

**English Language Arts
Reading Curriculum
2019**

GRADE 5

Montague Township School

Kindergarten Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: We Are Readers (Unit 1, Lucy Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

First Grade Reading Curriculum

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

Second Grade Reading Curriculum

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts (4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

Third Grade Reading Curriculum

Unit Title: Routines: Launching the Reading

Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

Fourth Grade Reading Curriculum

Unit Title: Routines: Launching the Reading Workshop Unit

Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3: Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

Fifth Grade Reading Curriculum

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

Sixth Grade Reading Curriculum

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

Seventh Grade Reading Curriculum .

Unit Title: Literature: Launching the Reading Workshop Unit
 Title: Literature: Launching the Reading Workshop Unit Title:
 Reading Literature - Exploring themes in Award Winning Novels
 Unit Title: Multimedia - Research Reading - Studying
 History Unit Title: Reading Informational Text to Define our
 Position Unit Title: Poetry
 Unit Title: Social Issues Book Club

Eighth Grade Reading Curriculum

Unit Title: Literature: Launch into Literature and Media Unit
 Title: Informational Reading as Researchers to take a Position
 Unit Title: Cross Genre Book Clubs - Historical Readings Unit
 Title: Literature - Study of Classic Literature

English Language Arts Mapping Guide

	September	October	November	December	January	February	March	April	May	June
K	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies		Stronger	Informational Reading	Informational Reading	Poetry
1	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
2	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales

3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
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K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books... Growing Expertise...	Growing Expertise...	Becoming Avid Readers	Becoming Avid Readers Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits Word Detectives	Word Detectives Learning about the World...	Learning about the World...	Readers Get to Know Characters	Readers Get to Know Characters Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs
3	Building a Reading Life	Building a Reading Life Mystery...	Mystery... Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs... Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters Reading the Weather	Reading the Weather Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book Clubs	Interpretation Book Clubs	Unit of Choice/Test Prep	Reading History...	Reading History... Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs Tackling Complexity	Tackling Complexity Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets

7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs
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8	Textual Lineages...	Textual Lineages...	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study Design Your Own Unit/Approaching Classics...	Design Your Own Unit/Approaching Classics...
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Fifth Grade Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Fifth	
Routines: Launching the Reading Workshop	September
Unit 1: Reading Literature	October-November

Unit 2: Historical Fiction Book Clubs	November- December
Unit 3: Informational Reading: Reading with a Critical Lens	January-February
Unit 4: Cross Genre Reading	March - April
Unit 5: Fantasy Book Clubs	May- June

Unit Title: Launching	Fifth Grade	Time Frame: September
Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10.	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Readers build stamina in independent reading using the structures of Readers Workshop • Readers infer, develop theories, and revise those theories about their books. • Partners work together to develop ideas about their books. • Readers use various structures to write about their thinking in stories. 	
Essential Questions: <ul style="list-style-type: none"> • How do readers continue to grow in their lives as readers, while reading with a sense of synthesis? 	Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol	

<p>Skills:</p> <ul style="list-style-type: none"> ● Envisioning ● Analyzing ● Inferring ● Retelling ● Text connections ● Synthesizing 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative</p> <ul style="list-style-type: none"> ● Conference Notes ● Small Group Observations <p>Summative</p> <ul style="list-style-type: none"> ● Teacher Created Assessments <p>Alternative</p> <ul style="list-style-type: none"> ● Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA ● MAP/STAR 360
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<p>Mentor Texts:</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <p>Teacher favorites for the start of the year</p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ○ Partner Talk ○ Partner Reading ● Small Group Instruction ● Shared Reading ● Whole Class Read Aloud 	<p>Resources/Materials</p> <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks
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Cross Curricular Connections:

Math time management

Science - non-fiction texts

Social Studies - historical texts

Health - personal health and wellness

21st Life and Career**21st Century Life and Career**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as

Integrated**Modifications/Accommodations: Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions

	personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		
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Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday live

- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

- Provide opportunities to develop depth and breadth of knowledge in a subject area
- Organizational/Behavioral Strategies:
- Use a Study Contract for student to achieve outcomes
 - Use a Learning Log for independent or outside learning
 - Establish a timeline for long-range projects
- Motivational Strategies:
- Provide fewer drill and practice activities when material is learned
 - Give student choices of activities in learning the content
 - Allow the student to 'buy' time for self-directed activities after material is learned
- Assessment Strategies:
- Give a pretest to allow the student to demonstrate mastery
 - Provide self-checking materials
 - Provide tests at a higher level of thinking
- Environmental Strategies:
- Arrange for a mentor to work with the student in interest area
 - Cluster group gifted/talented students by areas of strength in the classroom
 - Allow independent use of library

