

5th Grade: Language Arts Curriculum

Unit: Introductory Unit (Procedures, Set Up, etc.)		Time: September	Standards:
Essential Questions <ul style="list-style-type: none"> How do fables, fairytales, myths, and tradition literature pieces change from culture to culture? How do I use the R.A.C.E.R. method to make my writing stronger? How do I use citations to support my opinion? 		Enduring Understandings <ul style="list-style-type: none"> I can compare and contrast similar stories, novels, etc. I can identify the main idea in a text. I can restate a question to inform my reader of my topic. I can cite evidence to support my thinking. I can quote accurately from a text. I can use quotes accurately. 	<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</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.5.8. 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>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will be able to compare, contrast, and reflect on the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. Students will review multiple stories from different cultures and be asked to compare them to others. By the end of the unit, students will create a Venn Diagram model comparing two stories. The Venn Diagram will be graded using a rubric that assesses accuracy of information, spelling, grammar, etc. (RL.5.9) ➤ Students will be able to write a response to a nonfiction text using the R.A.C.E.R. method. Answers should include quotes, evidence, and reason to support the student's opinion. Student's writing should restate the question, answer the question, and provide citations. Students work should also contain explanations and connections (text to text, text to self, text to world). Written responses should include a strong opening and closing. Answers should be a minimum of five sentences in length. Students should have one written response assessed using the R.A.C.E.R. rubric. (RI.5.1, RI.5.2, RI.5.8) 		Other Assessments <ul style="list-style-type: none"> Observation notes of discussions, written work, etc. Classwork Final R.A.C.E.R. rubric Venn Diagram Report card 	Materials <ul style="list-style-type: none"> <i>Mufaro's Beautiful Daughters</i> by John Steptoe Time for Kids Magazine R.A.C.E.R. worksheet Graphic organizers Rubrics Venn Diagram Chart paper

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SUGGESTED ACTIVITIES

- Introduce SLANT (Sit up, Lean forward, Ask and answers questions, Nod your head and Track the speaker).
- Review well known myths, stories, etc.
- Review how to use a Venn Diagram.
- Prompt students to compare traditional Cinderella story to *Mufaro's Beautiful Daughter's* by John Steptoe.
- Provide students with other traditional stories and stories from other cultures. Ask students to create a Venn Diagram of the similarities and differences before writing a response.
- Review R.A.C.E.R. method (Restate the question in your answer, Answer the question, Cite evidence from the text, Explain and/or elaborate on your response, Restate your opinion again).
- Create R.A.C.E.R. chart for students to refer to while working.
- During whole group instruction, answer a Time For Kids question and construct a response using the R.A.C.E.R. method.
- Flash draft a response using the R.A.C.E.R. method.
- Introduce Friendly Letter and discuss requirements.
- Create a Friendly Letter as a class for a well-known novel, picture book, etc.

REINFORCEMENT

- As a class, practice restating a question.
- Teach students how to highlight relevant quotes before writing.
- Work in small groups utilizing a R.A.C.E.R. graphic organizer. Guide students into placing the correct information into the categories before allowing them to write their response.

ENRICHMENT

- Compare and contrast more than two stories, fables, etc.
- Provide students with multiple sources to use to support their reasoning.
- Practice elaborating and explaining quotes and citations.

Suggested Websites

- <http://www.ala.org/offices/resources/multicultural>
- http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lessonplan.jsp?lessonplan=sameStory
- https://mhschool.com/lead_21/grade4/ccslh_g4_rl_1_3b.html
- <https://www.viflearn.com/vif-resource-library/item/14954-teachercreated>
- http://tip.drupalgardens.com/sites/g/files/g764316/f/201307/Freeman_unit_o.pdf

Suggested Materials

- *The Persian Cinderella* by Shirley Climo
- *Cinderhazel* by Deborah Nourse Lattimore
- *CinderEdna* by Ellen Jackson
- *Glass Slipper Gold Sandal* by Paul Fleischman
- *Daily Five* by Gail Boushey & Joan Moser
- *Café* by Gail Boushey & Joan Moser

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation.

SEL:

Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

Recognize the skills needed to establish and achieve personal educational goals.

Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Social Studies:

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6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

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Reading Unit: Overcoming Obstacles		Time: October to December	Standards:
Essential Questions <ul style="list-style-type: none"> • How can I participate during class discussions? • What does a good listener look like? • What is a context clue? • How do I use context clues to figure out new words? • How do I identify the theme in a story? 	Enduring Understandings <ul style="list-style-type: none"> • I can use context clues to help me understand new words. • I can use affixes and roots to help me learn new words. • I can use phonics to help me learn new words. • I can read fluently and accurately. • I can quote accurately from a text. • I can draw inferences when reading. • I can find a theme in a story. • I can tell how characters respond to problems. • I can engage effectively in discussions • I can come to discussions prepared to share my ideas. • I can follow rules for discussions. 		<p>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.</p> <ul style="list-style-type: none"> 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. <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> 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. <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. <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.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</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 grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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.

