

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Fifth Grade

**PARCC Aligned Curriculum Guide
Unit 3**



School Year 2015-2016

Grade 5 Unit Plan

Unit 3

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. “It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning.**” –Wiggins and McTighe



Grade	5	
Unit	3	
Unit Focus	<p>In Unit 3, students will be engrossed in various informational, narrative nonfiction and historical fiction texts. The students will read various short informational, non-fiction & fiction texts that push them to delve deeply into topics becoming experts who can communicate knowledgeably on a topic. Students will be able to communicate authors' stances on a topic as well as their own. The teacher will use mentor texts such as novels, picture books as read-alouds, articles, videos and documentaries, and excerpts from larger texts. Students will also read and analyze literature to aid in understanding non-fiction and informational texts.</p> <p>In this unit, students will closely analyze texts to determine authors' purposes, to make connections and to evaluate and critique texts. Students will delve into complex fiction, non-fiction and informational texts to draw conclusions, infer, make connections and to delve deeply into a topic as a researcher would. Students will engage in class and peer discussions to push their understanding of topics and to closely analyze how writers of non-fiction and informational texts use crafts and techniques to effectively write in the genre. Students will also closely read literature to understand characters' motivations and points of view.</p>	
<p style="text-align: center;">Grade Level Standards</p> <p>The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task (Common Core State Standards adopted 2010).</p>		
<p style="text-align: center;">Focus Standards</p>		
<p style="text-align: center;">Reading: Informational</p>		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
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 information from several texts on the same topic in order to write or speak about the subject knowledgeably.	

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
Writing		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
W.5.8	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.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Language		
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.	
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. 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.	
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	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
	<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</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, although, nevertheless, similarly, moreover, in addition</i>).	
Reading Foundations		
	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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>	
	<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 on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
Pacing Guide	Marking Period 3: January 3 rd -April 8 th	
Essential Questions	What do readers do when they do not understand everything in a text?	Enduring Understandings Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
	How do readers construct meaning from text?	Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
	Why do readers need to pay attention to a writer’s choice of words ?	Words powerfully affect meaning.
	How do I figure out a word I do not know?	Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
	How do good writers express themselves? How does process shape the writer’s product?	Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
	How do writers develop a well written product?	Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
	How can discussion increase our knowledge and understanding of an idea(s)?	Oral discussion helps to build connections to others and create opportunities
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How do **speakers** express their thoughts and feelings?

for making learning concrete.

Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Learning Outcomes

Student Goals:

To show proficiency, I will:

- Demonstrate independence
- articulate the structure of a text in order to analyze the author's technique
- Support reasons with evidence in order to understand and critically analyze the text.
- understand point of view as an opinion
- understand *First* and *Third* person point of view
- read closely to identify authors' purposes
- understand characters' motivations and points of view
- read texts to gather information and draw conclusions **before** declaring an opinion or idea
- engage in meaningful classroom discussions where they speak about and listen to the analyses and critiques of texts
- express their thoughts through writing
- Understand cause and effect relationships within a text.
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc.
- Be able to compose an opinion piece.
- Read closely and analytically.
- Use various strategies to understand the meaning of unfamiliar words, such as context clues, etc.
- Use the text to draw conclusions and make generalizations.
- Identify the main idea(s) in a text, as well as supporting details
- Use various text and graphic features when analyzing informational texts.
- Use various text and graphic features when composing informational texts.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion, sharing and explaining ideas, viewpoints, and opinions, solving problems, completing tasks, presenting ideas and information, and recounting experiences in order to develop a deeper understanding of the text.
- Conduct research and organize writing using text and graphic features, summarizing, paraphrasing, direct quotes.
- Produce writing appropriate to task, purpose, and audience
- Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning

- Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, and summarizing.
- Use speaking and listening to interact with others for the purposes of contributing to a class discussion
- Use academic vocabulary when
 - sharing and explaining ideas, viewpoints, and opinions adjusting thinking/beliefs
 - solving problems
 - completing tasks
 - presenting ideas and information
 - recounting experiences

Assessments (see *terms* for definitions)