Unit Title: Launching	Fifth Grade	Time Frame: September
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Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher's Notes
<p>Readers build stamina in independent reading using the structures of Readers Workshop</p>	<ul style="list-style-type: none"> ● Reading communities follow predictable procedures for whole class lessons, and independent/partner reading. ● Readers use strategies they have been taught up to and including that day's lesson when reading. We choose the strategy that fits our purpose. ● Readers are prepared for minilessons. We bring our supplies and are ready to learn. (Ex: pencil, post-its, reading notebook.) ● Readers establish and reflect on personal reading goals to build stamina. One way to do this to record number of minutes and note individual's number of pages read. ● Readers choose just right books by choosing books while considering <ul style="list-style-type: none"> ○ interest ○ difficulty ○ background knowledge ○ genre ● Readers independently shop for and return just right books from the class library. Have a back-up book selected when we are nearing the end of our current read. ● Readers carry their reading from school to home and back. 	
<p>Readers infer, develop theories, and revise those theories about their books.</p>	<ul style="list-style-type: none"> ● Readers think about the characters in our stories. We think deeply about who they are and what motivates them to take actions. We keep these ideas in our heads (and notebooks) as we read and revise our thinking as we learn more. ● Readers use prediction as a way to engage more deeply with their stories. We can predict in the beginning of our story after we have read our author's set-up. We can do this by identifying what plot line the author has set-up and the motivations of our character(s). When we put these two together, we can make a broad prediction about our story. ● Readers can begin to grow theories about our characters. We might say, <i>This is a character who...</i> and we support this thinking with evidence from the text. As we gather more evidence, we can revise or strengthen our theories. ● Readers can compare and contrast characters in our book to other characters we have read (or seen). We can also do this work with real people we know. By doing so, we can gain a deeper understanding of our characters, story and the world. ● Readers identify, think/write about character change. We notice when a character's needs or wants change and we think about the why. This is a time we can revise our theories about our characters. 	

<p>Partners work together to develop ideas about their books.</p>	<ul style="list-style-type: none"> ● Reading communities set-up norms. We decide when and why we will engage in partner talk. We set this up in a way that is respectful of the learning community and our own growth. ● Partners ask questions of their partners. We dig deeper into each other’s thinking. ● Partners share their ideas about their reading. We do more than give summaries, rather we share our own thinking. ● Partners refer to evidence in the text when sharing their thinking. They may say, <i>here it says... and</i> 	
<p>Readers use various structures to write about their thinking in stories.</p>	<p>can write about characters in a variety of ways.</p> <p>We can put ourselves in different characters perspectives about the same event.</p> <ul style="list-style-type: none"> ○ Paying attention to an object in a book, and sketching it, and coming to see that object as a symbol. How is that object symbolic in the text? <ul style="list-style-type: none"> ○ Read wide open, and think about what’s my purpose, or what am I paying attention to? ○ When we recognize we have a similar experience to the character, we realize we can compare our experience to theirs ○ Sometimes we go into a book with a theme in mind, and then how does this evolve as we continue to read. ○ When we are reading, and notice a pattern in our reading, we can go back and reread and just write about that. ○ What’s happening, what’s really happening, and how did the author do that? ○ As writers, we choose to write because we have a purpose. (the WHY and the WHEN) ○ Look at what each other did; look what I did; look what he did, etc. Look what wasn’t done. ○ Change our thinking as we read and gather more information. <ul style="list-style-type: none"> ● Readers notice and write about symbols or objects that repeat in a story. We can ask, <i>Why is this significant? What is the author trying to say by including this?</i> We can write long on these ideas. ● Readers notice how setting influences our characters. We write long about this in our notebooks. ● Readers can record their own reaction to the text. We can reread our notebooks looking for patterns in our reactions. We can writing long and reflect on those findings. 	

<p>Unit Title: Unit 1 Reading Literature - Fifth graders study characters</p>	<p>Fifth Grade</p>	<p>Time Frame: October- November</p>
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Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5		Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Readers make inferences about the characters in their novels • Readers use comprehension strategies to think deeply about characters and text. • Readers notice and analyze characters motivations. • Readers notice how a character changes throughout a text. 	
Essential Questions: <ul style="list-style-type: none"> • How do characters’ inner thoughts and feelings give us insight into who they are? • What can the characters in text teach me? 		Vocabulary and Key Concepts Inference (infer), character, traits, main character, secondary character, track, timeline, motivation, wants and needs, compare/contrast	
Skills: <ul style="list-style-type: none"> • Infer • Recognize and understand selection vocabulary • Use knowledge of word structure • Ask and answer questions 	<ul style="list-style-type: none"> • Make, modify, confirm predictions • Use fix up strategies • Paraphrase • Use literary elements 	Demonstration of Learning/Assessment Evidence: <p>Formative</p> <ul style="list-style-type: none"> • TC Reading Assessments <ul style="list-style-type: none"> • Conference Notes • Small Group Observations <p>Summative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • DRA • MAP/STAR 360 	
Mentor Texts: The Sweetest Fig <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i>	Structures: Reader’s Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share Small Group Instruction Guided Reading		Resources/Materials <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks

	Whole Class Read Aloud	
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Cross Curricular Connections:

Math - Time management; telling time; elapsed time

Social Studies - Laws, Rules, Government **Health** - Personal Health and Wellness

21st Life and Career
21st Century Life and Career

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)

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

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

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Integrated**Modifications/Accommodations: Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Section 504

- Small group/One to one
- Large print textbooks
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- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
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- Teach time management skills
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English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
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- Support auditory presentations with visuals
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At Risk of School Failure

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- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor

Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions
- Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies:

- Use a Study Contract for student to achieve outcomes
- Use a Learning Log for independent or outside learning
- Establish a timeline for long-range

Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems

- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

- Use a graphic organizer to organize information about problem or issue

Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- Analyze the resource citations in online materials for proper use

- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants

Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130

- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models

projects
Motivational Strategies:

- Provide fewer drill and practice activities when material is learned

<ul style="list-style-type: none"> • Follow step-by step directions to assemble a product or solve a problem • <p>Identify how computer programming impacts our everyday live</p>		<ul style="list-style-type: none"> ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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Unit Title: Unit 1 Reading Literature - Fifth graders study characters		Fifth Grade	Time Frame: October- November
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teacher's Notes

Readers make inferences about the characters in the text

- Readers use their schema to get inside a story. We allow ourselves to pause in our reading to paint a picture, think about a character or a situation. We bring what we know to the text.
- One way readers infer about characters is by making “I think... because...” statements. We include not just what we think, but what from the text makes us think it.
- One way readers record their thinking about a character is to use a t-chart to record our inferences.

