

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

Fifth Grade

**PARCC Aligned Curriculum Guide
Unit 5**



School Year 2015-2016

Grade 5 Unit Plan

Unit 1

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	4
Unit Focus	<p>In Unit 4, students will be reading various fiction texts including stories, dramas, and poems, in order to analyze how a character's response to challenges (actions/reactions) supports the overall theme of the text. By looking at the character's response to challenges, students will also determine how events may be described differently using another point of view. This will require students to identify details from the text which illustrate how the narrator's/speaker's point of view influences how events are described.</p> <p>Students will also dive into texts to determine the meaning and tone based on the visual and multimedia elements. Students will do this by analyzing the structure and components of poems, dramas, and stories. In this way, they will be able to describe the effect created by an author's use of a particular structure.</p> <p>Additionally, to encourage students to critically think, students will evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took.</p> <p>Understanding characters, structure, theme, meaning, tone and comparing ideas to other texts expands a reader's comprehension of a text.</p>
Grade Level Standards 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).	
Focus 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.	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	
RL.5.7 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).	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	

	Writing	
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>5.4 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>	
W	<p>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.)</p>	
W	<p>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.</p>	
W	<p>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.</p>	
	Language	
L	<p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	
L	<p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions 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?).</p> <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>	
L	<p>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>	
L	<p>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> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	
		4

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).		
Reading Foundations		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Pacing Guide	Marking Period 4: April 18th-June 21st	
Essential Questions What do readers do when they do not understand everything in a text? How do readers construct meaning from text? Why do readers need to pay attention to a writer's choice of words ? How do I figure out a word I do not know? How do good writers express themselves? How does process shape the writer's product? How do writers develop a well written product?		Enduring Understandings Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Words powerfully affect meaning. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. 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.
		5

<p>How can discussion increase our knowledge and understanding of an idea(s)?</p> <p>How do speakers express their thoughts and feelings?</p>	<p>Oral discussion helps to build connections to others and create opportunities for making learning concrete.</p> <p>Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.</p>
Learning Outcomes	
<p>Student Goals:</p> <p><i>To show proficiency, I will:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate independence ▪ Use the story elements, including setting, characters, theme, plot and so on, in order to analyze a text ▪ Use various strategies to understand the meaning of unfamiliar words, such as context clues, Latin & Greek prefixes/suffixes, root words, etc. ▪ Analyze characters to identify and understand theme in a text ▪ Produce writing appropriate to task, purpose, and audience ▪ Use a variety of strategies before, during, and after reading to construct, monitor, and confirm meaning, including ▪ Use reading strategies such as predicting, asking and answering text-dependent questions, inferring, summarize, ▪ Compare and contrast themes ▪ Determine meaning and tone in texts ▪ Analyze a narrator's or character's point of view and how it influences events in a text ▪ Use speaking and listening to interact with others for the purposes of contributing to a class discussion ▪ Use academic vocabulary when <ul style="list-style-type: none"> ▪ sharing and explaining ideas, viewpoints, and opinions, ▪ adjusting thinking/beliefs, ▪ solving problems ▪ completing tasks ▪ presenting ideas and information ▪ recounting experiences 	
Assessments (see <i>terms</i> for definitions)	
<p>Screening</p> <ul style="list-style-type: none"> • On Demand Writing 	<p>Formative</p> <ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Quizzes <p>Summative</p> <ul style="list-style-type: none"> • End of Unit Tests • Open-Ended Responses to Informational Text <p>Authentic</p> <p>(Students are to select <u>one</u> activity of <u>their choice.</u>)</p> <ul style="list-style-type: none"> • Published Writing Pieces
6	

		<ul style="list-style-type: none"> • Quick-Writes • Notebook Entries • Summaries & Reflections • Text Dependent Questions (TDQs) • Running Records (Reading Levels A-I) 	<ul style="list-style-type: none"> • On-Demand Writing • Running Records (all students) due June 3 	<ul style="list-style-type: none"> • Create a poem based on a memoir that you have written about yourself • Create a diary entry based on an event from one of your memoirs 	
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	Integrated Standards	
	Reading: Informational Text	
RI	5.1 Quote accurately from a text 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	5.4 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	5.10 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	5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories 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 concluding statement or section related to the information or explanation presented.	
W	5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
W	5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]")

Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, 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.
- 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

10 minutes

Interactive Read Aloud

20 minutes

Independent Reading:

Students read at the independent level using the strategies they have learned to work towards their **individual goal**.