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Benchmark Assessment(s)

- Students will be able to create a book jacket using their knowledge from class discussion and guided reading novel. The book jacket should include a cover (including title and image), summary (minimum of five sentences), information about the author (minimum five sentences), and a back cover (featuring another summer, quotes, etc.). Students should use vocabulary terms from the novel, display an event or image related to the novel, and information about the novel when creating their jacket. The jacket should include at least one quote from the text and a description of at least one of the characters. Jackets should exhibit proper spelling, grammar, etc. When the unit is complete, the jackets will be assessed using a rubric. (L.5.4, RF.5.4, RL.5.1, RL.5.2, RL.5.10, SL.5.1)

Other Assessments

- ✓ Class, Group, and One on One Discussion
- ✓ Observational notes
- ✓ Graded worksheets
- ✓ Comprehension Check Packets for guided reading group
- ✓ Book Jacket

Materials

- *Wonder* by R. J. Palacio
- *Rules* by Cynthia Lord
- *Trumpet of the Swan* by E.B. White
- *Al Capone Does My Shirts* by Gennifer Choldenko
- *Because of Winn Dixie* by Kate DiCamillo
- *The Summer of the Swans* by Betsy Cromer Byars
- *So B. It* by Sarah Weeks
- *Out of my Mind* by Sharon Draper
- Comprehension Check Packets
- Pencils, pens, etc.
- Graphic Organizer

SUGGESTED ACTIVITIES

- Read and discuss *Wonder* by R.J. Palacio.
- Create a chart on theme.
- Discuss character roles.
- Discuss historical figures that had to overcome obstacles.
- Practice using “five finger retell” method.
- Practice tracking using a “Think mark”.
- Use the “think-pair-share” before discussing.
- Label a ball with general questions (I.E. What is the setting?, who were the main characters, etc.). After reading *Wonder* aloud, have students pass the ball back and forth while answering the questions that their hand lands on.
- Review how to summarize events and sections in *Wonder* and have students apply to their guided reading novel.
- Discuss how book covers are created to draw a reader in.

REINFORCEMENT

- Use highlight strips to track reading during guided reading groups.
- Track important events, characters, etc. using post it notes, think marks, book marks, etc.
- Discuss comprehension check questions as a group before allowing students to write a response.
- Practice using context clues to figure out new words.
- Explicitly teach vocab comprehension strategies.
- Utilize graphic organizers when taking notes, during discussion, when reading, etc.
- Conference with students and determine which comprehension, accuracy, and fluency skills they need to work on.

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- Review book reviews and create a class book review for *Wonder*.
- Practice pulling quotes from guided reading novels that could be used to summarize the novel.
- Research R.J. Palacio and create an author biography as a class.
- Create book jacket using their guided reading novel.
- Pair students with lower grade buddies and have them read a picture book together. After reading, have the students create a new book jacket for the picture book.
- Discuss why an author might write a book where the main character has to overcome an obstacle similar to *Wonder* or one of the guided reading novels. Students will focus on treating everyone with respect and helping others. (Amistad & Holocaust Lesson)
- Create an anchor chart displaying challenging vocab words, figurative language, etc.
- Create a word wall displaying vocab words.
- Create word cards for *Rules* by Cynthia Lord.
- Participate in class, group, and one on one discussions.

ENRICHMENT

- Create Venn Diagram comparing *Wonder* to guided reading novels.
- Write a short story on another character's point of view from guided reading novel or *Wonder*.
- Answer a R.A.C.E.R. about guided reading novel.

Suggested Websites

- http://www.cynthialord.com/pdf/rules_discuss.pdf
- <http://wonderwebbook.weebly.com/wonder-ful-activities.html>
- <http://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski>
- <http://www.scholastic.com/ups/booklists/51122202e4bof921ea0187e5>

Suggested Materials

- *365 Days of Wonder: Mr. Browne's Book of Precept* by R.J. Palacio
- *Auggie and Me* by R.J. Palacio
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Number the Stars* by Lois Lowry
- *Daily Five* by Gail Boushey & Joan Moser
- *Café* by Gail Boushey & Joan Moser

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

SEL:

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Identify ways to resist inappropriate social pressure.

Utilize positive communication and social skills to interact effectively with others

Social Studies:

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

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6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas

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Unit: Prejudice Unit		Time: December-February	Standards:
Essential Questions <ul style="list-style-type: none"> • How do I compare characters from different stories? • How does a narrator's point of view influence a story? • How does history influence an author's point of view? 		Enduring Understandings <ul style="list-style-type: none"> • I can compare and contrast characters, setting, or events. • I can explain how a narrator's or speaker's point of view influences a story. 	<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.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will be able to create a Facebook profile for an important character from their guided reading novel. Profiles should include an "About Me" section, profile picture of the character, and events from the story featured in a timeline format. Student's work should also include check ins at locations (I.E. settings throughout the story) with descriptions comparing two or more places. Profiles should include dialogue with another character, a recently reacted to post (I.E. like, funny, emoji, etc.), and one shared "current event" relative to the novel. Students should also include a "Friends" section, "Likes" and "Dislikes" section on their Facebook profile. To show mastery, students should score an average score of 3 on a team created rubric. (RL.5.3, RL5.6) 		Other Assessments <ul style="list-style-type: none"> ✓ Class, Group, and One on One discussion ✓ Observational notes ✓ Grade worksheets ✓ Comprehension Check Packets for guided reading group ✓ Multi Year Equity Plan ✓ Facebook profile 	Materials <ul style="list-style-type: none"> • Facebook template/website to generate page • <i>Esperanza Rising</i> by Pam Muñoz Ryan • <i>The Jacket</i> by Andrew Clements • <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord • <i>One Crazy Summer</i> by Rita Williams-Garcia • <i>The Cay</i> by Theodore Taylor • <i>Maniac Magee</i> by Jerry Spinelli • Chart paper • Graphic organizer • Comprehension Check Packets • Civil Rights webquest • Rubric