I think... In the text

Or

In the text I think...

- Readers infer about characters by considering what a character says, and recording their thinking about it.
- Readers infer about characters by considering what a character does, and recording their thinking about it.
- Readers infer about characters by considering character relationships. We might ask, *How do secondary characters react and interact with the character? What does this say about the character?*
- Readers notice how a narrator presents information. We reread the details and consider, *Why was it presented in this way?* We jot our thinking in our notebooks.

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<p>Readers use comprehension strategies to think deeply about characters and text.</p>	<ul style="list-style-type: none"> ● Active readers make predictions based on text evidence and story structure. We use these predictions to focus our reading, often adjusting our predictions as the story progresses. ● Active readers ask questions as they read. We might say, <i>I wonder...?</i> or <i>How come...?</i> or <i>Why...?</i> We use these questions as a focus for our reading, returning to them as we gather evidence from the text that may answer our questions. ● Active readers envision our characters and the setting. We slow down our reading when the author provides us with many details. We consider how our character moves within a setting. We make a movie in our minds based on the text. ● Readers think about how authors use characters to develop theme. We might say, <i>In this text the author approached the theme with this character by... and in this text, ____, the author...</i> We jot our thinking in our notebooks and share our thinking with our partner. 	<ul style="list-style-type: none"> ●
<p>Readers notice and analyze characters motivations.</p>	<ul style="list-style-type: none"> ● Readers notice what motivates characters to move through the plot. We can do this by identifying what they want or need and then asking why? We know the author often sets up the main character's motivation early on in our novels. ● One way readers can identify character motivations is to think about their significant actions that move the plot and ask, <i>Why is my character making this choice? What is motivating him?</i> ● Readers understand that character motivations can change or shift. When we notice this happening, we can consider why this is happening. We might ask, <i>What has changed for the character? Was this change forced from the outside or did something shift inside the character?</i> ● Readers can consider character motivations by showing empathy. We consider how we connect with the character. We might reflect on what would motivate us in a similar situation? How would we react? What choices and decisions would we make? ● Readers compare and contrast the motivations in characters within and across novels. We might ask if there is a message for the reader in their similarities or contrasts? We reflect on what this says about each of the characters. 	<ul style="list-style-type: none"> ●

<p>Readers notice how a character changes throughout a text.</p>	<ul style="list-style-type: none"> • One way readers can track characters is with a timeline. We might note the event from the story on one side and the character’s reaction on the other. • One way readers might track characters is with a “Somebody... wanted... but... so...” chart. We reread looking for changes in our characters wants and needs and consider the new outcome. <div style="text-align: center; margin: 20px 0;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; vertical-align: top;">Somebody</td> <td style="width: 25%; vertical-align: top;">Wanted (wants or</td> <td style="width: 25%; vertical-align: top;">But (What got in</td> <td style="width: 25%; vertical-align: top;">So (Character</td> </tr> <tr> <td style="vertical-align: bottom;">(Character)</td> <td style="vertical-align: bottom;">needs - motivation)</td> <td style="vertical-align: bottom;">the way?)</td> <td style="vertical-align: bottom;">change?)</td> </tr> </table> </div> <ul style="list-style-type: none"> • Readers notice major events and turning points in a story and consider how the character’s journey would be different had a different decision been made. We may reflect by asking, <i>Why did the author choose this decision? What might my character learn? How might this affect the character’s journey?</i> We jot this thinking in our notebooks. • Readers notice small changes in characters. We note if they act differently in different settings or around other characters. We jot about these situational changes in our notebooks. • Readers reread their jots looking for patterns in their character behavior (situational changes). We can then make a claim about our character supported with evidence from the text. • Readers reflect at the end of the text. We reflect on our character’s journey and what lessons the author might be trying to teach. We might ask, <i>What did the author want me to learn? What does the author have to say about this change? What claim might the author be making about humans.</i> 	Somebody	Wanted (wants or	But (What got in	So (Character	(Character)	needs - motivation)	the way?)	change?)	<ul style="list-style-type: none"> •
Somebody	Wanted (wants or	But (What got in	So (Character							
(Character)	needs - motivation)	the way?)	change?)							

Unit Title: Historical Fiction Book Clubs	Fifth Grade	Time Frame: November- December
Standards: R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10 RF.5.3, RF.5.4 L.5.3, L.5.4, L.5.5	Vocabulary and Key Concepts: historical fiction, theme, time period, lesson, historical context, conversation, universal, struggle	
Essential Questions: How has the world been influenced by historical events, periods and people? What can I learn from the universal experiences?	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> ● Readers work in book clubs to grow ideas through conversations ● Readers use historical knowledge to create meaning in historical fiction ● Readers reflect and share how their thinking is moved or shaped by a historical person and event. ● Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text 	
Skills: Paraphrase Describe and connect essential ideas Recognize characteristics of a variety of genres Analyze Characters Ask and Answer questions	Demonstration of Learning/Assessment Evidence : Formative <ul style="list-style-type: none"> ● TC Reading Assessments <ul style="list-style-type: none"> ● Conference Notes ● Small Group Observations Summative <ul style="list-style-type: none"> ● Teacher Created Assessments Alternative <ul style="list-style-type: none"> ● Teacher Created Assessments Benchmark <ul style="list-style-type: none"> ● DRA ● MAP/STAR 360 	