Student role: stop and jot, and or writing in reader's notebooks.

Teacher Role: Reading conferences, guided reading and or small group instruction.

30 minutes

Independent Reading

20 minutes

Share: Brief review of lesson, set up for tomorrow or share from student work.	<u>5 minutes</u>	Share	<u>5 minutes</u>
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Reading Materials	Pacing	Strategies *teach through interactive read aloud or mini lesson; will plan during CPTs	Student Assessment/Evidence/Research
Extended Text (Select 1) <i>(Grade appropriate full-length novels Including but not limited to the list below)</i> <ul style="list-style-type: none"> <i>I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)</i> by Malala Yousafzai Level T <i>Out of My Mind</i> by Sharon Draper Level S Short Texts (Select 5-9) <i>(Literature includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth, poetry and drama)</i> <u>The Mighty Miss Malone</u> by Christopher Paul Curtis <u>The Relatives Came</u> (Cynthia Rylant) <u>A Day's Work</u> (Eve Bunting) <u>Thank You Mr. Falker</u> by Patricia Polacco (Read Aloud) <u>Ish</u> by Peter Reynolds <u>Talking Walls</u> by Margy Burns Knight <u>Fly Away Home</u> by Eve Bunting <u>Every Living Thing</u> by Cynthia Rylant <u>Terrible Things</u> by Eve Bunting) Additional Texts in StoryWorks <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> Science (Select 1-2) <u>Amazing True Story of Owen and Mzee</u> by Craig Hatkoff <u>Owen & Mzee: Language of Friendship</u> by Isabella Hatkoff <u>Blasting Off to Space Academy</u> by Susan E. Goodman <u>Connect to Science: Profile of a Spacewalker</u> by Carole	April 18-22 <i>Theme</i> <hr/> April 25-May 6 (10 days) <i>Point of View</i> <hr/> May 9-13 <i>Compare & Contrast Themes</i> <i>*Have students practice the strategy Monday & Tuesday. Then have students write their response to literature Wednesday-Friday. Because</i>	Choose 2-3 for the week: -From Seed to Theme pg. 206 -The Real World In My Book pg. 208 -Identifiers, Identity, and Ideas pg. 215 -Character Change Can Reveal Lessons pg. 211 <hr/> Choose 2-3 EACH WEEK -Who's Telling the Story? pg. 175 -Reader's Ask themselves Questions pg. 210 -Interactions Can Lead to Inferences pg. 179 The Influence on Character pg. 181 -Blind Spots pg. 189 -Modify the strategy <i>Character Comparisons</i> pg. 176. <i>Teach students how to compare the characters' thoughts & reactions to the problem and events in the story.</i> <hr/> Choose 1 strategy for Monday and Tuesday: Compare Lessons Across Books in a Series pg. 202 OR Book- to- Book Connections pg. 204 Wednesday-Friday: Teach students how to construct a response to	Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences <hr/> Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences Begin administering 3 rd Running Records (DUE JUNE 3) <hr/> Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences Running Records (DUE

