### 5th Grade - August/September

#### Reading: Agency and Independence: Launching

- **Reading Benchmark:** S

#### Writing: Narrative Craft

<table>
<thead>
<tr>
<th>Literature &amp; Informational</th>
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<tr>
<td><strong>RL.1.</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td><strong>RL.2</strong> 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.</td>
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<td><strong>Readers summarize the text by determining the theme from the key details in a text.</strong></td>
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<td>- What is theme and how do you determine the theme of a literary text?</td>
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<td>- What is a summary and how do you summarize?</td>
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<td><strong>Readers explain what the text says and make inferences by quoting accurately from the text.</strong></td>
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<td>- What is a quote and why do we have to quote from the text?</td>
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<td>- How do we infer from the text?</td>
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<td><strong>RL.3</strong> 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).</td>
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<td><strong>Readers use specific details from the text to compare and contrast characters, settings, or events.</strong></td>
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<tr>
<td>- How do you compare and contrast story elements (characters, settings, or events) in literary texts?</td>
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<td><strong>RL.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<td><strong>RL.10</strong> 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.</td>
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<th>Writing</th>
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<td><strong>W.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<tr>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</td>
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<td><strong>W.5</strong> 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 on pages 28 and 29.)</td>
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<td><strong>W.8</strong> 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.</td>
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<td><strong>W.9a</strong>. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>- Apply grade 5 Reading standards to literature.</td>
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- **On-Going W.4, W.10**

#### Bend 1: Generating Personal Narratives

Standards: W.3, W.5, W.8, W.10

#### Bend 2: Moving Through the Writing Process: Rehearsing, Drafting, Revising, and Editing

Standards: W.3, W.4, W.5

#### Bend 3: Learning from Mentor Texts

Standards: W.3, W.4, W.5, W.8, W.9a
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<th>Language</th>
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| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  e. Spell grade-appropriate words correctly, consulting references as needed.  
| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  

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<th>Foundational &amp; Speaking and Listening</th>
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| RF.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.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-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.  
| SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  
  a. 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.  
  b. Follow agreed-upon rules for discussions and carry out assigned roles.  
  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  
  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  
| SL.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. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  

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<th>Reading Notes</th>
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| Bend I: Lifting Our Reading Lives to a New Level (one week) RL.1  
How can I set up goals for my own reading life and begin to work deliberatively towards those goals?  
- Determine Just Right Books - Fountas and Pinnell, Ch.9  
- Buzz Talks - Fountas and Pinnell, Ch.9  
- Reading Portfolio -(Reading Log, Mini Lessons Jots, and Independent Jots)  
- Establishing Reading Goals  
- Engaged Reading Attending to Details and be able to cite/quote areas of text to support thinking – Comprehension Toolkit 3-6  
- Follow Your Inner Conversation  
- Active Summarizing  

Bend II: Building Theories about the Characters (one week) RL.1, RL.3  
How can I develop theories not just about the main characters in a novel but also about the minor characters, wondering they influence the main character?  
How can I notice other things that influence the main characters too, like the setting, and wonder why things are the way they are in the story?  
- Grow theories about Characters in text based on Inferences (2 Column Notes: In The Book/In My Head)...Character Actions/Interactions (Richardson, p. 233-234), Dialogue, Inner Thinking (Richardson, p. 235), Character Emotions  


- Analyze Character Choices and Their Effects
- Analyze Characters Interactions
  - Character Trait Web and Sociogram (Richardson, p. 230)
- Compare and Contrast Characters
- Analyze Setting
  - How do the chapters, scenes fit together and create character change?
  - Does the setting in your book influence the character?
  - What role does the setting play in the story?

Form Universal Theories- Ex. (The Great Gilly Hopkins), Opal (Because of Winn Dixie), and Rob (The Tiger Rising) “When children lose a mother, they struggle. Some kids create a protective shell to keep people out, some have a hard time letting the past go, and others struggle to let their feelings out and people in.

**Bend III: Characters Convey Larger Meanings (one week) RL.2**

How can I notice that stories are made the way they are on purpose to highlight certain themes? For example, how can I notice that the author sometimes has set up contrasting characters and setting in order to highlight themes?

- **Theme**
  - Which detail in the story supports the theme?
  - What life lesson(s) can we learn from the character?

- **Reasons for Different Characters and Points of View**
  - Who is the protagonist or antagonist? What role do they play?
  - Why did the author make these characters similar and/or different?
  - How might the story change if told from another narrator?

- **Mood**
  - How does the mood change in the story?

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### Reading Resources

**Note:** If you have multiple books by one author it is likely they will fit nicely together when comparing characters.

**Possible Texts:**

- *The Great Gilly Hopkins* Katherine Paterson
- *Because of Winn-Dixie* Kate DiCamillo
- *Bridge to Terabithia* Katherine Paterson
- *The Way West* (Journal — Audio) pp 326-327
- *The Declaration of Independence* (Memoir) pp 50-54
- *Something to Sneeze About* (Mystery, Science Inquiry) pp 558-562
- *Thank You Ma’Am* Langston Hughes (Short Stories)
- *Every Living Thing* Cynthia Rylant (Short Stories)
- *Notes from a Liar and her Dog* Gennifer Choldenko

**Literacy By Design:**

- *Jedediah Smith* (1820s Memoir) pp 314-318
- *Tracking Bird Flu* (personal narrative) pp 454-458
- “Independence Day” (Poetry) pp 58-59

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### Writing Resources

**Instructional Resources**

- Launching (Utilize this book to add small moments in notebooks to begin writing workshop.) (Calkins, *Unit of Study for Teaching Writing, Grades 3-5*)
- Raising the Quality of Personal Narrative (Calkins, *Unit of Study for Teaching Writing Grades 3-5*)
- If-Then Lucy Calkins Book, 2013 pages 90-98
- Raising the Level of Personal Narrative/Memoir (Calkins, Reading and Writing Project Unit 1, 2012 - Yellow Spiral)
- Narrative Craft (Calkins, 2013)
Quality Narrative Writing Includes the Following....