<p>Mentor Texts: Brown Girl Dreaming by Jacqueline Woodson Coming Home Soon by Jacqueline Woodson Inside Out and Back Again by Thanhha Lai The True Confessions of Charlotte Doyle by Avi Glory Be by Augusta Scattergood The Year of the Boar and Jackie Robinson by Bette Bao Lord Crispin by Avi <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilessons ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud 	<p>Resources/Materials</p> <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks
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<p>Cross Curricular Connections:</p> <p>Math - Time management; telling time; elapsed time Social Studies - Laws, Rules, Government Health - Personal Health and Wellness</p>	<p>21st Life and Career 21st Century Life and Career</p> <ul style="list-style-type: none"> ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals 	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced
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	<p>and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <ul style="list-style-type: none"> • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	<ul style="list-style-type: none"> • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities <ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task 	<p>supplementary/reading materials</p> <ul style="list-style-type: none"> • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies: •</p> <ul style="list-style-type: none"> Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p>
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Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems

- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

- Use a graphic organizer to organize information about problem or issue

Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants

Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130

- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models

- Follow step-by-step directions to assemble a product or solve a problem

- Provide fewer drill and practice activities when material is learned
- Give student choices of activities in learning the content

<ul style="list-style-type: none"> • Identify how computer programming impacts our everyday live 		<ul style="list-style-type: none"> • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Historical Fiction Book Clubs	Fifth Grade	Time Frame: November - December
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes

<p>Readers work in book clubs to grow ideas through conversations</p>	<ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? 1 How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ol style="list-style-type: none"> 1 "What in the text makes you say that?" <ul style="list-style-type: none"> ○ "I thought that too because ..." ○ "Another example of that is ..." ○ "I thought something different because ..." ○ "I agree because ..." ○ "Wait. I'm confused. Are you saying ...?" ○ "Can you show me the part in the story where you got that idea?" ● Reader prepare for book club conversations. One thing we can do is take a look at our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another) ● When book clubs begin reading our historical fiction books, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it that we began to grasp the who, what, where, when, and why of the book. 	<ul style="list-style-type: none"> ●
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<p>Readers use historical knowledge to create meaning in historical fiction</p>	<ul style="list-style-type: none"> • Readers identify where and when a historical account begins. We ask, <i>What do I already know about this time, place and event?</i> • Readers of historical fiction pay close attention to the setting in a story. It's the place where the story, or scene, happens. In historical fiction, because the setting will inevitably be unfamiliar to us, we have to really pay attention not just to what the place looks like but also to what it feels like—not just to its physical details but to its emotional atmosphere. • Readers are aware that time is one of the elements in historical fiction that is often complex. Specifically, we are aware that the spotlight of the story is not continually on the here and now. Sometimes the story harkens back to events that have already occurred, earlier in the story or even before the story began. • Readers consider what the author assumes they already know. If the author is assuming we know more than we do, we make a plan for filling in that gap. <i>Is there a video or article I could read? Is there resource I could read that gives a more macro (or micro) view of this event and time? What questions do I have already?</i> • Readers consider the effects that a time period has on plot. We think how the plot of the story connects to the time period. We might consider, <i>What is it about this time period that has pushed this plot in a specific way? Could this happen in the same way today? Would this make sense in a modern text?</i> 	<ul style="list-style-type: none"> •
<p>Readers reflect and share how their thinking is moved or shaped by a historical person and event.</p>	<ul style="list-style-type: none"> • Readers consider how historical fiction authors create characters that represent a group of people. We might ask, <i>Who does this character represent? What is the author teaching through this character?</i> • Readers consider if the struggle of the main character is universal in that it could happen in any time or place or if it is a story of struggle that is tied to this time and place. • Readers reflect on what is special about the time period or event. We think about how the events or time period has shaped our modern society. <i>What lessons have we learned as a group? What lessons do we still need to learn?</i> • Readers review their thinking from a text or across texts. We look for patterns in our thinking. We think about how our thinking transcends time. • Readers notice customs and cultures presented in text. We consider who they play a role in the story. 	<ul style="list-style-type: none"> •
<p>Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text</p>	<ul style="list-style-type: none"> • Clubs <ul style="list-style-type: none"> ○ Consider the universal message or idea that authors presents in a historical fiction text. We discuss co Does this theme matter today? ○ Who could learn a lesson from studying this theme? ○ What modern texts (novels, movies, shows) show this same theme? ○ How do the theme(s) in other historical novels about the same time or event compare to the theme ○ in current texts? ○ How does the theme relate to me? 	

Unit Title: Informational Reading: Reading with a Critical Lens	Fifth Grade	Time Frame: January- February
Standards: RI.5.1, RI.5.2, RI.5.3 RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6	Vocabulary and Key Concepts expository, hybrid, narrative, nonfiction, informational, text feature, text structure, synthesize	
Essential Questions: How do readers synthesize information read from a variety of sources on the same subject?	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> ● Readers use what they know about expository text structures to identify key ideas and details. ● Readers use what they know about narrative nonfiction text structures to identify key ideas and details. ● Readers use what they know about hybrid nonfiction text structures to identify key ideas and details. ● Readers synthesize ideas and information across multiple texts and media and become teachers of others. ● Readers use strategies to figure out unfamiliar vocabulary. 	
Skills: Analyze Text Identify new information Identify and retell information Generalize Summarize	Demonstration of Learning/Assessment Evidence : Formative <ul style="list-style-type: none"> ● TC Reading Assessments <ul style="list-style-type: none"> ● Conference Notes ● Small Group Observations Summative <ul style="list-style-type: none"> ● Teacher Created Assessments Alternative <ul style="list-style-type: none"> ● Teacher Created Assessments Benchmark <ul style="list-style-type: none"> ● DRA ● MAP/STAR 360 	