<p>Gerber Additional Texts in StoryWorks</p> <p>Social Studies/The Arts</p> <p><u>Poetry for Young People: Langston Hughes</u> by David Roessel <u>To Be A Slave</u> by Julius Leter <u>Sonia Sotomayor: A Judge Grows in the Bronx</u> by <i>Jonah Winter</i> <u>Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought)</u> by <i>Kathleen Krull</i> <u>The Great Migration</u> by <i>Jacob Lawrence</i> <u>Amelia to Zora: Twenty-Six Women Who Changed the World</u> by <i>Cynthia Chin-Lee</i></p> <p>Language</p> <p><i>Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?</i> By Brian Cleary <i>Dearly, Nearly, Insincerely: What Is an Adverb?</i> By Brian Cleary <i>Hairy, Scary, Ordinary: What Is an Adjective?</i> By Brian Cleary <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12</i> by Janet Allen <i>Bringing Words to Life</i> by Isabel Beck</p>	<p><i>students will be writing about reading on those days during the reading block, allow for a protected independent reading time.</i></p> <hr/> <p>May 16-20 <i>Meaning, tone and beauty.</i></p> <hr/> <p>May 23-27 Vocabulary</p> <hr/> <p>May 31-June 3 Structure of Poetry, Drama, Story</p>	<p>literature (compare & contrast essay) [Not a traditional Reader's Workshop Block] Wednesday: Body Paragraph (Teach what the meaning and tone of a text is. Use poems, graphic novels, fables, stories, etc. as your mentor text. Model how certain elements of the text and pictures help you identify the meaning and tone of a text. (see ELA webpage for resources)</p> <hr/> <p>-Teach students parts of a story, poem, and drama. Students should be able to understand how events fit together, therefore prompt them with comprehension questions about the texts *use Reader's Theater to address drama *see ELA webpage for resources</p> <hr/> <p>Word Relationship in a Phrase pg. 316 Be Alert for Word Choice pg. 322 Get to the Root pg. 323</p> <hr/> <p>Teach students parts of a story, poem, and drama. Students should be able to understand how events</p>	<p>JUNE 3)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences Running Records (DUE JUNE 3)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries Book Logs Responses to Literature Daily Reading Conferences Running Records (DUE JUNE 3)</p> <hr/> <p>Stop and Jots Reader's Notebook Entries</p>
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		fit together, therefore prompt them with comprehension questions about the texts) *use Reader's Theater to address drama (see ELA webpage for resources)	Book Logs Responses to Literature Daily Reading Conferences Running Records (DUE JUNE 3)
	June 6-10 Review End of Unit Assessment	Review strategies from the Unit or Use this time to catch up if PARCC has put you behind in pacing. Administer Unit 4 Post Assessment	Stop and Jots Reader's Notebook Entries Conferences UNIT 4 POST ASSESSMENT 6.10.16
	June 13-21 Reflect and Reteach	Reflect and Reteach using the same strategies during independent reading and reading conferences	Stop and Jots Reader's Notebook Entries

Sample Writer's Workshop Schedule

Mini Lesson: Connection Teaching Point Active Engagement Link	<u>10 minutes</u>			
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.	<u>25 minutes</u>			
Share: Brief review of lesson, set up for tomorrow or students share work.	<u>10 minutes</u>			
	Writing Materials	Pacing	Strategies	Student Assessment/Evidence
Text <u>Lucy Calkins Units of Study-Memoir I, II, and III</u> Writing Pathways	April 18th – April 22nd <i>Units of Study-Unit 3-Memoir-Bend I</i>	<u>On Demand Writing:</u> <i>“Think of a topic or issue that you know and care about, an</i>	On-Demand Writing Writer’s Notebook entries Response to Texts	

<p>If...Then...Curriculum</p> <p>Genre Memoirs (2)</p> <ul style="list-style-type: none"> • Two pieces reflective of the writing process • Two On-Demand Pieces <p>Suggestions for Integrating Opinion and Informational Writing during Reader's Workshop</p> <p>Sample Personal Narrative Topics For ideas, students can use:</p> <ul style="list-style-type: none"> • heart maps • writing territories • writer's notebooks <p>Sample Opinion Essay Topics (Response to Texts)</p> <ul style="list-style-type: none"> ▪ Articles from Storyworks ▪ Articles from ELA News <p>Sample Informative Topics (Response to Informational Texts)</p> <ul style="list-style-type: none"> ▪ The Election Process, The Electoral College-<i>Explain how a president is elected.</i> ▪ Women & Minorities Gaining the Right to Vote-<i>Explain the role specific historical leaders took in order to gain the right to vote.</i> ▪ Articles from Storyworks or ELA News 	<p>(Sessions 1-2)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p><i>issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument 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, and 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 forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting."</i></p> <p><u><i>In your writing, make sure you:</i></u></p> <ul style="list-style-type: none"> • Write an introduction • State your opinion or claim • Give reasons and evidence • Organize your writing • Acknowledge counterclaims • Use transition words • Write a conclusion <p>Session 1: What Makes a Memoir (analyzing various</p>	
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		<p>memoirs to identify similarities and differences in the structure; students will begin writing their own memoir)</p> <p>*Students can finish writing their memoirs in class the next day or they may take their Writers notebooks home to finish their writing.</p> <p>Session 2: Interpreting the Comings and Goings of Life (analyzing life stories to look for patterns that give ideas for writing; students can look for themes that are repeated or issues that reappear often in their writing)</p>	
	<p>-----</p> <p>April 25th – April 29th <i>Units of Study-Unit 3-Memoir-Bend I</i> (Sessions 3-5)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>-----</p> <p>Session 3: Writing Small about Big Topics (challenge students to write an entry with big ideas in mind, but to also find ways to add small moments into their writing)</p> <p>Session 4: Reading Literature to Inspire Writing (using literature to push students to write about whatever is on their mind)</p> <p>Session 5: Choosing a Seed Idea (students will begin planning their own piece by choosing a seed idea based on a review of the entries)</p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>

		<p>they've collected)</p> <hr/> <p>May 2nd-6th <i>Units of Study-Unit 3-Memoir-Bend I, II</i> (Sessions 6-7)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<hr/> <p>Session 6: Expecting Depth from Your Writing (digging deeper in your writing through doing an analysis of writing from a variety of authors; learn and understand the characteristics of a memoir that you can replicate in your writing)</p> <p>Session 7: Studying and Planning Structures (examining the structures authors have used to write a memoir to determine which one would be best for your writing)</p> <hr/> <p>Session 8: The Inspiration to Draft (first draft of memoir will be written) *Note: The drafting process could take three class periods over the course of the week.</p> <p>*Before beginning session 9, the teacher should be doing a review of student writing to determine 1-2 teaching points for the class throughout the week. Mid-workshop teaching can also be used.</p>	<hr/> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p> <hr/> <p>Memoir Checklist Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>	
		<hr/> <p>May 9th-13th <i>Units of Study-Unit 3-Memoir-Bend II</i> (Sessions 8-9)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>			

May 16th-20th

*Units of Study-Unit 3-Memoir-
Bend II*

(Sessions 10-11)

****Be sure to refer to the Getting
Ready section for each session
before planning for your
students.***

Session 9: Becoming Your
Own Teacher (pushing
students to become
resourceful writers that don't
depend on the teacher for
guidance)

***Students will be redrafting
their memoir in session 10.**

Session 10: Revising the
Narrative Portion of a
Memoir (writers should
reveal something about
themselves in a memoir; this
can be done through
exposing their feelings about
external events that are
taking place throughout their
writing)

Session 11: Editing for Voice
(review the editing checklist
with students and have them
use the checklist with their
writing; teach students how
to make their writing more
powerful through writing with
voice)

*Small-group instruction can
focus on specific goals set by
students or other teaching
points the teacher has
identified) Students should
have the final copy of their
piece written by the end of

Writer's Notebook Entries
Editing Checklist
Response to Texts
Portfolios
Reflection Sheets

		<p>the week. Students can also work on their final copies at home.</p>	
	<p>-----</p> <p>May 23rd-27th <i>Units of Study-Unit 3-Memoir-Bend III</i> (Sessions 12-14)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>-----</p> <p>Session 12: Seeing Again, with New Lenses (examining the stories about yourself and using thought prompts to develop bigger theories about who are as a person) *All students should have selected an idea for a second memoir by the end of this session.</p> <p>Session 13: Flash-Drafting (students write a flash-draft based on their topic in one class period)</p> <p>Session 14: Revising the Expository Portions of a Memoir (helping writers find a structure for their writing that makes their ideas easy to understand and follow)</p> <p>-----</p> <p>Session 15: Reconsidering the Finer Points (writers learn new strategies for inserting more revealing details into their memoir)</p> <p>Session 16: Rereading Your Draft and Drawing on All You Know to Revise (teaching students how to become a</p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>
	<p>-----</p> <p>May 30th-June 3rd <i>Units of Study-Unit 3-Memoir-Bend III</i> (Sessions 15-16)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>		<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>

		<p>reader of writing to make improvements to their writing)</p>	
	<p>-----</p> <p>June 6th-10th <i>Units of Study-Unit 3-Memoir-Bend III</i> (Sessions 17-18)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p> <p>-----</p>	<p>Session 17: Metaphors Can Convey Big Ideas (using metaphors in writing to explain ordinary details)</p> <p>Session 18: Editing to Match Sound to Meaning (listening carefully to writing to ensure the right words, structure, and punctuation was used to convey the content, mood, tone, and feelings of the piece)</p> <p>-----</p>	<p>-----</p> <p>Writer's Notebook Entries Editing Checklist Response to Texts Portfolios Reflection Sheets</p> <p>-----</p>
	<p>-----</p> <p>June 13th-17th <i>Units of Study-Unit 3-Memoir-Bend III</i> (On-Demand Piece, Session 19)</p> <p><i>*Be sure to refer to the Getting Ready section for each session before planning for your students.</i></p>	<p>On Demand Writing: <i>"Think of 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 or argument 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, and reviews. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow. Please</i></p>	<p>-----</p> <p>Writer's Notebook Entries Response to Texts Portfolios Reflection Sheets</p>

		<p><i>keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting."</i></p> <p><u><i>In your writing, make sure you:</i></u></p> <ul style="list-style-type: none"> • Write an introduction • State your opinion or claim • Give reasons and evidence • Organize your writing • Acknowledge counterclaims • Use transition words • Write a conclusion <p><u>Session 19:</u> Celebration of Writing (have students finish publishing their writing and celebrate student writing)</p> <p>*Students can also use this week to complete their portfolios.</p>	
	<p>-----</p> <p>June 20th-20th <i>Portfolio Review</i></p>	<p>-----</p> <p>This week should be used to have students work on collecting writing for their portfolios and finishing reflection sheets.</p>	<p>-----</p> <p>Portfolios Reflection Sheets</p>

Type of Assessment	Rubric	Student Sample	Student Strengths	Student Goals
Running Record	Scoring the Running Record	Sample Running Record	<ul style="list-style-type: none"> -Looks at beginnings of words -Uses all three cueing systems 	<ul style="list-style-type: none"> -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?"</i> <i>Check the beginning and end of the word.</i>
Fluency Record	Oral Reading Rates Rubric	Fluency Record	<ul style="list-style-type: none"> -Reads in two word phrases -Pauses at punctuations 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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 -reads an appropriate level 	<ul style="list-style-type: none"> -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
Engagement Inventories	N/A	Engagement Inventory	<ul style="list-style-type: none"> -Has strategies to get started reading -Can sustain reading for long periods of time -Jots about her reading to hold onto ideas 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -named what was in the text and pictures 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Makes interpretations -Uses social issues a way to make interpretations -empathizes with characters -uses words to describe characters -provide some text evidence 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -stop & jots -book log updated -growth in reading stamina 	<ul style="list-style-type: none"> -Teach to think about why the character is saying and or doing certain things (character motivation)
Skills and Definitions	<p style="text-align: center;"><u>PARCC TERMS</u></p> <p>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.</p> <p>Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</p> <p>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.</p> <p>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.</p> <p>Evidence-Based Selected Response (EBSR): multiple choice assessment</p> <p>Technology-Enhanced Constructed Response (TECR): computer-based assessment</p> <p>Prose-Constructed Response (PCR): open-ended questions</p> <p style="text-align: center;"><u>OTHER TERMS</u></p> <p>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.</p> <p style="text-align: center;"><u>3 Types of Formative Assessments:</u></p> <ol style="list-style-type: none"> 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.

	<p>Interrogative Sentence: asks something and ends with a question mark.</p> <p>Imperative Sentence: gives an order and ends with a period.</p> <p>Exclamatory Sentence: expresses strong feeling and ends with an exclamation point.</p> <p>Compare: to find ways that two or more things are similar.</p> <p>Contrast: to find ways that two or more things are different.</p> <p>Infer: to figure out something that is not directly stated.</p> <p>Multiple-Meaning Words: words that have more than one meaning.</p> <p>Compound Sentence: two sentences joined by a comma and conjunction such as <i>and</i>, <i>but</i> or <i>or</i>.</p> <p>Complete Subject: all the words telling whom or what a sentence is about.</p> <p>Complete Predicate: all the words telling what the subject is or does.</p> <p>Sequence of Events: the order in which events happen.</p> <p>Monitor: to keep track of your understanding.</p> <p>Clarify: to spot difficulties and figure out how to understand.</p> <p>Chronological Order: a time sequence.</p> <p>Acronym: a name made from initials that can be read as a word.</p> <p>Theme: the big idea or lesson the author wants the reader to know.</p> <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>POETRY http://www.edutopia.org/blog/national-poetry-month-teacher-resources-matt-davis http://www.poetry4kids.com/readinglevel (poems by grade level)</p> <p>READER'S THEATER http://www.thebestclass.org/rtscripts.html</p>	
Resources	<p><u>Teacher Resources</u></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.thinkcentral.com</p>	<p><u>Student Resources</u></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</p>
22		

	<p>JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p>www.tech4learning.com</p> <p>Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS.</p> <p>http://exchange.smarttech.com/search.html</p> <p>SMART notebook lessons</p> <p>http://www.learner.org/jnorth/tm/InstrucStrat9.html</p> <p>A sampling of stories, pictures, slideshows, and video clips from nature, just for kids!</p> <p>www.corestandards.org</p> <p>Grade level standards, book lists, writing exemplars</p> <p>http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/</p> <p>Beth Newingham's classroom website complete with teacher resources, lesson ideas, etc.</p> <p>www.readingandwritingproject.com</p> <p>Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc.</p> <p>www.k12reader.com</p> <p>Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words.</p> <p>www.thewritesource.com</p> <p>Writing topics, Student Models, Publish It!, Research Links, etc.</p> <p>http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District</p> <p>Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.</p> <p>http://www.proquestk12.com/productinfo.shtml</p> <p>Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education</p>	<p>research and brainstorming</p> <p>www.studyisland.com</p> <p>Students can complete online assignments, review lessons and play games based on specific skills/standards addressing the Common Core.</p> <p>www.thinkcentral.com</p> <p>JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc.</p> <p>www.funbrain.com</p> <p>Reading activities and games for kids.</p> <p>www.abcy.com</p> <p>Reading games for Grades K-5.</p> <p>http://www.kidzsearch.com/</p> <p>The #1 Kids' Safe Search Engine-Powered by Google.</p> <p>http://kids.nationalgeographic.com/</p> <p>National Geographic Kids—Information, games and videos for children.</p> <p>http://www.timeforkids.com/homework-helper</p> <p>Time for Kids Homework Helper</p>
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		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.	
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Contact	stokesap@orange.k12.nj.us , pascergi@orange.k12.nj.us		
Evaluation/ Reflection	<p><u>Module Reflection</u> (<i>Please email your responses to April Stokes at the end of the marking period</i>)</p> <p>When thinking about your practice:</p> <ul style="list-style-type: none"> • What worked? • What do you think could have been done more effectively in your lessons and instruction? • What do I need to learn more about? • What resources were helpful? 		