Screening	Formative	Summative	Authentic
<ul style="list-style-type: none"> • Unit Pretest • On Demand Writing 	<ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Quiz • Quick-Writes • Concept Map • Think-Pair-Share • Summaries & Reflections • Text Dependent Questions (TDQs) • Running Records (administer monthly for levels A-I) 	<ul style="list-style-type: none"> • End of Unit Tests • Open-Ended Responses to Literature • On-Demand Writing 	<ul style="list-style-type: none"> • Published pieces • Writing Task • Create a Presentation: (PowerPoint/Video/iMovie/Speech) outlining a stand on any of the topics studied this unit. <ul style="list-style-type: none"> • Sports Nation: Students create a presentation (PowerPoint/Video/iMovie/Video-taped talk show) outlining why the team or player they are highlighting is the best in the sport OR highlighting any other issue in a given sport. • Are We There Yet?: Students create a pamphlet on a special place and write a letter to family members persuading them to take them to this place. • Proposal & Speech: Students can compose a written proposal to their principal for an Earth Day Initiative that the student body can participate in. For example, a School-Wide Recycling Program,

			<p>Neighborhood Clean-Up Day, Local Beach Clean Up, Fundraisers Selling Re-useable Shopping Bags, etc. After the students complete their proposals using the template, they will have to write a Speech where they will pitch their ideas to the principal. The Speech should include a strong introduction, persuasive language, reasons supporting their plan, costs (if any), positive outcomes/benefits, and a convincing conclusion.</p> <ul style="list-style-type: none"> • Visual Display: Students can use a Tri-Fold Display Board to provide information on an Endangered Species. Included on the display board should be information on the animal, their habitat, predators & prey, information on behavior & lifestyle, as well as why they are endangered and ways we can help. The students can include an assortment of graphic features such as photographs/pictures, graphs, tables, maps, etc. Their display board should be organized using headings and should include other text features such as “bolded” vocabulary & domain specific words, footnotes/glossary of terms, captions, text boxes, and so on. • Smart Phones: Students
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			<p>create a written piece or some other type of presentation to discuss the differences between iPhones and Androids. They should be sure to choose a device that they think is better and be able to support their thinking with research/facts.</p> <ul style="list-style-type: none"> • Happy Holidays: Students should choose a person who they believe should have a national holiday like Dr. King. In writing or any other format, students should discuss the person and give strong reasons as to why this person should hold this honor. • My Playlist: The student should create a playlist of five to seven songs that he/she feels best depicts the story arc of Bud, Not Buddy OR any novel of their choosing. Students must write to explain why they have chosen the specific songs on their playlists.
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Integrated Standards	
Reading: Literature	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
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.	

	Reading: Informational	
RI	5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
	Writing	
W	<p>5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
W	<p>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>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</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>	
W	<p>5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p> <p>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>	
	Speaking and Listening	
SL	<p>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> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</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>	
SL	5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL	5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
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- 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. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Sample Reader's Workshop Schedule

Reader's Workshop with Mini Lesson (45 minutes)		Reader's Workshop with Interactive Read Aloud (45 minutes)	
Mini Lesson: -Connection -Active engagement -Teaching Point -Link	<u>10 minutes</u>	Interactive Read Aloud	<u>20 minutes</u>
Practice: Students practice the strategy from the mini lesson using whole group class novels. (individual, small group, center based)	<u>20 minutes</u>	Independent Reading	<u>20 minutes</u>
Independent Reading: Students read at the independent level using the strategies they have learned to work towards their individual goal . <u>Student role:</u> stop and jot, and or writing in reader's notebooks. <u>Teacher Role:</u> Reading conferences, guided reading and or small group instruction.	<u>10 minutes</u>	Share	<u>5 minutes</u>
Share: Brief review of lesson, set up for tomorrow or share from student work.	<u>5 minutes</u>		

Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson; will plan during CPTs	Student Assessment/Evidence/ Research
<p>Extended MENTOR Texts (Select 1) <i>(Grade appropriate full-length novels Including but not limited to the list below)</i></p> <p>Harriet Tubman: Conductor on the Underground Railroad, Ann Petry Reading Level X</p> <p>Elijah of Buxton, Christopher Paul Curtis Reading Level W</p> <p>Short MENTOR Texts (Select 5-9) (Literature & Nonfiction) <i>(Literature includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth, poetry and drama)</i></p> <p>All Chocolate Milk articles & videos from Units of Study CD-ROM</p> <p><u>The Mighty Miss Malone</u>, Christopher Paul Curtis-Level U <u>Paddle-to-the-Sea</u>, Holling C. Holling- Level O <u>Matilda</u>, Roald Dahl – Level S <u>Prince Caspian</u> (Chronicles of Narnia), C.S. Lewis -Level T <u>The Magician's Newpewhew</u>, C.S. Lewis – Level T <u>The Lion, The Witch and the Wardrobe</u>, C.S. Lewis – Level T <u>The Horse and His Boy</u>, C.S. Lewis – Level T <u>Open the Door to Liberty</u>, Ann Rockwell - Level Q <u>Heart and Soul: The Story of America and African Americans</u>, Kadir Nelson - Level X <u>Miss Rumphius</u>, Barbara Cooney - Level M <i>(Informational Texts include biographies & autobiographies, books about history, social studies, science, the arts, technical texts—directions, forms—and information displayed in graphs, charts, maps, etc.)</i></p> <p>Science (Select 1-2) DK Eyewitness Books: Endangered Animals , Ben Hoare</p>	<p>January 29 Unit 3 Pre-Assessment</p> <hr/> <p>February 1-5th (5 days) Literature Spiral Review (FICTION)</p> <hr/> <p>February 8-12 (5 days)</p> <p><i>Vocabulary</i></p> <p><i>(Use Fiction & Nonfiction texts)</i></p> <hr/> <p>February 22-March 4 (10 days) <i>Author's Viewpoint Reasons & Evidence</i></p>	<p>Administer Unit 3 Pre-Assessment</p> <hr/> <p>Use fiction text for the following strategies: (or choose strategies based on student data) Interactions Can Lead to Inferences pg. 179 Consider Character in Context p. 187 (historical fiction, biography) Dig Deeper to Find a Story's Topics pg.205</p> <hr/> <p><i>These strategies can also be taught throughout the unit. Use with fiction and nonfiction texts this week (choose 2-3 then incorporate the rest throughout the unit):</i> Use Part of Speech as a clue pg. 309 It's Right there in the Sentence pg. 318 Be Alert for Word Choice pg. 322</p> <hr/> <p><i>Choose 5-6 from the choices below:</i> USE the chocolate milk articles from the Units of Study. Opinion-Reasons-Evidence pg. 234 Determining Author's Purpose, Point of View pg. 242 What's the Perspective on the</p>	<p>Unit 3 Pre-Assessment</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Informational Texts Daily Reading Conferences Running Records (monthly for levels A-I)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Informational Texts Daily Reading Conferences Running Records (monthly for levels A-I)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Informational Texts Daily Reading</p>