- Small Moment (Event occurs within a 30-40 minute block of time)
- Beginning – Middle – End
- Characters/Setting
- Dialogue
- Inner Thinking
- Action
- Meaning – Significance – Expresses what you really want to say.
- Details are descriptive and precise

Possible Texts:
- “Eleven” and “Papa” by Sandra Cisneros
- Excerpts from *Homesick* by Jean Fritz
- Excerpts from *Childtimes* by Eloise Greenfield
- *Peter’s Chair* by Extra Jack Keats

Anchor Charts:
- Strategies for Generating Personal Narrative Writing (Calkins 2013)
  - Think of a person who matters to you, write small moments connected to him/her and write one
  - Think of first times, last times, or times you realized something, list stories you could tell about each and write one
  - Think about a place that matters, list small moments that occurred in that place and write one
  - Think of a strong feeling. List stories of particular times you felt it and write one.
  - Live differently because you are a writer. Notice small moments and capture them in entries.
  - Read the words another author has written and allow them to spark your own story ideas

- Techniques for Raising the Level of Narrative Writing (Calkins 2013)
  - Dream the dream of the story and then write in a way that allows readers to experience the moment along with you.
  - Tell the story from inside it.
  - Use details that are true to the event ad that ring true
  - Elaborate on important parts—parts that relate to what your story is really about.
  - Incorporate scenes from the past or future to highlight the significance of your story
  - (see more ideas on p. 136 of *Narrative Craft*, Calkins 2013)

Architecture of a Writing Conference (5 minutes)
1. Research
   - What are you working on as a writer?
   - Show me where you are doing that? If there is no evidence,...Do you want me to show you how....?
2. Compliment
   - “I love that you are (craft move) ...because....
3. Decide what would be most beneficial to the student as a writer and teach.
   - Model writing strategy within your own writing OR explain a writing strategy and provide students with an example using a mentor text.
4. Link
   - Restate the teaching point and allow students to try the writing strategy.
5th Grade - October

**Reading:** Reading High Interest Informational and Literacy NF  
**Benchmark:** S/T  
**Writing:** The Lens of History: Research Report

| Literature & Informational | RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Readers explain what the text says and make inferences by quoting accurately from the text.**  
- What is a quote and why do we have to quote from the text?  
- How do we infer from the text?  
RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**Readers summarize text to identify multiple main ideas and key details.**  
- How do we find out the main ideas and supporting details of a text?  
- How do we summarize a text?  
RI.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**Readers compare and contrast two different texts by thinking about how the events were organized or how the ideas were presented.**  
- How do we compare and contrast the overall structure of two or more texts?  
On-Going RL.4, RI.4, RL10, RI.10 |
| Writing | W.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.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.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  
W.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.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
a. 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]").  
On-Going: W.4, W.5, W.10  
**Bend 1:** Writing Flash-Drafts about Westward Expansion  
**Standards:** W.2, W.4, W.5, W.6, W.7, W.8, W.9.b, W.10  
**Bend 2:** Writing Focused Research Reports that Teach and Engage Readers  
**Standards:** W.2, W.4, W.5, W.6, W.7, W.8, W.9.b, W.10 |
| Language | L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
| | e. Spell grade-appropriate words correctly, consulting references as needed.  
| | L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
| | a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
| | L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
| | a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
| | b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
| | c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  
| | L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)  

| Foundational & Speaking and Listening | On-Going: RF.3a, RF.4 a,b,c SL.1 a,b,c,d  
| | SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  
| | SL.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.  

| Reading Notes | NOTE: Select one topic to read for Read aloud and for demonstration during mini-lessons. You may want to pair your topic with work you are conducting in the content areas to reinforce and extend your unit of study in social studies or science.  
| | Multiple Text and Multiple Accounts on the SAME TOPIC!!!  
| | Bend One: Summarizing with Structure in Mind RI.2, RI.4, RI.5  
| | How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content?  
| | EXPOSITORY TEXT  
| | - Analyze Text Features - Richardson, 236-238  
| | - Scan Text and Answer the Question...What will this be about?  
| | "Crack Open Features: Infer the Meaning of Subheads and Titles" (Comprehension Toolkit, Infer Meaning, Lesson 13 pg. 36-45)  
| | - RAN – Tony Stead  
| | - How do text features and paragraphs contribute to new learning?  
| | - Analyze Text to Determine Text Structure  
| | - Chronology  
| | - Comparison  
| | - Pros/cons  
| | - Cause/Effect  
| | - Problem Solution  
| | - Continue to Determine the Main Idea  
| | - Two Column Notes: Classify details as important or interesting – how does it relate to the title. (Richardson, p. 217)  
| | - Two Column Notes: Heading or Subheadings- Use text with headings written as questions. (Richardson, p. 218-219)  
| | - Two Column Notes: Use text without question headings and turn headings into a question and list supporting details in bullet form.  
| | - Three Column Notes: Main Idea Question – Details – Central Idea Statement  
| | - Identify keywords within supporting details to create a bullet list and form a central idea statement. (Richardson, p.219)
- Students create title/heading/subheading to represent central idea.
- Summarize: Students select keywords from details and combine them with the heading to create a summary. (Richardson, p. 222-223)
- Deconstruct and Reconstruct (Stead, Reality Checks, p. 34)
- Write a text specific idea on the side of an index card (ex. "Scientists are stumped by earthquakes.") and then have students to write their interpretation on the other side (ex. "Sometimes in life nature cannot be understood.").
- Teach students to determine multiple main ideas within a single text.
- Cause/Effect Relationships (Richardson p. 225-227)
- Compare and Contrast the Organization of Text structures Yellow Level Questions Richardson, p.212
- Form Inferences based on Text
  - Session XII Volume I Navigating Nonfiction
  - Academic Vocabulary Strategies (Isabel Becks' Bringing Words to Life: Robust Vocabulary Instruction)

Bend 2: Making Inferences and Building RI.1
How can I build theories about what the text says, in noting not just what it actually says but also what it suggests?