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SUGGESTED ACTIVITIES

- Read and discuss *Esperanza Rising* by Pam Munoz Ryan.
- Discuss how prejudice played a role in history. (Amistad & Holocaust Lesson)
- Discuss internet safety and how to find a creditable website.
- Teach students how to abbreviate, paraphrase, etc. to help aide in the note taking process.
- Create a chart with information students should remember to include in their notes (I.E, dates, people, etc.).
- Create a Civil Rights webquest on topics that may be brought up during reading (I.E. Black Panthers, Cassius Clay, etc.).
- After Civil Rights webquest, have students research one of the topics more and present a short presentation/poster on the topic.
- Label a ball with general questions (I.E. what is the setting, who were the main characters, etc.). After reading *Esperanza Rising* aloud, have students pass the ball back and forth while answering the questions that their hand lands on.
- Discuss what makes a character a major or minor character.
- Sort characters into major and minor characters using *Esperanza Rising*.
- As a class, create a Facebook page for an important character in *Esperanza Rising*.
- Practice pulling information from guided reading novels that could be used to for Facebook page project.
- Create Facebook page using their guided reading novel.
- Discuss how an author's or narrator's opinion may influence a story.
- Create an anchor chart displaying challenging vocab words, figurative language, etc.
- Create a word wall displaying vocab words and references from the guided reading novels.
- Participate in class, group, and one on one discussions.
- Create a lesson on bullying, friendship, kindness, etc. and discuss how these themes may relate to their novels and racism.

REINFORCEMENT

- Create a graphic organizer that students can utilize while reading to track information they can use on their Facebook project.
- In guided reading group, create a Facebook page together for a minor character.
- Create a flow chart to sequence events as they happen in the guided reading novels.

ENRICHMENT

- Discuss character analysis and how the author's or narrator's opinion influences the characters.
- Utilize references made in the guided reading novels in their Facebook profile.
- Relate historical figures who went through similar experiences to guided reading characters.
- Discuss how the author may have used historical figures to create characters.

Suggested Websites

- <http://www.tolerance.org/activities>
- https://oneworldoneheartbeating.com/for_teachers/teaching-tolerance/
- <http://www.diversitycouncil.org/diversity-lesson-plans-elementary>
- <https://www.teachervision.com/racism/discrimination/76178.html>
- http://stephaniebruce.weebly.com/uploads/7/1/8/4/7184294/prejudice_inequality_data.pdf

Suggested Materials

- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Sunder* by William T. Armstrong
- *Brown Girl Dreaming* by Jacqueline Woodson
- *The Moves Make the Man* by Bruce Brooks
- *Kira-Kira* by Cynthia Kadohata
- *Daily Five* by Gail Boushey & Joan Moser
- *Café* by Gail Boushey & Joan Moser
- Checklists for project
- Manipulatives
- Post it notes, Think marks, etc.

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Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

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

CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.

SEL:

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Identify ways to resist inappropriate social pressure.

Utilize positive communication and social skills to interact effectively with others.

Recognize and identify the thoughts, feelings, and perspectives of others.

Social Studies:

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

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Unit: Leadership		Time: February-April	Standards:
Essential Questions <ul style="list-style-type: none"> How do I determine the meaning of unknown words in a text? How do authors/illustrators use media to enhance stories? How can I present information in order to clarify its meaning? 		Enduring Understandings <ul style="list-style-type: none"> I can use a variety of vocabulary comprehension strategies to determine meaning and usage of figurative language. I can explain how visuals contribute to a story. I can summarize what I read, see, and hear. I can use visuals or multimedia elements to enhance my presentations. 	<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.5.7. 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>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>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.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will be able to summarize an assigned leadership themed book of an appropriate reading level in a comic book format with a minimum of 15 cells while incorporating dialogue, any figurative language, idioms, challenging words, etc. achieving an average of a 3 on a grade level created rubric. (RL.5.4, RL.5.7, SL.5.5, L.5.5) ➤ Students will be able to create one to three matchbook summaries each week and compile them as a story board to recap the leadership-themed read aloud book including images and a 5-7 sentence summary per matchbook template achieving an average of a 3 on a grade level created rubric. (RL.5.7, SL.5.2) 		Other Assessments <ul style="list-style-type: none"> ✓ Peer conferencing ✓ Teacher conferencing ✓ Checklist ✓ Rubric 	Materials <ul style="list-style-type: none"> Novels for Leadership Theme Forms for formal/summative assessment

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SUGGESTED ACTIVITIES

- Brainstorm ideas about traits of good leaders.
- Read trade books like “The Paper Bag Princess” by Robert Munsch (link to PPT below) that feature strong leaders and discuss the traits and events of the story.
- Review what elements are required in a summary.
- Create a summary together as a class and review key details that were included.
- Provide students with a matchbook summary template (link below) and file folder for them to summarize the section of the read aloud.
- Provide students with a graphic organizer or other method to track the sequence of events, characters, and other story elements of their assigned novels.
- Use digital comic creators like Pixton to assist students in creating their comic summaries.
- Discuss digital safety if using social comic creators that allow students to view other user created comics.
- Meet with buddies to help the younger students create comics for picture books as practice.
- Share the weekly matchbook summaries for the read aloud.
- Have students act out their comics with partners.
- Publish comics in a book format.
- Allow students collaboration time (without copying) to give and receive constructive feedback.
- Track the sequence of events of the read aloud on chart paper or have the students take notes in their notebooks or a graphic organizer to serve as a reminder for the students when they create their matchbook summaries.
- Complete comprehension checks.
- Participate in class, group, and one-on-one discussions.
- Use vocabulary comprehension strategies.
- Illustrate idioms, figurative language, and other vocabulary words that the students encounter while they are reading.

REINFORCEMENT

- Provide students with graphic organizers to help them track story elements of both the read aloud and assigned novel.
- Provide graphic organizers for planning the comic.
- Create anchor charts about summarizing and vocabulary comprehension strategies.
- Display a word wall of challenging vocabulary.
- Conference with students and determine which comprehension, accuracy, and fluency skills they need to work on.

ENRICHMENT

- Insert synonyms or antonyms for key words in the comic strip and discuss how it would improve or change the meaning.
- Look up other forms of figurative language from different cultures and compare their meanings.
- Explore digital tools to animate their comic strips.

Suggested Websites

- <http://www.readwritethink.org/>
- <http://rosebrook.cmswiki.wikispaces.net/file/view/Paper+Bag+Princess+PDF.pdf>
- <http://www.gottoteach.com/2015/04/matchbook-chapter-summaries-for-novel.html>
- http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf
- <http://fcit.usf.edu/fcat8r/home/references/additional-reading-strategies/pave.html>
- <http://lareading.org/wp-content/uploads/2009/04/slap.pdf>

Suggested Materials

- Mentor texts with a leadership theme.
- Chart paper
- Subscription to Pixton
- The Daily 5 and Café Book

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation, CRP11. Use technology to enhance productivity.

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***SEL:** Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal, Utilize positive communication and social skills to interact effectively with others*

Social Studies:

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

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Unit: Poetry		Time: April-June	Standards:
Essential Questions <ul style="list-style-type: none">• How are poems organized?• How can my fluency have an impact on the meaning of a poem?	Enduring Understandings <ul style="list-style-type: none">• I can identify the components of a poem.• I can discuss the ways in which an author arranges a poem.• I can read a poem fluently by varying my pace, emphasis, and tone to add meaning.	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. RF.5.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">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.	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Students will be able to read aloud a selected passage or poem from Sharon Creech’s “Love That Dog,” “Hate That Cat,” or “Heartbeat” with fluency and discuss the meaning, achieving an average score of 3 on a team created rubric.(RL.5.5, RF.5.4)		Other Assessments <ul style="list-style-type: none">✓ One point rubric to assess progress of fluency.✓ Comprehension questions✓ Team created summative rubric	
		Materials <ul style="list-style-type: none">• “Love That Dog” by Sharon Creech• “Hate That Cat” by Sharon Creech• “Heartbeat” by Sharon Creech	
SUGGESTED ACTIVITIES			
<ul style="list-style-type: none">• Survey students prior to beginning the poetry unit to find out what poems they are familiar with and what words they would use to describe/define poetry. Repeat the survey after reading and discuss how the responses have changed.• Keep running lists of examples of onomatopoeia, alliteration, simile, and other figures of speech commonly found in poems.• Provide students with objects and encourage them to use the item to practice alliteration while recording their responses. This is similar to what Jack does in “Hate That Cat.”• Use close reading techniques to help students annotate poems to aid in their comprehension. It could be parts that look or sound appealing, parts that they connect with, or parts they don’t understand.• Create poetry posters of their favorite poems and decorate them.• Write poems and allow them to experiment with style and publishing.• Choose an easy to read poem for students to read over and over chorally to practice fluency. Choose additional poems of increasing difficulty.• Search for examples of poetry terms and concepts and practice using them.• Listen to recordings of poems being read aloud.		REINFORCEMENT <ul style="list-style-type: none">• Revisit other poems the students may know and practice them.• Record the students reading aloud for them to play for feedback.• Allow time for partner and small group read alouds.• Display poems in large format for annotating.	
		ENRICHMENT <ul style="list-style-type: none">• Have students write in a poetry journal or attempt a narrative poetry collection similar to “Love That Dog” and “Hate That Cat.”• Revisit their personal narrative and memoir and create a poem version.• Explore ways that they can set the scene using poetic devices rather than with words and in-depth descriptions.	

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Suggested Websites

- http://www.sharoncreech.com/pdfs/LoveDogHateCat_TG.pdf
- http://www.sharoncreech.com/pdfs/SharonCreech_TG_Heartbeat.pdf
- <http://learn.lexiconic.net/elementsofpoetry.htm>
- <http://www.creative-writing-now.com/poem-structure.html>
- <http://www.teachingmatters.org/files/poetryunit.pdf>
- <http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry>
- <http://www.poetryoutloud.org/poems-and-performance/tips-on-reciting>

Suggested Materials

- Small notepad for daily poetry writing
- Recording device with playback capabilities
- Large construction paper (11x14) to write and illustrate a poem

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP4. *Communicate clearly and effectively and with reason.*

SEL:

Utilize positive communication and social skills to interact effectively with others.

Social Studies:

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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Reading Unit: Non-Fiction		Time: Mini units	Standards:
Essential Questions <ul style="list-style-type: none"> • How do readers make sense of nonfiction text? • How can a person determine the meaning of unknown words and phrases in a nonfiction text? • How does a reader compare and contrast an event that is told in two different formats? • How can I use the text to support my thinking? 		Enduring Understandings <ul style="list-style-type: none"> • I can use strategies to make sense of nonfiction text. • I can use strategies to determine the meaning of unknown words and phrases in a nonfiction text. • I can compare and contrast an event that is told in two different formats. • I can use quotes and key details from the text to support my thinking. 	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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ Students will be able to create a summary of the events from a nonfiction text, while analyzing how a particular sentence, paragraph, chapter, or section contributes to the main idea of the text. (RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.10) ➤ Students will be able to define complete the vocabulary activity provided by Storyworks or Time for Kids which will require them to use text specific vocabulary words in a different context based on the meaning of the word.(RI.5.4) ➤ Students will be able to read a debate and develop a written explanation of the author's point of view, as well as which claims the author makes are supported by evidence and which are not. (RI.5.6, RI.5.8) ➤ Students will be able to complete a graphic organizer to compare and contrast one event presented in two different formats. Students will provide at least three points for each side.(RI.5.9) 		Other Assessments <ul style="list-style-type: none"> ✓ Graphic organizers to help build understanding 	Materials <ul style="list-style-type: none"> • Scholastic Storyworks magazine • Time for Kids Magazine

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SUGGESTED ACTIVITIES

- Articles are read independently, with peers, or as a class.
- Students complete graphic organizers to help them better understand the text prior to completing the benchmark.
- Students watch Storyworks provided videos that pair with articles.
- Group or class discussions about text.

REINFORCEMENT

- Students listen to the text.
- Students work with peers.
- Teacher frequently checks on progress of work.
- Teacher provides specific organizers for writing benchmarks.
- Teacher provides specific examples of expectations.
- Use lower level graphic organizers

ENRICHMENT

- Encourage students to continue to research events, people, or places learned about in the text.

Suggested Websites

- www.scholastic.com/storyworks
- <http://www.timeforkids.com/>

Suggested Materials

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

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

CRP7. Employ valid and reliable research strategies.

SEL: Recognize and identify the thoughts, feelings, and perspectives of others.

Social Studies:

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

5th Grade: Language Arts Curriculum

Writing Unit: Personal Narratives	Time: September-October	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the components of a narrative? • How do I write a powerful lead? • How can I give my reader a sense of closure? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can edit my work. • I can craft strong leads to grab my reader's attention. • I can organize my writing. • I can develop characters, settings, and plot. • I can include details, descriptions, and figurative language so that readers can picture the setting, characters, and events. 	<p>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> <ul style="list-style-type: none"> 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. <p>5W.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.)</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.5.10. 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>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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). <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. <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., however, although, nevertheless, similarly, moreover, in addition).</p>

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Benchmark Assessment(s)

- Students will be able to use the writing process to create a personal narrative of an important moment that incorporates descriptive details and clear event sequences using a lead, transitions, and endings. Students should collaborate with teachers and peers to help create ideas, plan, edit, revise, rewrite and try new approaches to develop their writing. Student's writing should exhibit proper capitalization, punctuation, and complete sentences. Personal narratives will be graded using the "Six Trait" rubric or similar team created rubric that assesses content, organization, voice, sentence fluency, word choice, and conventions. (W.5.3, W.5.4, W.5.5, W.5.10, L.5.1, L.5.2, L.5.3, L.5.6)

Other Assessments

- ✓ Peer editing where students will collaborate together and complete a "Peer Editing" checklist/sheet
- ✓ During oral presentation and share time, teacher should keep informal observation notes
- ✓ Student checklist
- ✓ Conferencing individually and in small group
- ✓ Final rubric that follows the "Six Trait" model or similar model.

Materials

- Character traits list
- Transitional phrases list
- Graphic organizer
- Student checklist
- Peer editing checklist
- Rubric (<http://www.msmcclure.com/pdf/pnscorerub.pdf>) or similar model
- Units of Study

SUGGESTED ACTIVITIES

- Introduce Writer's Notebook.
- As a class, brainstorm common experiences such as "first time", "last time", or experiences with turning point moments.
- As a class, generate narrative ideas by thinking of places that hold meaning to the students. Create an anchor chart for students to refer to while writing.
- Create a comic strip to help sequence and accentuate key points in the narrative.
- Discuss senses and descriptive language with students.
- Read examples of personal narratives to help spark ideas.
- Write from the point of view of another person/object.
- Use a checklist to assess written work and ideas. This checklist should be used to set new goals.
- Practice timed, uninterrupted writing periods that quickly capture an experience.
- Redraft the personal narrative to bring out a new meaning. Prompt students with the question, "What is my story really about?"
- Practice adding in scenes from the past and the future to bring out the "internal story" and add power to a personal narrative.

REINFORCEMENT

- Provide students with graphic organizer to help sequence ideas and events.
- Encourage students to stretch out their "seed" ideas by working in small groups.
- Create minilesson on mechanics.
- Provide students with a character chart.
- Create charts with students that display parts of speech, grammar, etc.
- Review mentor text.
- Provide students with several examples of personal narratives that they can refer to during their writing process.

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- Before ending a narrative, emphasize that good writer's work resolves problems, teaches a lesson, and/or shows change. Discuss as a group how these elements can be added into their personal narratives.
- Peer edit final drafts from spelling, grammar, and punctuation.
- Review mentor text and have students answer the question, "What are things this author has done that I could try too?"
- Practice telling a story bit by bit.
- Encourage students to share stories from their lives using as much detail as possible.
- Discuss specific events in which students can recall how they felt before or what may have happened before another event occurred. Prompt students to quickly write these feelings.
- Practice emulating narrative writing they admire.
- Discuss working outside of your writing "comfort zone" and encourage the students to try new ideas and concepts.
- Create "Techniques for Raising the Level of Narrative Writing" chart.
- Review "Narrative Writing" checklist.
- Encourage students to stretch out the problem in their writing.
- Discuss how to craft a climatic event to strengthen their personal narrative.
- Discuss character roles.
- Discuss how every character in the narrative should play a role that connects to the main idea of the narrative.
- Practice comma usage.
- Share writing with an audience/class.
- Discuss how to apply what has been discussed in class and apply to writing.