<p>Mentor Texts: Any informational text appropriate for fifth grade</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share ● Small Group Instruction ● Guided Reading ● Whole Class Read Aloud 	<p>Resources/Materials</p> <ul style="list-style-type: none"> ● Classroom library of leveled books ● Character book bins ● Student book bags ● Chart paper/Post-its ● Read-aloud texts (for modeling) ● Reading logs/bookmarks ● Reading notebooks 	
<p>Cross Curricular Connections:</p> <p>Math - time management, elapsed time Science - nonfiction texts of student's choice Social Studies - historical texts of student's choice Health Personal Health and Wellness</p>	<p>21st Life and Career 21st Century Life and Career</p> <ul style="list-style-type: none"> ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills <ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills <ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions

	<ul style="list-style-type: none"> • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	<p>English • Additional time</p> <ul style="list-style-type: none"> • Review of directions 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge in a subject area
<p>Technology Integration 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems</p> <ul style="list-style-type: none"> • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • <p>Create and use a database to answer basic questions</p> <ul style="list-style-type: none"> • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. <ul style="list-style-type: none"> • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>			

<p>Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday live 	<ul style="list-style-type: none"> • Support auditory presentations with visuals • Hands-on activities <ul style="list-style-type: none"> • Verbal and visual cues regarding directions and staying on task 	<p>Organizational/Behavioral Strategies: ●</p> <ul style="list-style-type: none"> Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library
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<p>Unit Title: Informational Reading: Reading with a Critical Lens</p>		<p>Fifth Grade</p>	<p>Time Frame: January- February</p>
<p>Goals</p>	<p>Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary</p>		<p>Teacher Notes</p>

<p>Readers use what they know about expository text structures to identify key ideas and details.</p>	<ul style="list-style-type: none"> ● Readers get ready to read by noticing text features and layout. We ask, <i>What structure has this been written in?</i> When reading expository structure, we think, ○ What will I likely learn about? <ul style="list-style-type: none"> 1 What headings/subheadings should I expect to see? <ul style="list-style-type: none"> ○ What content vocabulary will I likely encounter? <p>We know that the answering these questions get our minds ready to read.</p> ● Readers make a plan for their reading. We might make a plan for how to navigate a whole text, knowing we may not have to read it in its entirety or in the order it is presented. ● Readers also make a plan for their reading of a section or page. We may want to read the headings and name what we see in the text features. We can then say, <i>I think this will teach me...</i> and make a plan for how we will read the page. ● Readers are always confirming, revising, or adding to what we know about the topic. We might make a mental note, mark places with a post-it or add our thinking to our notebook. ● Partners get together to talk about the books they are reading. We might discuss ○ This heading says . . . so I think this page is mostly about . . . <ul style="list-style-type: none"> 1 I looked at this (picture/caption/graph) and saw . . . and this (picture/caption/graph) and saw . . . <ul style="list-style-type: none"> ○ If I put them together, I think these pages will be about . . . ● Readers know that many expository texts are in a “boxes and bullets” structure, with the main idea (box) and supporting details (bullets). Readers often jot using boxes and bullets, writing the main idea of a section and supporting details. We collect this information to remember, to synthesize, and to prepare for writing and in preparation for discussion. <ul style="list-style-type: none"> ● Readers identify and plan for other structures that authors use. When we encounter different structures, our jottings often change to match this new structure. <ul style="list-style-type: none"> 1 Boxes and Bullets <ul style="list-style-type: none"> ○ Cause/effect ○ Pro/con ○ Problem/solution 	<p>●</p>
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- Compare/contrast
- How-to
- When reading to find the main idea of a section, readers sometimes find that a paragraph has a sentence that summarizes the entire paragraph or passage, found often at the beginning or end. This gives the main idea of that paragraph. We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- One way that readers identify the main is by asking themselves, *What is the one big thing that this text is teaching and how do all the other details connect with this?* We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- Readers can retell or summarize with our partners. We are sure to share the main idea, and the key details with our partners.
- Readers of nonfiction constantly ask ourselves, *How does all of this fit together?* We pause, reflect, jot, and later talk about those connections.
- Sometimes readers find there are no section headings telling you that the topic has changed. We make sure that we notice when the topic has changed, even jotting our own heading for that section.
- Readers have questions as we read. We also try and answer them the best we can, knowing if we read on, they may be answered. We may have questions that remain unanswered, and may lead to reading of another text. The bigger questions lead us from text to text.
- Readers deeply respond to text. We don't just jot our learning, but we also respond with our new thinking. We can push out thinking with prompts like...
 - *But I wonder*
 - ...
 - *I used to think that . . .*
 - *but now I am realizing . . .*
 We can push our thinking in the same way in partner discussions.