Infer - Drawing Conclusions: In the text-In my head (Richardson T-Chart) Red Level Questions (Richardson, p. 212)
  "Infer with Text Clues: Draw Conclusions from Text Evidence" (Comprehension Toolkit, Infer Meaning, Lesson 11 pg. 14-25)

NARRATIVE NONFICTION
- Transfer and Apply Work From Narrative Reading Unit
  - Character Trait Session IX Volume 2 Navigating Non-Fiction
  - Motivation
  - Metaphors and Similes
- Transfer and Apply Work from Informational Reading Skills
  - Summarize Information

HYBRID TEXT
- "What is this letter or story teaching me?
- How does it fit with what I have been learning?"
- Analyze Point of View
  - Teacher provides thesis, students record facts that agree or disagree with thesis. (Richardson, p. 243)
  - Student reads a text, selects a position, list supporting evidence and unsupported evidence.
  - The author might have included …to show me....
- Analyze the Point of View of Multiple Text on a Single Topic

Expository Text
Example: Tornadoes and Earthquakes Seymour Simon
  "Tornadoes" (Comprehension Toolkit)
http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html

Narrative Non-Fiction
California Gold Rush Conrad R Stein
http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html
### Hybrid

Science Textbook
SS Textbook

Additional Expository, Narrative NF and Hybrid Text Recommendations:

### MAGAZINES

<table>
<thead>
<tr>
<th>Super Science Magazine</th>
<th>Zoobooks</th>
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<tbody>
<tr>
<td>Cobblestone</td>
<td>Dig</td>
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<tr>
<td>Sports Illustrated for Kids</td>
<td>National Geographic for Kids</td>
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### Literacy By Design

- Amazing Bamboo (Observation Log) pp 524-528
- Famous Firsts (expository) pp 406-410
- Queen of Inventions (expository, audio) pp 466 & 467
- Bake Your Own Bread (Procedural) pp 82-83
- Comparing Ovens pp 98 & 102

- Sounds Good to Me (Observation Log) pp 120-124
- King of the West (Trans. RR, poem) pp 344-355
- Bill Gates (biography) pp 476-480
- Let’s Get Cooking (Interview) pp 98-101
- The Mariana Trench (Ocean Floor, Expository) pp 260-264

### Instructional Resources:

- Informational Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books (Calkins, 2012, Reading and Writing Project Unit Three)
- The Lens of History: Research Reports (Calkins, 2013)
- If...Then...Curriculum pages 30-40 (Calkins, 2013)
- Lucy Calkins CD-ROM provides a list of digital resources, including Kayleigh’s notebook samples

### Possible Texts:

- Who Settled the West by Bobbie Kalman
- They’re Off! The Story of the Pony Express by Cheryl Harness
- Amazing and Impossible Erie Canal by Cheryl Harness

### Possible Anchor Charts:

- Information Writers:
  1. Think about the topic-and the parts of the topic-to write about.
  2. Plan how the writing might go.
  3. Research, taking notes.
  5. Revise with various lenses: growing ideas, looking for patterns, and asking questions, thinking about how the geography of the place impacted how the events unfolded.

### Possible Geographical Revisions:

- Where was the route?
- Where did important events occur?
- Which area was settled with which people?
- Which physical features had an impact (rivers, mountains, lakes, deserts, ...)
- What did the location mean for the climate and weather?
- What distances were involved?
### Reading: Non-Fiction Reading

**RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

*Readers explain what the text says and make inferences by quoting accurately from the text.*

- What is a quote and why do we have to quote from the text?  
  - How do we infer from the text?

**RI.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.

*Readers look back at informational texts to explain how information is connected.*

- How are ideas, events, or concepts related in informational texts?

**RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

*Readers compare and contrast two different texts by thinking about how the events were organized or how the ideas were presented.*

- How do we compare and contrast the overall structure of two or more texts?

**RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or solve a problem efficiently.

**RI.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.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*On-Going RL.4, RI.10*

### Writing

**W.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.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.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.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.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]?").

*On-Going: W.4, W.5, W.10*

**Bend 1: Establishing and Supporting Positions**

W.1, W.4, W.5, W.7, W.8, W.9.b, W.10

**Bend 2: Building Powerful Arguments**

W.1, W.5, W.7, W.8, W.9.b, W.10

**Bend 3: Writing for Real Life Purposes and Audiences**

W.1, W.3 (strengthen writing by revisiting other types learned), W.5, W.6, W.7, W.8, W.9.b, W.10
<table>
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<th>Language</th>
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| L.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.  
e. Use correlative conjunctions |
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
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?)  
d. Use underlining, quotation marks, or italics to indicate titles of works  
e. Spell grade-appropriate words correctly, consulting references as needed. |
| L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

**Foundational & Speaking and Listening**

| SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
SL.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 Include multimedia components (e.g. Graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

**Reading Notes**

**Bend 1: Learning about An Aspect of the Westward Expansion through Reading** RI.3, RI.6, RI.7  
How can I organize a learning life that allows me to read across multiple texts, studying an aspect of west expansion from multiple perspectives? (approximately a week and a half)  

**Possible Prompts:**
- Why was my topic significant to American History? Why do we still care about this topic today? Why have authors taken the time to write books on it?  
- How does my topic change American History or life in America?  
- I used to think...but now I realize...  
- At one point I thought...and now I think...  
- My ideas about...are complicated. One the one hand, I think...While on the other hand, I think... (You can see Session XVI of Navigating Nonfiction for more prompts and ideas)  

Students can also ask themselves and others questions of the information they are learning to push themselves to consider causes, consequences, and the relationships of events in history.  
- Does that remind you of anything you have already learned?  
- What might be a result of ____?  
- What might that lead to?  
- What do you think caused ____?  

Encourage students to constantly go back to research further to find the answers to these consider the essential questions raised in social
studies to think about how what they have studied helps them to think about any of those questions:
- What were the wants and needs of the ______?
- How did these needs and wants lead to conflict among groups? What were the troubles experienced in the ______? What were the perspectives of conflicting groups?
- What were the results of ______?

**Bend 2: Building Theories and Reading Critically RI.5, RI.6, RI.7**

**How can I build theories from studying multiple perspectives on a topic?** How can I start to see how different authors approach the same topic differently, swaying their readers to think in particular ways? How do I want to sway people learning from me? (approximately a week and a half)

- Continue to Analyze Text to Determine Text Structure
  - Chronology
  - Comparison
  - Pros/cons
  - Cause/Effect
  - Problem Solution
- Apply Note Taking Skills (box/bullet, t-chart, etc.)
  - “Merge Your Thinking with New Learning: Read and Think about New Information” (Comprehension Toolkit, Activate and Connect, Lesson 5 pg. 14-25)
- Students teach their new information to peer(s) through summary and reference/quote a variety of text.