<p>Kids' Outdoor Adventure Book: 448 Great Things to Do, Nature Before You Grow Up, Stacey Tornio</p> <p>Social Studies/The Arts (1-2)</p> <p><u>A Writing Kind of Day: Poems for Young Poets</u>, Ralph Fletcher</p> <p><u>March On!: The Day My Brother Martin Changed the World</u>, Christine King Farris – Level Q</p> <p>Language</p> <ul style="list-style-type: none"> • <u>Scholastic Dictionary of Idioms</u> • <u>Dearly, Nearly, Insincerely: What Is an Adverb?</u> Brian Cleary • <u>Breezier, Cheesier, Newest, and Bluest: What Are Comparatives and Superlatives?</u> Brian Cleary • <u>Words, Words, Words: Teaching Vocabulary in Grades 4-12</u>, Janet Allen • <u>Bringing Words to Life</u>, Isabel Beck 	<p>-----</p> <p>March 7-11 (5 days)</p> <p><i>Analyze Multiple Accounts</i></p> <p>-----</p> <p>March 14-25 (10 days)</p> <p>Explain Relationships/interactions between events, idea, etc.</p> <p>-----</p> <p>March 28-April 1 (5 days)</p> <p><i>Writing About Reading (Responses to Informational Text)</i></p> <p>Unit 3 Post Assessment</p>	<p>Topic pg. 243</p> <p>Tricks of Persuasion pg. 244</p> <p>Perspective, Position, Power pg. 245</p> <p>Important Versus Interesting pg. 262</p> <p>Slow Down for Numbers pg. 263</p> <p>Most Important Idea: To Whom pg. 230</p> <p>-----</p> <p><i>This Strategy should be used with the Chocolate Milk articles found on the Units of Study CD. Use with multiple articles as referenced in the standard (RI.5.6)</i></p> <p>Statistics and Stance pg. 269</p> <p>-----</p> <p><i>Choose 4-5 from the choices below:</i></p> <p>What and So What pg. 237</p> <p>Cause and Effect sequence, and compare and contrast graphic organizers pg. 240</p> <p>Event Connections (narrative nonfiction) pg. 268</p> <p>Keying In to What's Important (Biographies) pg. 265</p> <p>Following Procedures (procedural nonfiction text) pg. 266 (see text sample on ELA website)</p> <p>-----</p> <p><i>Have students use these strategies to gather facts in order to write about their reading (Choose 1-2):</i></p> <p>Nonfiction Readers Stop & Jot pg. 359</p> <p>Writing to Question and Critique</p>	<p>Conferences</p> <p>Running Records (monthly for levels A-I)</p> <p>-----</p> <p>Stop and Jots</p> <p>Reader's Notebook Entries</p> <p>Book Logs</p> <p>Responses to Texts</p> <p>Running Records (monthly for levels A-I)</p> <p>-----</p> <p>Stop and Jots</p> <p>Reader's Notebook Entries</p> <p>Book Logs</p> <p>Responses to Informational Texts</p> <p>Daily Reading</p> <p>Conferences</p> <p>Running Records (monthly for levels A-I)</p> <p>-----</p> <p>Stop and Jots</p> <p>Reader's Notebook Entries</p> <p>Book Logs</p> <p>Responses to Informational Texts</p>
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		<p>pg. 374 What Happened/What It Makes Me Think T-Chart pg. 366 <i>Use these strategies below for students to write a response to text based on their work from the strategies above:</i> Lifting a Line pg. 367 Writing Long pg. 368 (refer to prompts on pages 337) Transitioning from Sentence to Sentence pg. 356</p>	<p>Daily Reading Conferences/Running Records Running Records (monthly for levels A-I) Unit 3 Post Assessment-April 1</p>
	<p>April 4-8th (5 days) Reflect & Reteach</p>	<p>Revisit any strategies/skills students need more exposure to based on results from various assessments</p>	<p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Text Running Records (monthly for levels A-I)</p>

Sample Writer's Workshop Schedule

<p>Mini Lesson: Connection Teaching Point Active Engagement Link</p>	<p><u>10 minutes</u></p>
<p>Independent Practice: Students work alone or with their writing partner, applying strategies learned to their own writing. Here, students will be at different stages of the writing process. The teacher's role is the facilitator...circulating the room, monitoring, encouraging, conferring, and providing help as needed. The teacher can confer with individual students or small groups. Peer conferring may also take place.</p>	<p><u>25 minutes</u></p>
<p>Share: Brief review of lesson, set up for tomorrow or students share work.</p>	<p><u>10 minutes</u></p>

Writing Materials	Pacing	Strategies	Student Assessment/Evidence
<p>Text <u>Lucy Calkins Units of Study-UNIT 4-Argument Bends I, II, and III</u> <u>Writing Pathways</u> <u>If...Then...Curriculum</u></p> <p>Genre Informational</p> <ul style="list-style-type: none"> two reflective of the writing process two on demand <p>*At the start of the unit, student will investigate and write argument essays about whether or not chocolate milk should be served in schools. As students explore that issue, they'll read texts, both digital and print, exploring the reasons for and against flavored milk in schools. These resources can be found on the CD-ROM. Bend I-Persuasive letters Bend II-Based on a response from the principal, students will research more to write an essay Bend III-argument essay based on their own topic</p> <p>Suggestions for Integrating Narrative and Informational Writing during Reader's Workshop</p> <p>Sample Informational Essay Topics (Response to Texts)</p> <ul style="list-style-type: none"> Current Events Animals [basic facts, animal babies, interaction with others, and habitats] Dog Breeds Historical Events Author Study <p>Sample Personal Narrative Topics Expose students to Narrative tasks that will be seen on the PARCC:</p>	<p>January 29 <i>Unit 3 Pre-Assessment</i> <i>Prepare students for on demand writing on Monday</i></p> <p>-----</p>	<p>-Administer Unit 3 Pre-Assessment Pay close attention to the format of the questions. Design your quizzes using the same language as a form of teaching test taking strategies. -Prepare students for Monday's on demand writing (Writing Pathways pg. 86 or Unit 3 pg. viii) "Think about a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, reviews. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow. Please keep in mind that you'll have 45 minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting."</p> <p>-----</p>	<p>Unit 3 Pre-Assessment</p> <p>-----</p>