<p>Readers use what they know about narrative nonfiction text structures to identify key ideas and details.</p>	<ul style="list-style-type: none"> ● Readers notice when they are reading narrative nonfiction and plan their reading accordingly. Often narrative nonfiction focuses on the goals and struggles of a central character that teach a lesson, usually ending in a great achievement or disaster. Readers keep this in mind as they read, jotting as they go. ● Readers think about what we know about the person/animal/topic and keep that with us as we read. We notice places where we learn new information, our knowledge is confirmed or our ideas are contradicted. ● Readers of narrative nonfiction expect to gather information and ideas, as well as follow a story structure with characters, setting, plot, etc. Our jotting often includes both. ● Readers of biography (narrative nonfiction) often think, <i>What does this person want/wish/hope for? What are the obstacles that stand in their way?</i> When we notice these, we learn the biggest lessons from the character. We linger with that lesson just as we do in fiction. ● Just as readers in fiction study characters, readers of narrative nonfiction pay attention to the subject's traits and motivations, how they interact with others and their environment, and how they overcome obstacles in their lives. Their traits are usually what allow them to overcome their struggles and teach us how to tackle our own struggles. ● Readers pay attention to the choices the person makes in their life, revealing who they really are deep inside. These traits often help the character overcome the challenges and achieve something meaningful. ● Partners discuss the book we are reading. We might say, <i>This text (or this part of a text) is mostly about. . .</i> and then add our ideas by saying, <i>And the big new thing it teaches me is. . .</i> OR you might say, <i>. . .and the big way this adds to what I already knew about this subject is. . .</i> 	<p style="text-align: center;">●</p>
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<p>Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.</p>	<ul style="list-style-type: none"> ● Readers choose a note taking tool. While readers may know a few ways of taking notes, be sure whatever note-taking tool you choose fits you best and reflects the big ideas of the text by matching the notes to the text. ● Readers are aware that hybrid books—those with both narrative and expository structure in it—have an unpredictable set up. We can still use all we know about these two structures to read them with power. ● Hybrid books can be structured in a few different ways. Keeping this structure in mind helps us understand the text more deeply. They are usually built around an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini-biography and then move into expository text structures. ● Readers read hybrid texts with power, taking in all the features and thinking, <i>What is this letter or story (or any other shift in structure) teaching me? and How does it fit with what I have been learning?</i> We often jot this thinking in our notebook to remember and discuss with our partner. ● Readers take in all the information on a page or in a section and determine how all the parts of the text fit together. This means we pause, think about all of the parts (even rereading a few), and jot a post it what the section is all about. ● Readers reflect on their learning at the end of a text, section or collection of texts. We might think, <i>What do I know now that I didn't know before reading this book/text/video? or How is my thinking different from reading this text?</i> We then write long and strong about what we learned. 	<p>●</p>
<p>Readers use strategies to figure out unfamiliar vocabulary.</p>	<ul style="list-style-type: none"> ● Readers use context clues to read around the unfamiliar word and consider what would make sense. We reread the section with our new understanding ● Readers use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words. We reread the section of text with our new understanding ● Readers break up unfamiliar words and look at each part. See if the parts (prefix, root, suffix) can help you figure out the word. ● Readers keep track domain specific words that go with the topics you are learning about. We use this precise language when in conversations and in writing. 	<p>●</p>

<p>Readers synthesize ideas and information across multiple texts and media and become teachers of others.</p>	<ul style="list-style-type: none"> ● When partners meet, instead of just saying what they have learned, they: <ul style="list-style-type: none"> ○ Point out the details in the pictures or diagrams that highlight what they’re saying. ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together. ○ Use their voices to emphasize what’s important. ● Readers of expository text use many of the same strategies when we are reading print as when we are watching expository video. We must listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip. ● Sometimes when viewing a video clip the main idea is written right on the screen. However sometimes, the main idea does not pop out to us right away. In this case readers jot the important details we hear, and then we choose a heading for those details. That heading becomes the main idea. We can rewatch parts or sections of a video in the same way we would reread text. ● Readers often compare their notes from one text or media to the next on the same topic. They will say things like, <i>In this text it was teaching...while in this video it taught...And I think...</i> ● Readers lay texts next to each other browsing both and looking for similarities and differences between the main ideas and details. We might ask, <i>Why might this have been presented differently. What did each author think was most important?</i> 	<ul style="list-style-type: none"> ●
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<p>Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study</p>	<p>Fifth Grade</p>	<p>Time Frame: March - April</p>
<p>Standards: RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9 RF.5.3, RF.5.4 SL.5.1, SL5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 L.5.1, L5.2, L.5.3, L5.4, L5.5, L5</p>	<p>Vocabulary and Key Concepts: examine, elaborate, evidence, informational text, research, source, expert</p>	

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can research affect my career goal? • How can research affect my interests? 	<p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Gather and use domain specific vocabulary. • Complete the steps of self-selecting topics and be able to gather focused information. • Use a variety of sources to become experts in the topic. • Speak knowledgeably and passionately about the topic researched. 	
<p>Skills:</p> <p>Author's Purpose Author's Bias Locate and Analyze Information Evaluate and critique ideas in a text Organize and synthesize ideas and information</p>	<p>Demonstration of Learning/Assessment Evidence :</p> <p>Formative</p> <ul style="list-style-type: none"> • TC Reading Assessments <ul style="list-style-type: none"> • Conference Notes • Small Group Observations <p>Summative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • DRA <p>MAP/STAR 360</p>	
<p>Mentor Texts:</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <p>Extreme Science Careers- Ann Squire Careers that Count- Series</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share • Small Group Instruction • Guided Reading • Whole Class Read Aloud 	<p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks <ul style="list-style-type: none"> • Elementary School Career link (http://www.dasd.k12.pa.us/Page/7322)