You can also provide some prompts for students to help them do more of this compare and contrast work.

- This text says but this text (does not say/also says)...
- This text conflicts with what the other text has said by...
- This text builds on what the other text has said by...

You may give each group of students a primary document they have already studied in social studies and let them determine the point of view. Some questions they might ask themselves and others:

- Suppose the _____ (person involved) wrote about the____ (event). How would his account most likely be different than the account given by the _____ (outside observer)?
- What are the differences in focus between the two accounts?
- What is the purpose of each of the documents? How does that help you to think about the author’s point of view?
- What words or phrases best show the author’s point of view?
- How does the point of view in ______ (text #1) differ from the point of view in ______ (text #2)?
- The points of view in both texts are similar because both authors...?

---

**Possible Texts: Adapt content to match historical needs of your class.**

- **Who Settled the West** by Bobbie Kalman
- **Lewis and Clark: Explorers of the American West** by Steven Krolls
- **The Amazing Impossible Erie Canal** by Cheryl Harness
- **Which Way to the Wild West?** by Steve Sheinkin
- **The Cowgirl Way: Hats Off to America’s Women of the West** by Holly George-Warren
- **In the Days of the Vaqueros: America’s First True Cowboys** by Russell Freedman
- **Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal** by Vaunda Micheaux Nelson
- **How to Get Rich on the Oregon Trail** by William Reed

**Reading Resources**

Other informational books that address the historical content being taught if different.
<table>
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<tr>
<th>Writing Resources</th>
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<tbody>
<tr>
<td><strong>Instructional Resources:</strong></td>
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<tr>
<td>• Research Based Argument (Calkins, 2012 The Reading and Writing Project, Unit Four – Yellow Spiral)</td>
</tr>
<tr>
<td>• Research Based Argument Essay (Calkins, 2013)</td>
</tr>
<tr>
<td><strong>Quality Argumentative Writing Includes the Following:</strong></td>
</tr>
<tr>
<td>• Introduction</td>
</tr>
<tr>
<td>• State your opinion</td>
</tr>
<tr>
<td>• Provide reasons</td>
</tr>
<tr>
<td>• Organize your writing</td>
</tr>
<tr>
<td>• Acknowledge counterclaims</td>
</tr>
<tr>
<td>• Use transition words</td>
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<tr>
<td>• Conclusion</td>
</tr>
<tr>
<td><strong>Possible Texts:</strong></td>
</tr>
<tr>
<td>• “Nutrition in Disguise” and “Chocolate Milk: More Harmful Than Helpful” from the CD-ROM Resources from Lucy Calkins, 2013</td>
</tr>
<tr>
<td><strong>Anchor Charts:</strong></td>
</tr>
<tr>
<td>• Phrases to Use to Acknowledge and Rebut Counterclaims (Calkins, 2013)</td>
</tr>
<tr>
<td>• Some people disagree, saying...I challenge this. I don’t think...</td>
</tr>
<tr>
<td>• Critics argue that ...while it might be true that..., still, all in all,...</td>
</tr>
<tr>
<td>• Others may say that...but I argue...skeptics may think...While some might say...nevertheless it turns out that...</td>
</tr>
<tr>
<td>• How to Write an Argument (Calkins, 2013)</td>
</tr>
<tr>
<td>• Collect evidence that allows you to think through various sides of an argument.</td>
</tr>
<tr>
<td>• Rehearse by explaining your argument and listing your reasons point by point.</td>
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<tr>
<td>• Plan your claim and reasons into boxes and bullets structure.</td>
</tr>
<tr>
<td>• Use evidence to support your reasons.</td>
</tr>
<tr>
<td>• Include a strong introduction and conclusion.</td>
</tr>
<tr>
<td>• Anticipate critic’s counter arguments, and acknowledge these in your writing, then rebut them</td>
</tr>
<tr>
<td>• Include evidence that will sway your audience.</td>
</tr>
<tr>
<td>Literature &amp; Informational</td>
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<tr>
<td>---------------------------</td>
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</tbody>
</table>
| **RL.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Readers explain what the text says and make inferences by quoting accurately from the text.**  
  - What is a quote and why do we have to quote from the text?  
  - How do we infer from the text? |
| **RL.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. **Readers summarize texts by identifying multiple main ideas and key details.**  
  - How do we find out the main ideas and supporting details of a text?  
  - How do we summarize a text? |
| **RL.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). **Readers use specific details from the text to compare and contrast characters, settings, or events.**  
  - How do you compare and contrast story elements (characters, settings, or events) in literary texts? |
| **RL.6.** Describe how a narrator's or speaker's point of view influences how events are described. |
| **RL.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novels, multimedia presentation of fiction, folktale, myth, poem) |
| **RL.9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **RI.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Readers explain what the text says and make inferences by quoting accurately from the text.**  
  - What is a quote and why do we have to quote from the text?  
  - How do we infer from the text? |
| **RI.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **Readers summarize texts by identifying multiple main ideas and key details.**  
  - How do we find out the main ideas and supporting details of a text?  
  - How do we summarize a text? |
| **RI.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. **Readers look back at informational texts to explain how information is connected.**  
  - How are ideas, events, or concepts related in informational texts? |
| **RI.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **Readers compare and contrast two different texts by thinking about how the events were organized or how the ideas were presented.**  
  - How do we compare and contrast the overall structure of two or more texts? |
| **RI.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **RI.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or solve a problem efficiently. |
| **RI.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably |
| On-Going RL.4, RI.4, RL10, RI.10 |
| Writing | W.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.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.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]").  
On-Going: W.4, W.5, W.10  
Bend 1: Establishing and Supporting Positions  
Standards: W.1, W.4, W.5, W.8, W.9.a., W.10  
Bend 2: Writing Across Texts—Once, and Then Again with Increased Skill  
Standards: W.1, W.4, W.5, W.8, W.9, W.10 |
| --- | --- |
| Language | L. 1 Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.  
d. Recognize and correct inappropriate shifts in verb tense.  
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
d. Use underlining, quotation marks, or italics to indicate titles of works.  
e. Spell grade-appropriate words correctly, consulting references as needed.  
L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  
On-Going: RF.3a, RF.4 a.b.c SL.1 a,b,c,d  
SL. 3. Summarize the points a speaker makes and explain each claim is supported by reasons and evidence.  
SL. 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 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
<table>
<thead>
<tr>
<th>Bend I: Deep Comprehension and Synthesis of Complex Story Elements RL.1, RL.3, RL. 6, RL. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I help my students to get lost in the grand drama of historical fiction while also attending to the challenging work of tracing setting, plot, and characters across a text? How can I develop a deeper understanding of the characters and the setting by learning about that period in time? (approximately a week and a half)</td>
</tr>
<tr>
<td>- Teach students to study sections of text closely by reading small sections of text multiple times.</td>
</tr>
<tr>
<td>- Teach student to pay extra close attention to details given on the 1st few pages or chapter of text – Many important details that build the knowledge you need to understand the story line occur at the beginning.</td>
</tr>
<tr>
<td>- Summarize the text</td>
</tr>
<tr>
<td>- Analyze setting to infer mood/tone of the physical setting and emotional setting</td>
</tr>
<tr>
<td>- Discuss thoughts with peers and provide text evidence</td>
</tr>
<tr>
<td>- Teach students to use time lines and graphic organizers to help understand when the author chooses to speeds time up or uses flashbacks</td>
</tr>
<tr>
<td>- Time line of historical events</td>
</tr>
<tr>
<td>- Time line of pivotal moments for the main character</td>
</tr>
<tr>
<td>- Analyze the point of view of the main character</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Bend II: Interpreting Complex Texts RL. 2, RL. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I help my students draft and revise their interpretations based on their growing understanding of both the story and the interpretation itself? (approximately a week)</td>
</tr>
<tr>
<td>- Interpret multiple themes</td>
</tr>
<tr>
<td>- Readers experiences in life effects what you select as important details in the text we read.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Bend III: Becoming More Complex Because We Read RL. 2, RL.9, RL. 1, RL. 5, RL. 6, RL. 7, RL. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I almost write the story of my own reading—noticing things in the text that perhaps no one else notices, thinking and questioning what I see, letting nonfiction spark new ideas. (approximately a week and a half)</td>
</tr>
<tr>
<td>- Analyze different characters point of view within one scene/action (Ex. Jewish child and Nazi solder)</td>
</tr>
<tr>
<td>- Read nonfiction text on the same topic as your historical fiction text. – Compare and Contrast ideas across both fiction and nonfiction.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Reading Resources</th>
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<tbody>
<tr>
<td>Note: Read aloud a variety of historical fiction and informational text on the same topic.</td>
</tr>
<tr>
<td>Create baskets that include informational text which connect to the time period of the historical fiction text choice for each book club.</td>
</tr>
<tr>
<td>Possible Texts:</td>
</tr>
<tr>
<td><em>Number the Stars</em> Lois Lowry</td>
</tr>
<tr>
<td><em>Rose Blanche</em> Roberto Innocente</td>
</tr>
<tr>
<td><em>A Boy at War</em> by Harry Mazer</td>
</tr>
<tr>
<td><em>Bud, not Buddy</em> by Christopher Paul Curtis</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Instructional Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Literary Essays: Writing About Reading</strong> (Calkins, Unit of Study for Teaching Writing Grades 3-5)</td>
</tr>
<tr>
<td><strong>Literary and Comparative Essay</strong> (Calkins, 2012, The Reading and Writing Project Unit 61)</td>
</tr>
<tr>
<td><strong>If…Then…Curriculum pages 41-55</strong> (Calkins, 2013)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Quality Literary and Comparative Essay Writing Includes the Following:</th>
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<tbody>
<tr>
<td>- Select a theme or character trait evident in multiple literary texts to form a thesis statement.</td>
</tr>
<tr>
<td>- Analyze multiple literary text and record similarities</td>
</tr>
<tr>
<td>- Refer to examples within literary texts to support the thesis</td>
</tr>
</tbody>
</table>
- Details must support the thesis statement and stay on topic
- Follow essay organization taught during the previous writing units