<ul style="list-style-type: none"> • Read a story, write an alternate ending • Read an incomplete story and write the ending • Read a story, re-write the story in another character's view point <p>Other ideas, students can use:</p> <ul style="list-style-type: none"> • heart maps • writing territories • writer's notebooks 	<p>February 1-5 (5 days) <i>Units of Study, UNIT 4-The Research-Based Argument Essay</i> ON DEMAND Bend I Sessions 1-3</p>	<p>On Demand Writing Over the weekend, you thought about a topic or issue that you know and care about, an issue around which you have strong feelings. Today, you will have forty-five minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, reviews. You may use information from the book or another outside source you brought with you. Please keep in mind that you'll have 45 minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing, make sure you: -Write an introduction. -State your opinion or claim. -Give reasons and evidence. -Organize your writing. -Use transition words. Session 1-Research and Note taking Session 2- Teach structure of an argument essay & have students Flash Draft Session 3- Adding evidence to writing to support reasons</p>	<p>On Demand Writing</p>
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February 8-12 (5 days)
*Units of Study, UNIT 4-The
 Research-Based Argument Essay*
 Bend I
 Sessions 4-5

 Session 4-Research to gather
 quote and add them to draft
 in meaningful ways
 Session 4-See the “share”
 section. Teach students how
 to introduce the source
 Session 5-Creating a second
 draft adding more evidence
 (use loose lead piece of
 paper)
 Consider adding a grammar
 mini lesson for editing.

 Writer’s Workshop
 Independent writing
 Shared writing
 Writer’s Notebook entries
 Reflection
 Response to Texts

February 22-26 (5 days)
*Units of Study, UNIT 4-The
 Research-Based Argument Essay*
 Bend I
 Sessions 6-7

 Session 6-Teach how to
 analyze the evidence.
 Students will add their
 analysis to their draft (3rd
 draft)
 Mini lessons on Revisions
 Mini lessons on editing
 Session 7-Publish letter to
 deliver to principal

 Writer’s Workshop
 Independent writing
 Shared writing
 Writer’s Notebook entries
 Reflection
 Response to Texts

**February 29-March 4
 (5 days)**
*Units of Study, UNIT 4-The
 Research-Based Argument Essay*
 Bend II
 Sessions 8-10

 Session 8-More research
 based on the principal’s
 response. Students will
 gather evidence and organize
 (i.e boxes and bullets, T-chart,
 etc.)
 Session 9-More research
 analyze and explain the
 evidence (graphic organizer)
 Session 10-Start drafting
 (loose leaf paper)
 Teacher created Session-
 Introductions

 Writer’s Workshop
 Independent writing
 Shared writing
 Writer’s Notebook entries
 Reflection
 Response to Texts

		<p>Session 10 (see “share” section) Conclusions pg. 101-103</p> <hr/> <p>Self-Assessment using opinion checklist (see “share” section from Session 3)</p> <p>Session 13-Writing to your audience</p> <p>Teacher created sessions on editing</p> <p>Publish</p> <p>Session 14 Mini-Celebration</p> <p>Session 15- Debate (optional)</p> <hr/> <p>Session 16-Choosing a topic for the next argument piece & create 1st draft (in notebook)</p> <p>Session 17-Research</p> <p>Session 18-Use checklist & begin 2nd draft (loose leaf paper)</p> <hr/> <p>Session 19-Teach argument writing craft (making arguments more powerful, introductions, conclusions-see resources on website)</p> <p>Session 20</p> <p>Session 21-Paragraphing</p> <hr/> <p>Revising</p> <p>Editing</p>	<p>Writer’s Workshop</p> <p>Independent writing</p> <p>Shared writing</p> <p>Writer’s Notebook entries</p> <p>Reflection</p> <p>Response to Texts</p> <hr/> <p>Writer’s Workshop</p> <p>Independent writing</p> <p>Shared writing</p> <p>Writer’s Notebook entries</p> <p>Reflection</p> <p>Response to Texts</p> <hr/> <p>Writer’s Workshop</p> <p>Independent writing</p> <p>Shared writing</p> <p>Writer’s Notebook entries</p> <p>Reflection</p> <p>Response to Texts</p> <hr/> <p>Writer’s Workshop</p> <p>Independent writing</p>
	<p>March 7-11 (5 days) <i>Units of Study, UNIT 4-The Research-Based Argument Essay</i> Bend II Session 13 Edit & Publish *Note: Session 11 is on Counterclaims. According to the standards, counterclaims are introduced in grade 6. Consider using session 11 as an enrichment (small group conference with high group)</p> <hr/> <p>March 14-18 (5 days) (5 days) <i>Units of Study, UNIT 4-The Research-Based Argument Essay</i> Bend III Sessions 16-18</p> <hr/> <p>March 21-24 (4 days) <i>Units of Study, UNIT 4-The Research-Based Argument Essay</i> Bend III Sessions 19-21</p> <hr/> <p>March 28- April 1 (5 days) <i>Units of Study, UNIT 4-The</i></p>		

		<i>Research-Based Argument Essay</i> <i>Publish</i> ----- April 4-8 (5 days) <i>Celebrate –Session 22</i> <i>Portfolios</i> <i>On Demand Writing</i>	Publishing ----- Session 22-Celebrating Choosing Pieces from your Writing Folder to Place in Your Portfolio Reflecting on Your Writing *Administer a second on demand writing using the same prompt	Shared writing Writer's Notebook entries Reflection ----- Writer's Workshop Independent writing Reflection 2nd On Demand Writing (use the same prompt)	
Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals	
Running Record	Scoring the Running Record	Sample Running Record	-Looks at beginnings of words -Uses all three cueing systems	-Teach strategies to help read the whole word: <i>Slow down and think, "Does that make sense?; Does it sound right?; Does it look right?" Check the beginning and end of the word.</i>	
Fluency Record	Oral Reading Rates Rubric	Fluency Record	-Reads in two word phrases -Pauses at punctuations	-Teach strategies to assist with phrasing: Rereading, scooping more than 2 words at a time, read with a partner, let your eyes preview what's coming next.	
Book Logs	N/A	Book Log	-chooses books that are a good fit, and in a variety of genres -reads at an appropriate page per minute rate (3/4 of a page per minute) -reads for about 60 minutes per day -reads at home and at schools	-teach to read when she is done, stop at a place that's good for the book, not when the timer goes off -focus on reading one book until completion before starting another	

				-reads an appropriate level	
Engagement Inventories	N/A	Engagement Inventory		-Has strategies to get started reading -Can sustain reading for long periods of time -Jots about her reading to hold onto ideas	-Is she switching to a new book in the midst of another chapter book? If so, perhaps working to sustain on one book the entire time.
Stop & Jot	Character Continuum	Stop & Jot		-named what was in the text and pictures	-teach to think about the character's feelings and emotions.
Notebook Entry/Writing About Reading	PARCC Literary Analysis Task Rubric (scroll to bottom of page)	Notebook Entry		-Makes interpretations -Uses social issues a way to make interpretations -empathizes with characters -uses words to describe characters -provide some text evidence	-develop interpretations that are less obvious -see character in a complex way -analyze secondary characters -use more precise language when analyzing characters --provide more detailed text evidence
Anecdotal Notes	N/A	Teacher Sample		-stop & jots -book log updated -growth in reading stamina	-Teach to think about why the character is saying and or doing certain things (character motivation)
Differentiation	Literacy Centers	Graphic Organizers	Teacher Think-Alouds	Double Entry Journals	
	Scaffolded Questions	Guided Reading	Modeling	Role Playing	
	Tiered Lessons	Question Stems	Exemplars	Text Coding	
	Flip Books	Comprehension Bookmarks	Vocabulary Maps	Written Conversations	
	Cubing & Think Dots ❖	Choices (by intelligences)			

**Skills and
Definitions**

PARCC TERMS

Performance-Based Assessments: Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions.

Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.

Research Simulation Task (RST): In this task, students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.

Narrative Task (NT): In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or describe an account of events, scenes or objects, for example.

Evidence-Based Selected Response (EBSR): multiple choice assessment

Technology-Enhanced Constructed Response (TECR): computer-based assessment

Prose-Constructed Response (PCR): open-ended questions

OTHER TERMS

Formative Assessment: a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a method of continually evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.

3 Types of Formative Assessments:

1. **"In the Moment"** (those that happen during a lesson)
2. **"planned-for-interaction"** (those decided before instruction)
3. **"curriculum-embedded"** (embedded in the curriculum and used to gather data at significant points during the learning process).

Summative Assessment: cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. (State-mandated assessments District benchmark or interim assessments, End-of-unit or -chapter tests)

Authentic Assessment: refers to assessment tasks that requires students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).(conducting research and writing a report, developing a character analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).

reading strategies: purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.

- **monitor:** is the ability of a reader to be aware, while reading, whether a text is making sense or not.
- **using and creating schema:** making connections between the new and the know, building and activating background knowledge

- **asking questions:** generating questions before, during, and after reading that lead you deeper into the text.
- **determining importance:** deciding what matters most, what is worth remembering
- **making inferences:** to figure out something the author does not say.
- **using sensory and emotional images:** creating mental images to deepen and stretch meaning
- **synthesizing:** creating an evolution of meaning by combining understanding with knowledge from other texts/sources

Story Structure: the important parts of the story, including the problem or conflict, plot events, and the problem's solution, or resolution, and how they work together.

Conflict: the story problem, or struggle, which affects events in the plot.

Resolution: the way the conflict is resolved in the story; the solution.

Rising Action: the way the plot events build to the story's climax, or most dramatic moment.

Summarize: tell the most important parts of the text in your own words.

Context: the words and sentences around a word that gives clues to the word's meaning

Simple Subject: the main word that tells whom or what the sentence is about.

Simple Predicate: the main word that tells what the subject does or is.

Fragment: a group of words that does not express a complete thought; not a sentence.

Graphic Features: photographs, illustrations, or other features, such as maps or charts, that stand for ideas or add to details in the text.

Text Features: parts of the text, such as titles, headings or captions.

Affix: a suffix or prefix attached to a base word, stem, or root that changes the meaning of the word.

Declarative Sentence: tells something and ends with a period.

Interrogative Sentence: asks something and ends with a question mark.

Imperative Sentence: gives an order and ends with a period.

Exclamatory Sentence: expresses strong feeling and ends with an exclamation point.

Compare: to find ways that two or more things are similar.

Contrast: to find ways that two or more things are different.

Infer: to figure out something that is not directly stated.

Multiple-Meaning Words: words that have more than one meaning.

Compound Sentence: two sentences joined by a comma and conjunction such as *and*, *but* or *or*.

Complete Subject: all the words telling whom or what a sentence is about.

Complete Predicate: all the words telling what the subject is or does.

Sequence of Events: the order in which events happen.

Monitor: to keep track of your understanding.

Clarify: to spot difficulties and figure out how to understand.

Chronological Order: a time sequence.

Acronym: a name made from initials that can be read as a word.

Theme: the big idea or lesson the author wants the reader to know.