<p>Cross Curricular Connections:</p> <p>Math time management Science - non-fiction texts Social Studies - historical texts Health - personal health and wellness</p>	<p>21st Life and Career 21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor <p>Gifted and Talented Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice
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Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants
- Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models

- activities when material is learned
- Give student choices of activities in learning the content

<ul style="list-style-type: none"> • Follow step-by step directions to assemble a product or solve a problem • <p>Identify how computer programming impacts our everyday live</p>		<ul style="list-style-type: none"> • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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<p>Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study</p>	<p>Fifth Grade</p>	<p>Time Frame: March - April</p>
<p>Goals</p>	<p>Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary</p>	<p>Teacher Notes</p>

<p>Readers self-selecting topics and gather relevant information.</p>	<ul style="list-style-type: none"> ● Researchers choose subjects that interest them. We know that we will be with our topic over a significant amount of time. We can generate ideas for study by <ul style="list-style-type: none"> ○ Think of how you like to spend your free time. Ask, is there a career or innovation that matches what I enjoy to do? ○ Think of your talents. What are you good at? Are there careers or innovations that match this talent. ○ Think about times you have felt a sense of flow - a time where you got lost in what you were doing. Are there careers or innovations that match this experience? ○ Take an online interest survey. ● Researchers get right to work once they have settled on a topic. They know that researching may change the direction they want to go in, but they always start with a plan. We plan which materials we will use and where we will start. We might write up a dream table of contents and use that as a plan for our research. 	<ul style="list-style-type: none"> ●
<p>Readers gather and use domain specific vocabulary</p>	<ul style="list-style-type: none"> ● Researchers of a topic gather the domain specific vocabulary. We learn the words just like experts. We use the words in conversations when discussing our subject with partners and when writing about our subject. ● Researchers understand domain specific vocabulary by collecting the adjectives and descriptors that are used around it between different resources. Part of becoming experts of a subject, is becoming experts of the vocabulary. ● Researchers don't just look out for words that are specific to a topic, they also look out for phrases or concepts that might be new or unfamiliar to them. Sometimes we may have a general sense of what it means, but within the context of this specific research, it's new. We find other places that we read/hear this phrase or concept. We use the strategies we have to figure it out within context. We also confirm our new understanding with a resource. We often need to reread the section with our new understanding in mind. ● Researchers visualize new concepts. Sometimes that means acting them out or using our hands to model an idea. ● Researchers visualize new concepts. Sometimes that means sketching out an idea or model in our notebooks to aid in our understanding of how something works or fits together. We read the words, make an image our minds and sketch it out in our notebooks. 	<ul style="list-style-type: none"> ●
<p>Readers use a variety of sources to become experts in the topic.</p>	<ul style="list-style-type: none"> ● Researchers know that the latest and greatest information on a topic might not be available in an expository text. We can make a plan for other resources. <ul style="list-style-type: none"> ○ Internet articles ○ Internet data bases ○ Documentaries ○ Narrative text or biography 	<ul style="list-style-type: none"> ●

- Interviews

- Diagrams
- Researchers have a system for note taking. Using a boxes and bullets organizer is most common for taking notes while researching. We can also consider other ways we know that match the resource that we are using.

- Researchers make sure that their sources are reliable. We look at the domain (.com, .gov, .edu, .net, .uk) We don't discount all domains, however as we research, we look for more and more reliable sources.
- Researchers review their notes and decide what goes together. We see where we need more research and where we have enough. We make a new plan for becoming more of an expert.

<p>Speak knowledgeably and passionately about the topic researched.</p>	<ul style="list-style-type: none"> ● To be considered an expert, we need an audience for our knowledge. We can share our research journey with a partner all along the way. We use a teaching voice when explaining ideas. We can often use our hands or sketching to help convey concepts or ideas. ● When sharing with a partner or audience, we are sure to start with big ideas and follow those ideas up with the key details that go with it. ● Researchers know they cannot share all they know. Rather, we make a plan for what we will share, choosing just the most important and interesting ideas. ● Researchers listen to each other's ideas and information. We often have questions for one another after hearing about their topic. We ask these questions and discuss the ideas that go with them with our partner or audience. 	<ul style="list-style-type: none"> ●
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<p>Unit Title: Literature: Fantasy Book Clubs</p>	<p>Fifth Grade</p>	<p>Time Frame: May-June</p>
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<p>Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.8, RL.5.9, RL.5.10 RF.5.3, SL.5.1, SL.5.2, SL.5.2, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 W.5.3, W.5.5, W.5.6, W.5.9a</p>	<p>Vocabulary and Key Concepts Fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative</p>
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will I tackle the demanding and complex genre of fantasy? • What will my strategies and goals be that help me make sense of multiple plot lines, layered characters, and complex themes? • How are the themes in fantasy text connected? • How is the story influenced by the point of view it is written in? 	<p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Clubs work together to grow ideas about literature • Readers read fantasy with deep comprehension and synthesis • Work in partnerships to compare and contrast common elements in their independent reading of fantasy texts. <ul style="list-style-type: none"> • Readers use strategies to navigate and understand fantasy within and across texts. • Readers understand literary traditions through literary analysis 		
<p>Skills: Theme of a story, including how characters respond to challenges within text Two or more characters, settings or events in a story or drama Character Analysis Compare /Contrast</p>	<p>Demonstration of Learning/Assessment Evidence :</p> <p>Formative</p> <ul style="list-style-type: none"> • TC Reading Assessments <ul style="list-style-type: none"> • Conference Notes • Small Group Observations <p>Summative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • DRA <p>MAP/STAR 360</p>		
<p>Mentor Texts: <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> Narnia (Video trailer) The Lord of the Rings (Video trailer) The Paperbag Princess The Thief of Always</p>	<p>Harry Potter Series Percy Jackson Series Narnia Series Lord of the Rings Series The Dragon Slayer Series</p>	<p>Structures:</p> <ul style="list-style-type: none"> • Reader's Workshop <ul style="list-style-type: none"> ○ Whole Group Minilessson ○ Independent Reading/Conferences ○ Mid-workshop Teaching ○ Teaching Share • Small Group Instruction • Guided Reading • Whole Class Read Aloud 	<p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Student book bags • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks <p>TCRWP Fantasy Book Clubs, Grade 5, Unit 4 by Cruz and Ehrenworth</p>