**Possible Texts:**
- Stories from *Every Living Thing* by Cynthia Rylant
- Excerpts from *Woman Hollering Creek* and *The House on Mango Street* by Sandra Cisneros
- "Family Monster" by Pamela Service, a short story from the compilation *But That's Another Story*
- "Spaghetti" by Cynthia Rylant
- Familiar texts used during Reading Workshop

**Possible Anchor Charts:**
- Using New Words to Help Record Ideas about Texts:
  - "That is..."
  - "In other words..."
  - "Some may say that..."
  - "This connects with..."
  - "But you might ask..."
  - "This is true because..."
  - "I am realizing that..."
| Literature & Informational | RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Readers explain what the text says and make inferences by quoting accurately from the text.**  
- What is a quote and why do we have to quote from the text?  
- How do we infer from the text?  
| RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**Readers summarize text by identifying multiple main ideas and key details**  
- How do we find out the main ideas and supporting details of a text?  
- How do we summarize a text?  
| RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or solve a problem efficiently.  
RI.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.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
RI.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.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.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) and 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.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.  
On-Going: W.4, W.5, W.10  
| Language | L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
b. Use a comma to separate an introductory element from the rest of the sentence.  
| L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or
clarify the precise meaning of key words and phrases.

L.5 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.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### Foundational & Speaking and Listening

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<tbody>
<tr>
<td>On-Going: RF.3a, RF.4 a,b,c SL.1 a,b,c,d</td>
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</table>

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

### Reading Notes

Begin a research project as a demonstration study and carry it into your read aloud and whole class lessons. You may choose to use additional text resources on the same topic you chose for demonstration in the last unit.

You will want to conduct debates one to two times a week during this unit.

**Bend I: Synthesizing Complex Information Across Diverse Texts and Working in the Company of Fellow Researchers**

RI.1, RI.2

How can I work with others to pull different author’s perspectives and information together to gain a deeper understanding of our topic? (approximately a week and a half)

Standards – RI.1, RI.2,

Reflect on what the students are already able to do...

