Ebrlich, ed.(Level T-U) • <i>Who Settled the West?(Life in the Old West series)</i> by Bobbie Kalman (Level T-U)

<ul style="list-style-type: none"> ● 2018-19 Teachers College Calendar, Fifth Grade The Lens of History: Research reports Unit ● Florham Park ELA PD Sharing Website ● <i>The Writing Strategies Book</i> by Jen Serravallo ● Writing Resources and Scope and Sequences ● Units of Study Online Resources 	<ul style="list-style-type: none"> ● <i>Eleven and Papa Who Wakes Up Tired in the Dark</i> by Sandra Cisneros (Level T) ● <i>National Geographic Texts</i> (Level T) ● <i>Archaeology magazine</i> (Level T-U) ● <i>Night on Fire</i> by Ronald Kidd (Level W) ● <i>Runs With Courage</i> by Joan Wolf (Level W) ● <i>The Silent Boy with Lois Lowry</i> (Level Y) ● <i>A new view of the solar system</i>, D.A. Aguilar (Level T-U) ● <i>Life in a rotten log</i>, K. Atkinson (Level T-U) ● <i>Inventions: Pop-up models from the drawings of Leonardo da Vinci Bark, Jasper; paper engineering</i>, D. Hawcock (Level T-U) ● <i>An introduction to insects</i>, B. Bird & J. Short (Level T-U) ● <i>Linnea's windowsill garden</i>, C. Bjork & L. Anderson (Level T-U) ● <i>Spotlight on spiders</i>, D. Clyne (Level T-U) ● <i>Whales</i>, L. Dow (Level T-U) ● <i>Black holes</i>, H. Couper & N. Henbest (Level T-U) ● <i>Bodies from the Ice: Melting glaciers and the recovery of the past</i>, J.M. Deem ● <i>Bugwise</i>, P. Hickman (Level T-U) ● <i>Frogs and Toads</i>, B. Kalman (Level T-U) ● <i>Gorillas (Living in the Wild: Primates)</i>, Lori McManus (Level T-U) ● <i>The Weird and Wonderful Octopus</i>, Anna Gratz (Level T-U) ● <i>The Story of Ruby Bridges</i>, Robert Coles (Level T-U) ● <i>Cactus Hotel</i>, Brenda Z. Guiberson (Level T-U) ● Teacher-selected books for book talks and modeling good reader behaviors
<p>Supplemental Professional Resources:</p>	<p>Supplemental Resources:</p>
<ul style="list-style-type: none"> ● Leveled Literacy Intervention Kits ● Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) ● <i>Primm Book</i> ● <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> ● <i>Prompting Guide Part 2 - For Comprehension: Thinking, Talking, Writing</i> ● <i>Writing Strategies Book - Jennifer Serravallo</i> ● <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Jobansen and Sonja Cherry-Paul ● <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson ● <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner ● Florham Park ELA PD Sharing Website ● Conferring Menus ● Conferring Curriculum 	<ul style="list-style-type: none"> ● Conferring Curriculum ● Florham Park ELA PD Sharing Website ● Conferring Menus ● <i>As Fast as Words Could Fly</i> by Tuck Pamela (Level S) ● <i>The Case of the Feathered Mask</i> by Holly Webb (Level P) ● <i>My America series</i> by Patricia Hermes (Level P) ● <i>Seesaw Girl</i> by Linda Sue Park (Level Q) ● <i>History Files Series</i> by Linden McNeilly (Level O) ● <i>Survival Tails Series</i> by Katrina Charman (Level S) ● <i>Hachiko Waits</i> by Leslea Newman (Level S) ● <i>First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great</i> by Sandra Neil Wallace ● <i>Streetcar to Justice: How Elizabeth Jennings Won the Right to Ride in New York</i> by Amy Hill Hearth ● <i>The Big Box</i> by Toni Morrison

	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan • Author Visit Kit • Authors Who Skype 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women’s History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans’ Month