	<p>Visualize: to use text details to form pictures in your mind.</p> <p>Collective Noun: names a group of people, animals or things that act as a unit.</p>	
Technology	<p>March on Washington and Civil Rights</p> <ul style="list-style-type: none"> • http://www.history.com/topics/black-history/march-on-washington Articles, Videos, Speeches and Pictures on the March • http://www.ourdocuments.gov/doc.php?flash=true&doc=96 Official Program for the March on Washington • http://www.newsweek.com/planning-march-washington-300305 Planning the March on Washington • http://www.c-span.org/video/?307539-1/1963-march-washington-jobs-freedom Video on the March on Washington • http://www.ibtimes.com/mlk-i-have-dream-speech-full-text-read-martin-luther-kings-entire-march-washington-1787100 Full text of Dr. King's Speech • http://news.yahoo.com/blogs/power-players-abc-news/rep--john-lewis-on-the-comic-book-that-changed-the-civil-rights-movement-225518794.html Comic Book that Changed the Civil Rights Movement • http://www.history.com/topics/black-history/civil-rights-movement/videos/bloody-sunday Bloody Sunday [Voting Rights] <p>The Underground Railroad</p> <ul style="list-style-type: none"> • http://www.history.com/topics/black-history/underground-railroad/videos Video on the Underground Railroad • https://www.youtube.com/watch?v=ylqQibHXL_4 Harriet Tubman and the Underground Railroad • http://www.teachertube.com/video/underground-railroad-19374 Underground Railroad Video • http://video.pbs.org/video/1479874539/ Experience on the Underground Railroad • https://www.youtube.com/watch?v=60oFmPwLz8U Leaders of the Underground Railroad • http://www.pbs.org/wgbh/aia/part4/4p2944.html Article on the Underground Railroad • http://www.history.com/topics/black-history/underground-railroad Articles, Videos and Speeches on the Underground Railroad • http://education.nationalgeographic.com/education/media/underground-railroad-journey-freedom/?ar_a=1 Journey to Freedom • http://people.hofstra.edu/alan_j_singer/Docket/Emancipation_Proclamation/11TheUndergroundRailroadInNewJersey.pdf The Underground Railroad in New Jersey 	
Resources	<p>Teacher Resources</p> <p>https://www.readworks.org/lessons/grade3/theme/lesson-1 "The Solution to Reading Comprehension" Lessons, Units, Reading Passages, Question Sets, etc.</p> <p>www.achievethecore.org Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development.</p> <p>www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS.</p>	<p>Student Resources</p> <p>www.spellingcity.com Activities, games, skill building based on grade-level words or teacher/school added.</p> <p>www.brainpop.com Quizzes, games, activities on curricular content</p> <p>http://www.eduplace.com/graphicorganizer Graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming</p> <p>www.studyisland.com</p>
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	<p>http://exchange.smarttech.com/search.html SMART notebook lessons</p> <p>http://www.learner.org/jnorth/tm/InstrucStrat9.html A sampling of stories, pictures, slideshows, and video clips from nature, just for kids!</p> <p>www.corestandards.org Grade level standards, book lists, writing exemplars</p> <p>http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/ Beth Newingham's classroom website complete with teacher resources, lesson ideas, etc.</p> <p>www.readingandwritingproject.com Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc.</p> <p>www.k12reader.com Reading Instruction Worksheets, Powerpoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words.</p> <p>www.thewritesource.com Writing topics, Student Models, Publish It!, Research Links, etc.</p> <p>http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.</p> <p>http://www.proquestk12.com/productinfo.shtml Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy, and helps differentiate instruction across all K-12 curriculum areas.</p>	<p>Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core.</p> <p>www.funbrain.com Reading activities and games for kids.</p> <p>www.abcy.com Reading games for Grades K-5.</p> <p>http://www.kidzsearch.com/ The #1 Kids' Safe Search Engine-Powered by Google.</p> <p>http://kids.nationalgeographic.com/ National Geographic Kids—Information, games and videos for children.</p> <p>http://www.timeforkids.com/homework-helper Time for Kids Homework Helper</p>
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Evaluation/ Reflection	<p data-bbox="359 173 1108 204"><u>Unit Reflection</u> <i>(Please submit your responses via Google Form)</i></p> <p data-bbox="359 280 783 311">When thinking about your practice:</p> <ul data-bbox="407 354 1524 490" style="list-style-type: none"> <li data-bbox="407 354 632 384">• What worked? <li data-bbox="407 388 1524 418">• What do you think could have been done more effectively in your lessons and instruction? <li data-bbox="407 422 898 453">• What do I need to learn more about? <li data-bbox="407 456 812 490">• What resources were helpful?