- Are students looking through the books and articles and mapping out categories and possible aspects?
- Are students deciding who will read what and beginning to record what sections of text each member will likely study?
- Are students starting to take notes in ways that help them to still keep reading with stamina?
- Are students keeping track of what sources notes came from?

- Form Essential Questions- Teach students to organize their text materials to create in the order the text will be read.
- Break large topics into sub-topics (Ex. “One research group may focus on the Human Body as their research project. Each member can take on studying a different portion of the body – muscle, digestive, circulatory, etc. OR the group can all focus on the heart and each member will read text on the circulatory system, current event articles on exercise and heart health, etc.”) Narrowing the focus is more rigorous.
- Provide frequent opportunities for students to teach their fellow group members their learning.
- Writing to Think Session XVI Navigating Nonfiction.

**Bend II: Critiquing Texts with Analytical Lenses and Sharing Our Research**

RI.6, RI.7, RI.8, RI.9

How can I begin to analyze and critique the ways that different authors approach the same topic differently, noticing not only what they expand upon and pass over, but also noticing the text structures they use, the perspectives they develop? (approximately two weeks)

- Cross Text Comparisons
  - “This book taught me...and this book adds to this information by telling me....
  - Or This book introduces the point that...and this book provides more detail by...."
  - “In this book it says...but in this other book it says.... (conflicting info)

- Note Craft Moves
  - Does a particular choice of words or illustration make us feel a certain way?
<table>
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<th>Prompts:</th>
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<tbody>
<tr>
<td>How has each author chosen to organize his text? Why might the author have made that choice? How does the choice of structure help to convey the ideas of the text?</td>
</tr>
<tr>
<td>What point of view is each author presenting? How does that influence how information is presented?</td>
</tr>
<tr>
<td>Who is the intended audience for each piece?</td>
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<td>For what purpose is each piece written?</td>
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<tbody>
<tr>
<td>Create Topic Baskets.....</td>
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<tr>
<td>A basket on space may include:</td>
</tr>
<tr>
<td>-Biographies on astronauts -Text on the history of the space program -Diagrams of space ships -Diagram of Constellations</td>
</tr>
<tr>
<td>-Scientific books on planets, comets, asteroids, etc.</td>
</tr>
</tbody>
</table>

**Digital Text Resource Websites**

- [http://www.nypl.org/](http://www.nypl.org/)
- [http://dsc.discovery.com](http://dsc.discovery.com)
- [http://dsc.discovery.com/tv/project-earth/project-earth.html](http://dsc.discovery.com/tv/project-earth/project-earth.html)
- [http://www.timeforkids.com](http://www.timeforkids.com)
- [http://video.pbs.org/](http://video.pbs.org/)
- [http://www.history.com](http://www.history.com)

**Sample 5th Grade Research Text Set**


**Sample Science Text Set**


**Sample of High Interest Text Sets**


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<tbody>
<tr>
<td>Testing as a Genre: A 20-Day Unit of Study in Test Preparation Written by Jennifer Serravallo</td>
</tr>
<tr>
<td>Test Preparation (Calkins, 2012, The Reading and Writing Project Unit 6, Yellow Spiral)</td>
</tr>
<tr>
<td><strong>DAYS 1-3:</strong> Whole Class Guided Writing</td>
</tr>
<tr>
<td><strong>DAYS 4-9:</strong> Mini-lessons to Teach the Steps of the Process (Children complete 1 essay by the end of these 5 days)</td>
</tr>
<tr>
<td><strong>DAY 10:</strong> On-Demand Assessment (Children will answer one PASS prompt in one sitting)</td>
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<tr>
<td><strong>DAYS 11-15:</strong> Assessment-Based Teaching in a Workshop Format (Children will complete 3-5 essays over the next 5 days)</td>
</tr>
<tr>
<td><strong>DAYS 16-20:</strong> Testing Simulation and Test Condition Practice (Children will complete 5 essays over the next 5 days)</td>
</tr>
</tbody>
</table>
### 5th Grade - March/April

**Reading — Test Preparation and Fantasy**

**Benchmark: U/V**

**Writing: Shaping Texts: From Essay and Narrative to Memoir**

<table>
<thead>
<tr>
<th>Literature &amp; Informational Standards</th>
<th>Reading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature &amp; Informational</strong></td>
<td><strong>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</strong></td>
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<tr>
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<td>Readers explain what the text says and make inferences by quoting accurately from the text.</td>
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<td><strong>RL.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.</strong></td>
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<td>Readers summarize the text by determining the theme from the key details in a text.</td>
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<tr>
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<td>- What is theme and how do you determine the theme of a literary text?</td>
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<td>- What is a summary and how do you summarize?</td>
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<td><strong>RL.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.</strong></td>
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<td>Readers use specific details from the text to compare and contrast characters, settings, or events.</td>
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<td>- How do you compare and contrast story elements (characters, settings, or events) in literary texts?</td>
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<td><strong>RL.4 Determine the meaning of words and phrases as they are used in a text.</strong></td>
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<td><strong>RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</strong></td>
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<tr>
<td></td>
<td>Authors use chapters, scenes, or stanzas to provide structure for a literary text.</td>
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<tr>
<td></td>
<td>- How do the different parts of a piece of writing fit together?</td>
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<td><strong>RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</strong></td>
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<td><strong>RL.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).</strong></td>
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<td><strong>RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</strong></td>
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<td></td>
<td><strong>RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</strong></td>
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<td><strong>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</strong></td>
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<tr>
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<td>Readers summarize text by identifying multiple main ideas and key details.</td>
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<tr>
<td></td>
<td>- How do we find out the main ideas and supporting details of a text?</td>
</tr>
<tr>
<td></td>
<td>- How do we summarize a text?</td>
</tr>
<tr>
<td></td>
<td><strong>RI.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.</strong></td>
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<td>Readers look back at informational texts to explain how information is connected.</td>
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<tr>
<td></td>
<td>- How are ideas, events, or concepts related in informational texts?</td>
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<tr>
<td></td>
<td><strong>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</strong></td>
</tr>
</tbody>
</table>
| RI.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**Readers compare and contrast two different texts by thinking about how the events were organized or how the ideas were presented.**  
- How do we compare and contrast the overall structure of two or more texts?  

| RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer quickly or solve a problem efficiently.  
RI.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.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
RI.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.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.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.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.  

| W.8 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.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  

| On-Going: W.4, W.5, W.10  

**Bend 1: Generating Ideas about Our Lives and Finding Depth in the Moments We Choose**  
Standards: W.1, W.3, W.4, W.5, W.7, W.10  

**Bend 2: Structuring, Drafting, and Revising a Memoir**  
Standards: W.2, W.3, W.4, W.5, W.10  

**Bend 3: A Second Memoir**  

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**Writing for March continues with Test Prep—see February Standards **  
***April is listed here.***
Standards: W.1, W.3, W.4, W.5, W.6, W.10

Apply appropriate language standards based on students' needs as appropriate.

**Language**

Apply appropriate language standards based on students' needs.

**Foundational & Speaking and Listening**

On-Going: RF.3a, RF.4 a,b,c SL.1 a,b,c,d

SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.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.

**Reading Notes**

This Unit Encompasses all of the Literary Text Using Multiple Plotlines within the Same Text

**Bend I: Launching Your Kids Into Fantasy With Zeal, and Then Learning to Build the World of the Story When It's Another World:**

People, Places, and Plots RL.2, RL.3, RL.4, RL.5

What strategies can I use to hold onto the story line when plot get tangled and the main characters seem confusing? What strategies can I use when the setting is unfamiliar and hard to envision? (approximately one week)

- Continue Interpreting Text
- Continue Identifying Multiple Themes
- Author's Craft – Symbolism, Flashback
- Use Teacher Support Resources – Construction Curriculum Sessions 1,2,3, 4(pages 188-222)

**Bend II: Developing Thematic Understanding—It's About More Than Dwarfs and Elves RL.2, RL.4**

How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? (approximately one week)

- Figurative language
- Thematic Understanding of Theme
- Point of View
- Use Teacher Support Resources- Construction Curriculum Sessions 5, 6,7 (pages 223-241)

**Bend III: Literary Traditions, Including Archetypes, Quest Structures, and Thematic Patterns RL.1, RL.2, RL.3**

How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft? (approx. 2 weeks or less)

- Resources for Teaching Reading CD ROM-Session VIII, IX

*Some common themes in fantasies:*

*Those who have been hurt can be the most dangerous*

*We all have the potential for goodness and evil in us and can choose which side to be on*

*There is more power inside of us than we realize*

*Sometimes in life we hold ourselves back from our fullest potentials*

*Sometimes in life when one betrays a friend, one needs to pay for that betrayal*

*Sometimes innocent characters sacrifice themselves to save others*

We Can Analyze How Different Authors Approach Themes by Comparing and Contrasting:

- moments of choice
- times when character(s) respond to trouble
- moments when characters feel conflicting emotions
- perspectives authors have chosen
- physical and psychological settings
- parts where images, objects, etc. seem to resurface
- parts where minor, seemingly unimportant characters resurface
- choices of language (e.g. names of titles, characters, places) and how this language might connect to the themes of the story
- how life lessons are taught (some are taught through characters themselves realizing lessons while others are taught through readers seeing characters’ mistakes/flaws)

And Asking:
- What can I learn from these moments?
- What does each author seem to be trying to really say?
- How is each author approaching a theme in his/her own way?

For March and April, all curriculum standards will be covered. Instruction will focus on testing as a genre in preparation for PASS.

**Literary Packet (Week 1)**
**Informational Packet (Week 2)**
**Multi-Genre/Poetry (Week 3 & 4)**

### Reading Resources

- **Possible Texts:**
  - The Werewolf Club Series (L) by David Pinkwater
  - Secrets of Droon (M-O) by Tony Abbott
  - Spiderwick Chronicles (Q-R) by Black and DiTerlizzi
  - City of Ember Series (R-U) by Jeanne DuPrau
  - Warriors (R-S) by Erin Hunter
  - Rowan of Rin (T) by Emily Rodda
  - The Ranger’s Apprentice (T-U) by John Flanagan
  - Artemis Fowl (W) by Eoin Colfer
  - Percy Jackson and the Olympians (U-W) by Rick Riordan
  - Mockingjay Series (The Hunger Games) (X-Z) by Suzanne Collins
  - Harry Potter (V-Z) by J.K. Rowling

- **Unicorn’s Secret Series (M) by Kathleen Duey**
- **Dragon Slayer’s Academy (N-P) by Kate McMullan**
- **The Edge Chronicles (R-U) by Stewart and Riddell**
- **Deltora Quest (R-T) by Emily Rodda**
- **Narnia (T) by C.S. Lewis**
- **Animorphs (T-U) by K.A. Applegate**
- **Gregor The Overlander (U-V) by Suzanne Collins**
- **Tuck Everlasting (W) by Natalie Babbitt**
- **The Dark is Rising (X) by Susan Cooper**
- **Redwall (Y-Z) by Brian Jacques**
- **The Golden Compass (Y-Z) by Phillip Pullman**

### Instructional Resources:

- Shaping Texts: From Essay to Narrative to Memoir (Calkins, 2013 Unit 3)

- **Possible Texts:**
  - Example of essay-like memoir available on Lucy Unit CD-ROM Quietly Struggling by Kelly Boland Hohne
  - “Last Kiss,” from Ralph Fletcher’s memoir, Marshfield Dreams
  - “Mr. Entwhistle,” from Jean Little’s memoir, Little by Little
  - “Everything Will Be Okay,” by James Howe and other stories from Amy Erlich’s When I was Your Age: Original Stories about Growing Up
  - “Eleven” by Sandra Cisneros
  - Hey World! Here I Am! by Jean Little

### Writing Resources

- **Possible Anchor Charts:**
  - In your writing make sure you: write an introduction, state your opinion, give reasons, organize your writing, acknowledge counterclaims, use transition words, write a conclusion.
  - Ways to Bring Out the Big Ideas in a Story:
    - make sure your story starts and ends in way that shows the big ideas/themes
    - stretch out the part of the story that illustrates the big idea/theme
    - use dialogue, internal thinking, and details to pop out this part.
### 5th Grade – May

<table>
<thead>
<tr>
<th>Reading: Social Issues Book Clubs</th>
<th>Benchmark: V</th>
<th>Writing: Authoring an Independent Writing Life</th>
</tr>
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</table>
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  - How do we infer from the text?  
|                                  | RL.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. **Readers summarize the text by determining the theme from the key details in a text.**  
  - What is theme and how do you determine the theme of a literary text?  
  - What is a summary and how do you summarize?  
|                                  | RL.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. **Readers use specific details from the text to compare and contrast characters, settings, or events.**  
  - How do you compare and contrast story elements (characters, settings, or events) in literary texts?  
|                                  | RL.4 Determine the meaning of words and phrases as they are used in a text.  
|                                  | RL.6 Describe how a narrator's or speaker's point of view influences how events are described.  
|                                  | RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  
|                                  | RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| **Writing**                      | W.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.  
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  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  
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d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

W.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 setting.

W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.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.9. Draw evidence from literary or information texts to support analysis, reflection, and research.

On-Going: W.4, W.5, W.10

Language *L1-6 will be used as Language Review – all have been previously taught.

On-Going: RF.3a, RF.4 a,b,c SL.1 a,b,c,d

Foundational & Speaking and Listening Review All

<table>
<thead>
<tr>
<th>Reading Notes</th>
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<tr>
<td><strong>Bend I: Reading Between the Lines to Interpret Issues in Texts RL.9</strong></td>
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<tr>
<td>How can I read texts—literature, information texts and texts related to current events, too—with a lens that lets me see the issues that are hiding in those texts? (approximately a week and a half)</td>
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<tr>
<td>Interpreting text</td>
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<tr>
<td>- I’m just wondering why...what could this be teaching me?...I’m thinking....(reread portion of text) What could that mean...Could it mean...?</td>
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<tr>
<td>- When I first read this story, I thought it was just about..., but now that I think deeper about it, I realize that it is really about...</td>
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<tr>
<td>- Often people..., but this story shows that it’s possible people should...</td>
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<tr>
<td>- I used to think..., but now after reading this I think...because...</td>
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<tr>
<td>- I learned from (the character, event) that in life, it can be important to...</td>
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<tr>
<td>- This story teaches us not only about..., but also about...</td>
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<tr>
<td>- The social issue I’m seeing here is...</td>
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<tr>
<td>- This connects to... in the news...</td>
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<tr>
<td>- I’ve also seen this situation in life when...</td>
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<tr>
<td>Review Identifying Themes (Richardson, 217)</td>
</tr>
<tr>
<td>Identify Multiple Themes/Issues within a Single Text</td>
</tr>
</tbody>
</table>

| **Bend II: Analyzing the Way Different Authors Address and Craft Similar Social Issues in both Literature and Current Events RL.6, RI.6, RL.2, RI.2** |
| How can I notice how different authors and different texts approach an issue differently?(approximately a week) |
| Theme of multiple text |
| - (Ex 1. “A child can make a tremendous difference in a community” is a common theme in Because of Winn Dixie, The Other Side, and Harry Potter Series. Ex.2 Gorillas by Seymor Simon Gorillas will do anything to protect their families. Becoming Naomi Leon Elizabeth will do anything for the ones she loves. Both Gorillas and Becoming Naomi Leon carry the theme – Sometimes in life you do anything for the ones you love.) |
- Make connections between novels and current nonfiction text. (Example: A student reading *Joey Pigza Swallowed a Key* may select an article about the possible connection between food dyes and ADHD.
- What is similar/different in books with the same theme?
- Identify craft moves the author used to present a stance on a social issue. Ex. Flashback, Foreshadowing, etc.)

**Bend III: Becoming More Complex Because We Read RI.2, RI.5, RI.6,**
How can I become more complex in my thinking because I read? How can I become more aware, and help others to become more aware too?
How can I go through life, seeing more in the texts that I read? (approximately a week and a half)

### Reading Resources

**Possible Texts: (Students should revisit familiar text.)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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</thead>
<tbody>
<tr>
<td><em>Because of Winn-Dixie</em></td>
<td>Kate DiCamillo</td>
</tr>
<tr>
<td><em>On the Other Side</em></td>
<td>Jacqueline Woodson (Symbolism)</td>
</tr>
<tr>
<td><em>Fly Away Home</em></td>
<td>Eve Bunting</td>
</tr>
<tr>
<td><em>Number the Stars</em></td>
<td>Lois Lowry</td>
</tr>
<tr>
<td><em>Bud, Not Buddy</em></td>
<td>Christopher Paul Curtis</td>
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<td><em>Home of the Brave</em></td>
<td></td>
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</tbody>
</table>

Additional Social Issue Text Recommendations:

Poetry Recommendations:

### Writing Resources

**Note:**
This unit gives students the opportunity to live as writers, reflecting on their own writing, their favorite genres, and themes that are important to them. They choose to write about their favorite genre by determining the genre they want to write about, selecting a topic, and considering the audience they are writing to.

**Instructional Resources:**
- Writing Fiction: Big Dreams, Tall Ambitions (Calkins, Unit of Study for Teaching Writing, Grades 3-5)-good for mini-lesson ideas
- Historical Fiction/Mixed Genre Writing (Calkins, 2012, The Reading and Writing Project, Unit 7)
- If...Then... Curriculum pages 41-45 (Calkins, 2013)
- “Authoring an Independent Writing Life (Calkins 2013-2014; Teachers College Reading and Writing Project Writing Curricular Calendar: Overview for Fifth Grade, Unit Seven)

**Quality Independent Writing Includes:**
- A purpose for the writing (theme, what they want to say, point they’re trying to make, what they want to communicate).
- Consideration for the audience.
- Techniques modeled from the genre selected from mentor texts.

**Possible Anchor Chart:**
- Genres We Love and Can Write About: (co-create with students)
  - How-to pamphlets
  - Illustrated cookbook
  - Graphic novel
  - Manual on how to play a sport
  - Realistic fiction or historical fiction
  - Fantasy