	<ul style="list-style-type: none"> • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
Bend/Goals	Teaching Points
<p>Bend I: Writing Flash-Drafts about Westward Expansion <i>(Session 1: Organizing for the Journey Ahead)</i></p> <p><i>(Session 2: Writing Flash-Drafts)</i></p> <p><i>(Session 3: Note-Taking and Idea-Making for Revision)</i></p> <p><i>(Session 4: Writers of History Pay Attention to Geography)</i></p>	<ul style="list-style-type: none"> • (pg. 5) Today, I want to teach you that researchers organize what they are bringing with them to their writing. When things are organized, it is easier to carry and use those things - that is true for information, too. <ol style="list-style-type: none"> 1. Once writers have written lots of Post-Its that represent ideas, they need to organize them into categories. 2. We will make a booklet out of loose-leaf paper, and dedicate a page in the booklet to each subtopic. 3. Writers review their notes with an eye for what goes together under one topic and what is one topic all by itself. 4. Writers organize by finding information in their notes that go together and figuring out what the heading could be. Then write the heading on a Post-It and put the Post-it at the top of one blank page in the booklet. 5. While you are organizing your notes, you may think of another topic to include in your report - write the heading on a Post-It and put that Post-It at the top of another blank page. • (pg. 13) Today, I want to remind you that before a writer writes, the writer often gets full of the kind of writing he or she aims to make. Poets warm themselves up by reading poetry. Speech writers listen to the Gettysburg Address or other great speeches. And information writers, too, profit from filling themselves up with all they they know about how their kind of writing will go. <ol style="list-style-type: none"> 1. Writers, let's quickly compile some of the most important things that you know about information writing by looking over published texts, and class charts, then collecting observations that could affect how you will write your first draft. 2. Writers also need to think about what historians might care about that is special to history. 3. Writers know that they need to: <ol style="list-style-type: none"> a. Teach other people b. Show what the past was like c. Group the information d. Use quotes e. Write introductions and conclusions like in history books • (pg. 22) Today, I want to teach you that researchers shift between reading to collect and record information and writing to grow ideas. As note-takers, then, researchers record and also reflect. When reflecting, researchers think, and talk and jot about patterns, surprises, points of comparison or contrast, and they entertain questions. <ol style="list-style-type: none"> 1. When we research, it helps to pause after a big chunk of reading, to rethink what you have just learned by recalling and holding onto, and organizing what you just learned. 2. We can organize information in a boxes-and-bullets outline as well as write passages about our thinking. 3. Researchers say to themselves, "Let me see if there are surprises, patterns, questions that I have about what I am reading." • (pg. 32) Today, I want to teach you that when you write and revise as a historian, it is important to keep in mind not only <i>qualities of good writing</i> but also <i>qualities of good history</i>. For example, historian think it is important to include details about the places where things occurred - about the geography of that place - because geography

<p>(Session 8: Redrafting Our Research Reports)</p> <p>(Session 9: Celebrating and Reaching Toward New Goals)</p>	<ol style="list-style-type: none"> 1. Writers ask themselves, “What questions are lingering? Which section needs more support?” 2. When we have identified some work to do, we can leave notes in the margins to guide our work, thinking about which resources are available to help do this work. 3. Research writers will pick up resources, read over the text and look for the answers to their questions, then say out loud the notes they will add to their notebook. <ul style="list-style-type: none"> ● (pg. 66) Today, I want to teach you that informational writers take a moment to look back over their research and conjure an image of what they hope to create, sometimes by quickly sketching a new outline, and then writing fast and furious to draft fresh versions of their reports. <ol style="list-style-type: none"> 1. Writers look over their original fast draft, as well as all the pages of information and thinking that have been added on, and consider how the next draft will be different and how it will stay the same. ● (pg. 73) Celebration options: <ul style="list-style-type: none"> ○ Invite parents and/or a buddy class to see the work done so far and a “Westward Expansion” exhibit. ○ Create a class “textbook” ○ Share the reports electronically on the school website. ○ Have partners share work with each other. ○ Letting children lead mini-seminars on Westward Expansion
<p>Bend II; Writing Focused Research Reports that Teach and Engage Readers</p> <p>(Session 10: Drawing Inspiration from Mentor Texts)</p> <p>(Session 11: Primary Source Documents)</p>	<ul style="list-style-type: none"> ● (pg. 83) Today I want to teach you that to write research that is compelling to readers, your study of your topic needs to be driven not just by a desire to collect facts but also by an urgent need to find the raw material that you can fashion into something that makes readers say, “Whoa!” <ol style="list-style-type: none"> 1. We can study a compelling text, asking “What did the author do to draw in readers?” The sister questions to ask is, “What implications does this have for our research, and our writing?” 2. We will watch a piece of a documentary about the Transcontinental Railroad and think, “What did the filmmaker - the author - do to draw readers in?” and the related question, “How can I do this in my own writing?” <i>(Use Transcontinental Railroad - video clip from 1:30 to 3:00 minutes.)</i> <ul style="list-style-type: none"> ★ <i>Chart: What Makes This Powerful Information Writing/Viewing?</i> <ul style="list-style-type: none"> ○ Lists reasons why this event was important and intense. ○ Uses dramatic language. ○ Starts by telling a bit about the whole event, then goes back to inch through the story more slowly. ○ Brings out the action-filled, emotion-filled parts. ○ Creates scenes that capture life then. ○ Uses quotations from lots of people, including colorful language. ○ Tells history like it is a story (quirky characters with big dreams faced with troubles, one after another) ● (pg. 91) Today I want to teach you that the chance to read - to study - primary source documents is precious, so take every opportunity. When a source survives across the ages, allowing you to go back and hear the original message, you’re being given valuable information. But it takes a special kind of close reading for you to make sense out of a primary source document. <ol style="list-style-type: none"> 1. Researchers need to read primary sources very closely to figure out anything of importance to you or your ideas.

<i>(Session 20: Celebration)</i>	<ul style="list-style-type: none">● (pg. 153) Celebration options<ul style="list-style-type: none">○ Children present learning to their families○ Present learning in seminars○ Museum share○ Deliver reports to younger students○ Create a website or blog○ Distribute copies among classroom libraries and the school library.
Skills (Students will be able to...) including Grammar	
● Write to provide the reader with information about a particular subject or topic.	
● Develop supporting information by establishing structure, development, and language.	
● Study mentor texts to help revise their writing.	
● Use underlining, quotation marks, or italics to indicate titles of works.	
● Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements	