

Learning Target

Essential Question

PBA Prompt

Learning Strategies/  
Accountable Talk

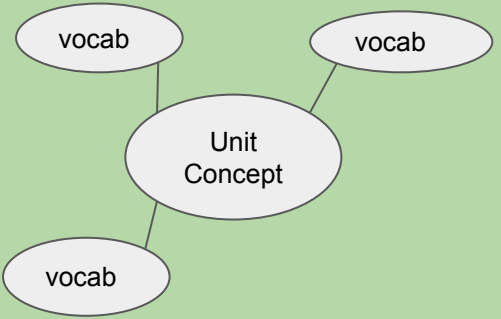
Unit Concept

Structure of  
Writing Type

Evidence Log

First Read  
Guide

Close Read  
Guide



vocabulary


Learning Target: Students will be able to effectively write a nonfiction narrative essay.

Essential Question: What are some of the challenges and triumphs of growing up?

PBA Prompt: When did a challenge lead to a triumph?

## Unit 1 Concept: Childhood

Structure of Writing Type:  
**Narrative Nonfiction**

Whole-Class Learning:

1. Wagon Train at Dusk
2. Brown Girl Dreaming
3. Calvin and Hobbes Comic

Small-Group Learning:

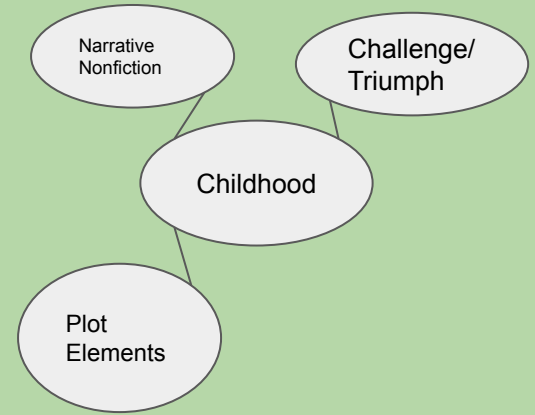
1. Declaration of the Rights of a Child
2. Michaela DePrince
3. Bad Boy
4. I was a Skinny Tomboy Kid

Independent Learning:

1. Peter Pan
2. Oranges
3. The Boy Nobody Knew
4. Raymond's Run
5. Eleven

Learning Strategies:

1. Notebook
2. Evidence Log
3. Annotations
4. Close Read
5. Performance Task



vocabulary

Reflect

Notable

Contribute

Recognize

Memorize

Standard:  
**ELAGSEW3**  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

Learning Target: Students will be able to effectively write an explanatory/informational essay.

Essential Question: How can people and animals relate to each other?

PBA Prompt: How can animals and people help one another?

## Unit 2 Concept: Animal Allies

### Structure of Writing Type: Explanatory /Informational Essay

Whole-Class Learning:

1. Reading Buddies
2. My Life with the Chimpanzees
3. Hachiko: The True Story of a Loyal Dog

Learning Strategies:

1. Notebook
2. Evidence Log
3. Annotations
4. Close Read
5. Performance Task

Small-Group Learning:

1. A Blessing
2. Predators
3. Monkey Master
4. Black Cowboy, Wild Horses

Independent Learning:

1. The Wind in the Willows
2. How the Camel Got His Hump
3. The Girl Who Gets Gifts from Birds
4. Pet Therapy

Explanatory Essay

Informational Text

Animal Allies

Compare and Contrast

vocabulary

Exclude

Illustrate

Community

Elaborate

Objective

Standard:

**ELAGSEGW2**

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

Learning Target: Students will be able to effectively write an argumentative essay.

## Unit 3 Concept: Modern Technology

Essential Question: How is modern technology helpful and harmful to society?

PBA Prompt: Do we rely on technology too much?

### Structure of Writing Type: Argumentative Essay

#### Whole-Class Learning:

1. That's Not Progress!
2. Feathered Friend
3. Teens and Technology Share the Future
4. The Black Hole of Technology

Evidence

Claim/  
Counterclaim

Modern  
Technology

Argumentative  
Essay

### vocabulary

Argument

Convince

Certain

Various

Sufficient

Declare

Standard:

**ELAGSEGW1**

Write arguments to support claims with clear reasons and relevant evidence.

### Learning Strategies:

1. Notebook
2. Evidence Log
3. Annotations
4. Close Read
5. Performance Task

### Small-Group Learning:

1. The Fun They Had
2. Is Our Gain Also Our Loss
3. Bored...and Brilliant?

### Independent Learning:

1. 7-Year-Old-Girl Gets New Hand From 3-D Printer
2. Screen Time can Mess with the Body's Clock
3. All Watched Over by Machines of Loving Grace
4. Sonnet, without Salmon
5. Ten Researchers Defend Media Multitasking

Learning Target: Students will be able to effectively write a fictional narrative essay.

Essential Question: Where can imagination lead?

PBA Prompt: What might happen if a fictional character were to come into the real world?

Learning Strategies:

1. Notebook
2. Evidence Log
3. Annotations
4. Close Read
5. Performance Task

## Unit 4 Concept: Imagination

Structure of Writing Type:  
Fictional Narrative Essay

Whole-Class Learning:

1. The Great Universal Undo
2. The Phantom Tollbooth, Act I and II

Small-Group Learning:

1. Alice's Adventures in Wonderland
2. Jabberwocky
3. The Importance of Imagination

Independent Learning:

1. The Wonderful Wizard of Oz
2. Our Wreath of Rose Buds
3. Fantasy
4. The Shah of Blah
5. Prince Francis

Plot Elements

Point of View

Imagination

Fictional Narrative Essay

vocabulary

Perspective

Transform

Novelty

Consequently

Inspire

Standard:  
**ELAGSEGW3**  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

Learning Target: Students will be able to effectively write a argumentative essay.

Essential Question: What drives people to explore?

PBA Prompt: Should kids today be encouraged to become explorers?

Learning Strategies:

1. Notebook
2. Evidence Log
3. Annotations
4. Close Read
5. Performance Task

## Unit 5 Concept: Exploration

Structure of Writing Type:  
**Argumentative Essay**

Whole-Class Learning:

1. What on Earth is Left to Explore?
2. A Long Way Home
3. BBC Science Club: All About Exploration

Small-Group Learning:

1. Mission Twinpossible
2. Tales of the Odyssey
3. To the Top of Everest
4. Lewis and Clark

Independent Learning:

1. Mars Can Wait. Oceans Can't.
2. Shipwreck at the Bottom of the World
3. Sacajawea
4. The Legacy of Arctic Explorer Matthew Henson
5. Should Polar Tourism Be Allowed?

Evidence

Claim/  
Counterclaim

Exploration

Argumentative Essay

vocabulary

Critical

Assume

Compel

Valid

Coherent

Standard:

**ELAGSEGW1**

Write arguments to support claims with clear reasons and relevant evidence.