ENRICHMENT

- Encourage students to peer edit personal narratives.
- Using classic fairy tales (I.E. Three Little Pigs, Little Red Riding Hood, etc.) have students practice writing a narrative through an alternative point of view.
- Revise their memoir to include large passages of time and dialogue.

Suggested Websites

- <http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative>
- <https://k12.thoughtfullearning.com/resources/studentmodels#Grade5>
- http://msmcclure.com/?page_id=932
- <http://www.msmcclure.com/pdf/pnscoreerub.pdf>

Suggested Materials

- Owl Moon by Jane Yolen
- Fireflies by Julie Brinkloe
- Shortcut by Donald Crews
- My Name is Yoon by Helen Recorvits
- Peter's Chair by Ezra Jack Keats

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP4. Communicate clearly and effectively and with reason.

SEL: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Social Studies:

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6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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Unit: Memoirs	Time: November to December	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How does a memoir differ from a personal narrative? • Which point of view do I use when writing a memoir? • How do I show passage of time? • What themes make for a good memoir? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can use transitional phrases to show passage of time and connect examples to the theme. • I can construct a memoir that is a reflection of a person's life around a single theme using multiple events. • I can use writing techniques and strategies that I learned from writing a personal narrative. • I can write a conclusion that connects back to what the memoir is mainly about. 	<p>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> <ul style="list-style-type: none"> 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. <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.5.10. 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>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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). <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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.

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Benchmark Assessment(s)

- Students will be able to use the writing process to write a memoir that includes multiple events of a person's life guided by one theme. Student's writing should exhibit proper capitalization, punctuation, and complete sentences. Memoirs will be graded using a rubric that assesses focus, content, organization, style, conclusion, and conventions. (W.5.3, W.5.5, L.5.1, L.5.2, L.5.3, W.5.10)

Other Assessments

- Peer editing where students will collaborate together and complete a "Peer Editing" checklist
- During oral presentation and share time, teacher should keep informal observation notes
- Student checklist
- Conferencing individually and in small group using provided rubric (http://wwwnew.nsd.org/cms/lib08/wao1918953/centricity/domain/3684/g6_memoir_evalrubric.pdf) or similar rubric.
- Final rubric listed in shared or similar
- Report card

Materials

- Character traits list
- Transitional phrases list
- Graphic organizer
- Student checklist
- Peer editing checklist
- Rubric
- Units of Study
- *Eleven* by Sandra Cisneros

SUGGESTED ACTIVITIES

- Discuss what elements make a memoir.
- Discuss how a memoir and a personal narrative differ?
- Discuss and create a chart of issues or themes that may be reoccurring during a person's life.
- Review abstract ideas and concrete specifics.
- Review themes and stories.
- Create a graphic organizer where students can string together moments to use in their memoir.
- Review conventions checklist.
- Teach students how to let literature influence their writing and reflect as a class.
- Choose a "seed" idea and review how to expand on that idea using graphic organizers.
- Study how other authors "dive deep" into their topics and themes.
- Study published texts to get ideas for ways to structure their own memoir.
- Inspire students to draft and discuss ways to get inspiration while writing.
- Teach students to confer with themselves as they revise.
- Emphasize that memoirs should carry meaning and ask students to identify the meaning in their own work.

REINFORCEMENT

- Create a "Six Word Memoir" and use that as a starting point for a larger memoir.
- Reflect on an important moment in the student's life.
- Utilize a graphic organizer to help sequence events while writing.
- Color code different parts of a memoir using *Eleven* by Sandra Cisneros.
- Identify elements from a specific memoir that students enjoy and ask them how they can apply these elements to their own writing.
- Discuss what makes a well written memoir.

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- Edit memoirs individually, with peers, etc.
- Discuss how students can uncover ideas and theories that can lead to new ideas which are applicable to their pieces.
- Draft a second memoir in one sitting.
- Create a “Structure” chart so that students can refer to this model while crafting their pieces.
- Reread and edit pieces for details.
- Identify voice in a short memoir. Once finished, discuss and then have students identify voice in their own pieces.
- Flash draft a memoir.
- Encourage students to orally share their pieces and ask other students to identify the emotions, theme, etc.
- Share memoirs with others.

ENRICHMENT

- Encourage students to use metaphors throughout their writing to add detail.
- Orally present their memoirs using prosody and voice.
- Write a memoir from another individual’s point of view.

Suggested Websites

- <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-power-language-with-30701.html?tab=4>
- http://www.pkwy.k12.mo.us/intra/curriculum/webbuilder/pdf/lmerideth/File/5th_grade_memoir_entire_unit_PDF.pdf
- <http://teacher.scholastic.com/writeit/readwork.asp?Genre=Memoir>
- <https://teachtoinspire.wordpress.com/tag/fifth-grade/>
- http://www.lkdsb.net/program/elementary/junior/MS_Memoir.pdf
- <http://www.theeducatorsnetwork.com/webpages/thewriteresource/TeachingMemoirWriting.pdf>
- http://wwwnew.nsd.org/cms/lib08/wa01918953/centricity/domain/3684/g6_memoir_evalrubric.pdf

Suggested Materials

- *Marshfield Dreams* by Ralph Fletcher
- *Smile* by Raina Telgemeier
- *Memoirs of a Goldfish* by Devin Scillian
- *Boy: Tales of Childhood* by Roald Dahl
- *Moon Soup* by Janet Wong
- *When I was Young and in the Mountains* by Cynthia Rylant

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

SEL:

Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.

Social Studies:

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryUP.5: Compare and contrast historians’ interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

5th Grade: Language Arts Curriculum

Writing Unit: Argumentative Essay		Time: January-February	Standards:
<div>Essential Questions<ul style="list-style-type: none">• How do I build an argument?• What types of sources should I use to support my reasons?• How do I explore and use other points of view to strengthen my argument?• How do I organize my writing to build a strong argument?</div> <div>Enduring Understandings<ul style="list-style-type: none">• I can make a claim/state a thesis on a topic.• I can support my claim/thesis with reasons.• I can support my reasons with evidence.• I can write an introduction that grabs my reader’s attention and introduces my claim/thesis.• I can use transitional phrases to help my readers stay with my line of thinking.• I can conclude my essay in a way that connects back to what the argument is about.• I can explain to my readers how my evidence goes with the claim.</div>		<div>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).D. Provide a conclusion related to the opinion presented.</div> <div>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.)</div> <div>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.</div> <div>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</div> <div>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.</div> <div>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</div> <div>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.</div> <div>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</div> <div>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">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).</div> <div>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">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?).</div>	

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	<p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</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>B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ Students will be able to view and analyze an age-appropriate debate as a class, take notes, and write a short 1-3 paragraph summary of the points one of the speakers made, explaining how each claim is supported by reasons and evidence, achieving an average score of 3 on a team created rubric. (SL.5.3) ➤ Students will be able to use the writing process in conjunction with peer and teacher conferences to type a 5-7 paragraph argumentative essay that makes a claim (thesis) about a topic supported with research-based reasons and evidence from several sources using grade appropriate vocabulary and words and phrases that signal contrast, addition, and other logical (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>) as well as following the rules of standard English grammar, usage, capitalization, punctuation, and spelling when writing over varying periods of time, achieving an average score of 3 on a team created rubric (W.5.1, W.5.4, W.5.5, W.5.7, W.5.10 L.5.1, L.5.2, L.5.3, L.5.6) ➤ Students will be able to speak clearly while presenting their research-based argumentative essay's thesis and opinions in a logically sequenced order using appropriate facts and relevant details to support the main theme in a head-to-head oral debate with a student who holds an opposing stance, achieving an average score of 3 on a team created rubric. (SL.5.4, SL.5.6) 	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Peer conferencing ✓ Share work aloud to receive feedback from the class ✓ Units of Study checklist ✓ Teacher conferencing ✓ Single-point rubric <p>Materials</p> <ul style="list-style-type: none"> • Paper or notebook • Pencil • Graphic organizer • Computer or tablet w/Internet connection • Student checklist • Rubric 		
<table border="0"> <tr> <td data-bbox="100 1245 1533 1490"> <p>SUGGESTED ACTIVITIES</p> <ul style="list-style-type: none"> • Brainstorm possible topics to argue. • Investigate and collect information about both sides of the topic. • Draw on student's prior knowledge of how to form an essay to assist them in drafting their argument. • Research and provide evidence that supports claims. • Discuss powerful quotes and how they can help strengthen arguments. • Continuously add to drafts when students encounter relevant evidence that supports their argument and thinking. </td><td data-bbox="1539 1245 2095 1490"> <p>REINFORCEMENT</p> <ul style="list-style-type: none"> • Provide students with graphic organizers that outline the structure of an argumentative essay as well as space to record evidence and research. </td></tr> </table>		<p>SUGGESTED ACTIVITIES</p> <ul style="list-style-type: none"> • Brainstorm possible topics to argue. • Investigate and collect information about both sides of the topic. • Draw on student's prior knowledge of how to form an essay to assist them in drafting their argument. • Research and provide evidence that supports claims. • Discuss powerful quotes and how they can help strengthen arguments. • Continuously add to drafts when students encounter relevant evidence that supports their argument and thinking. 	<p>REINFORCEMENT</p> <ul style="list-style-type: none"> • Provide students with graphic organizers that outline the structure of an argumentative essay as well as space to record evidence and research.
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- Practice analyzing evidence and teach students how to explain their thinking.
- Discuss the various formats the students could use to publish their essays depending on the audience to help them write with an appropriate voice.
- Choose a tricky part of the argument and focus on that piece of the draft.
- Research evidence that supports the opposing viewpoint to include in the essay.
- Practice writing rebuttals based on the evidence that supports the opposing viewpoint.
- Evaluate evidence to ensure the arguments that are being made are solid.
- Think about the audience and develop ideas of how to appeal to that particular audience. Put yourself in your audience's shoes.
- Present drafts to the class orally to obtain feedback.
- Explore other ways you can use argument skills in a variety of contexts.
- Gather everyday scenarios that may serve as evidence for their argument.
- Evaluate progress using checklists and set goals to move the writing process forward.
- Explore flawed reasoning and evaluate evidence to ensure reasoning is solid.
- Revise/Edit work based on feedback from peers, teachers, checklists, and rubrics.
- Publish work using a specific format that will best serve my audience.
- Share final copies of published work.
- Pair students together using a central theme and assign one "for" and the other "against".
- Prepare notecards with opening argument, reasons, and evidence to the viewpoint.
- Prepare notecards with opposing viewpoints and rebuttals to support a debate style presentation.

- Read examples of argumentative essays and dissect them for the components being taught.
- As a class, write aloud on the board or chart paper to demonstrate technique or thought process.

ENRICHMENT

- Develop RAFT writing prompts to allow students to explore different perspectives.
- Combine sentences to form compound and complex sentences.

Suggested Websites

- <http://www.readwritethink.org/>
- <http://readingandwritingproject.org/resources/units-of-study>
- <http://www.uen.org/core/languagearts/writing/argumentative.shtml>
- <http://www.davestuartjr.com/non-freaked-out-common-core-argument-debate/>
- <https://www.brainpop.com/english/writing/debate/>
- <http://www.ccsdut.org/webpages/scarles/resources.cfm?subpage=2438>
- <http://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Opinion-Argument%20Writing%20Resource.pdf>
- <http://noisyclassroom.com/primary/video/watch-videos.html>
- Magic School Bus Debate <https://app.discoveryeducation.com/player/view/assetGuid/58c699b5-9280-4664-8b94-dd229424af24>

Suggested Materials

- Pens for editing/revising
- Mentor texts that use an argumentative writing style

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

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

CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.

SEL:

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Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Social Studies:

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

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Writing Unit: Research Report	Time: March-June	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do I organize my report? • How do I connect multiple ideas to a central theme/topic? • Where can I find credible sources of information? • How do I avoid plagiarism and copyright infringement? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can write an introduction that sparks interest and provides an overview of the theme for the reader. • I can use transitions to compare information, show passage of time, and support conclusions. • I can write a conclusion that summarizes or restates the main points and offer a final thought or question for readers to consider. • I can organize my report into separate sections using headings and subheadings. • I can identify and use trusted sources, avoiding plagiarism and copyright infringement. 	<p>Standards:</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented. <p>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.)</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.5.8. 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> <ul style="list-style-type: none"> A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <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>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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).

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	<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">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. <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">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. <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., however, although, nevertheless, similarly, moreover, in addition).</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>Benchmark Assessment(s)</p> <ul style="list-style-type: none">• Students will be able to utilize the writing process to produce a focused, 17 paragraph, typed report based on relevant information gathered from informational/non-fiction print and digital sources, which the student will include in their report, over varying periods of time that engages readers and teaches about a centralized theme using grade-appropriate words that signal contrast, addition, and other logical relationships(e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>), demonstrating command and knowledge of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling, achieving an average score of 3 on a team created rubric. (W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10, L.5.1, L.5.2, L.5.3, L.5.6, RI.5.9)	<p>Other Assessments</p> <ul style="list-style-type: none">✓ Peer conferencing✓ Share work aloud to receive feedback from the class✓ Units of Study checklist✓ Teacher conferencing <p>Materials</p> <ul style="list-style-type: none">• Paper or notebook• Pencil• Graphic organizer• Computer or tablet w/Internet connection• Student checklist• Rubric

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SUGGESTED ACTIVITIES

- Introduce the topic of the research report and discuss the importance.
- Activate prior knowledge about how writers prepare to write and how they can best organize their work depending on the task.
- View a variety of non-fiction texts and discuss how they are organized. Have students create an outline of that text using headings and subheadings.
- Explore different methods for organizing the information the students know or need to know about the topic.
- Write a flash-draft of what they know about the topic.
- Review strategies for reading and collecting information. Transition into writing to help students identify areas they need to find more about.
- Use maps to help students discover the impact geography can have on history if the topic allows.
- Brainstorm questions they have about the topic and have the students find the answers.
- Draw connections between historical events and the impact they have on one another.
- Review the research that has been collected and write an action plan to help fill in any gaps.
- Redraft the research report from an updated outline.
- Use mentor texts to teach writers how to create a research report that will draw readers in.
- Study primary source documents.
- Research multiple points of view to enrich writing.
- Teach students how to make writing accessible and easier for readers to understand by patterning words, structures, and meanings.
- Include text features to help readers navigate the writing.
- Craft an introduction that both explains the structure of their writing and lures readers in.
- Craft a conclusion that summarizes the main points and offers final thoughts or poses questions.
- Explore punctuation that allows writers to pack facts and information into the sentences that they have already written.
- Review how to identify reliable sources.
- Have students track the sources they use to include in the research report.
- Discuss the importance of using quotes.

REINFORCEMENT

- Provide students with graphic organizers that outline the structure of a research report as well as space to record evidence and research.
- Read examples of informational texts and dissect them for the components being taught, especially structure.
- As a class, write aloud on the board or chart paper to demonstrate technique or thought process.
- Provide hardcopies and links to various resources.

ENRICHMENT

- Provide questions related to Science or Social Studies topics being studied for students to answer citing evidence obtained through research.
- Format sources into a Works Cited page.
- Use the features of Microsoft Word or other word processing software to insert a Table of Contents, pictures, headers, footers, page numbers, and a cover page.

Suggested Websites

- http://www.howell.k12.nj.us/files/general/302/research_handbook.pdf
- http://www.sps186.org/downloads/basic/488740/G5B2_OnlineResources.pdf
- <http://cbteaching.dandelilystudios.com/links/content/CMB-WesternExpansionUnit.pdf>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html>
- <https://www.commonsensemedia.org/educators/digital-citizenship/creative-credit-and-copyright>

Suggested Materials

- Pens for editing/revising
- Mentor texts
- Sources for Westward Expansion or similar topic for research

Cross-Curricular Connections

21st Century Skills:

9.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies.

SEL:

Recognize the skills needed to establish and achieve personal and educational goals

Social Studies:

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6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.