<p>Cross Curricular Connections:</p> <p>Math time management Social Studies - mythology Health - personal health and wellness</p>	<p>21st Life and Career 21st Century Life and Career</p> <ul style="list-style-type: none"> • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as 	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>Section 504</p> <ul style="list-style-type: none"> • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor <p>Gifted and Talented</p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> • Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation • Avoid having student copy notes when material is already mastered <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> • Provide opportunities for open-ended, self-directed activities • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is
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	personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		learned
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Technology Integration

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

<ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday live 		<p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Literature: Fantasy Book Clubs	Fifth Grade	Time Frame: May-June
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes

Clubs work together to grow ideas about literature
Clubs will be called to work in much the same way they worked in the Historical Fiction Book Club unit. Begin this unit with a quick review of how book clubs operate. Below are the teaching points you may want to quickly review.

- Book clubs decide on a text that is a good fit for all members.
- Book clubs create norms for their club. They might consider

- How will we structure our time together?
- How will we facilitate conversations?
- How will we assess how it is going?
- What will we do if a member is not prepared for club?
- Do we have a club name or identity?
- Can we talk about books between book club meetings?
- Readers, as we begin to invent ideas about reading clubs, it’s important, in any club, to take care of relationships within that club. We do that by making sure that we’re creating work where each

member will feel a part of something important, and each member will always feel supported by the group.

- Book club discussions are a lot like “talking essays.” We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other’s ideas. They agree by giving further examples or disagree by giving examples that don’t fit the big idea.
- Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like...
 - “What in the text makes you say that?”
 - “I thought that too because . . .”
 - “Another example of that is . . .”
 - “I thought something different because . . .”
 - “I agree because . . .”
 - “Wait. I’m confused. Are you saying . . . ?”
 - “Can you show me the part in the story where you got that idea?”
- Reader prepare for book club conversations. One thing we can do is take a look at our post it’s and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another)
- When book clubs begin reading our fantasy, we identify and organize information we’d need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book.

Readers read fantasy with deep comprehension and synthesis

- Readers of fantasy start by figuring out not just where the story happens, but what kind of place it is. One way to do this is to investigate clues about the time periods and important magical elements, using the covers, blurbs and details from the beginning of the story. Common settings include:
 - 1 Medieval World - full of swords, horses, dragons...
 - Futuristic World - full of reminders of this world, only different and troubled
 - Ordinary World - blending of the world we know with magical elements
 - Historical World - set in the past
- Readers of fantasy find out who has the power in the fantasy world. We might simply ask, *Who has the power? How do I know?* We jot down our thinking and share this thinking with our clubs. ● Readers of fantasy know that the main characters often begin without a lot of knowledge. We look out for places where the main character is told important information or has dramatic new experiences. These are often marked with
 - 1 Direct questions and answers
 - Explanations or stories
 - Unfamiliar experiencesWe learn right along side the main character.
- Readers of fantasy may infer from the clues the author gives before the main character does. We are alert for when the character finally catches up with what we already know.
- Readers of fantasy write in their notebooks to engage deeply. One way we might use our notebooks is to keep track of multiple characters and their characteristics.
- Another reason we might use our notebooks is to make sense of the place and how the geography might matter to the story. If the author hasn't provided a map, we might sketch one out. ● Readers tackle more complicated books with multiple plotlines. We may use timelines, charts or other organizers to track multiple problems and plotlines. For example:

Character Problem Solution/Change By the End

Wiglaf Needs gold Kills a dragon Mordred takes the gold

Poor Can't keep gold Still poor

Wants to kill dragon Kills dragon Hates killing dragons
Dragons want
revenge

●

	<p>Readers might share the ways they have used their notebooks.</p> <ul style="list-style-type: none">• Readers of fantasy suspend judgments about characters and places. We can jot our ideas, but we also keep an open mind as we read. We look for places where the character contradicts our	
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	<p>thoughts. We can use our notebooks to work out these ideas about characters. We share this thinking with our clubs.</p> <ul style="list-style-type: none">• Readers begin to notice theme(s) that begin to arise in our texts. We jot these ideas in our notebooks with evidence from the text. We share and discuss our ideas in clubs.	
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Work in clubs to compare and contrast common elements in their independent reading of fantasy texts.

- Readers think metaphorically. In fantasy, we think about the metaphorical dragons that characters face. One way we can do this is by looking back through our notebooks looking for ideas we have about problems character's face. We think, *Are these problems metaphoric dragons?*
- Readers look for life lessons and themes in fantasy. We let go of the fact that the plot is fantastic and ask, *What lessons do these characters learn or teach? What lessons could be important in my life?* We can add these ideas to our notebooks in preparation for club discussions.
- Readers think about themes in a novel. When we think about theme, we might start with a word or phrase (courage, strength). It is helpful to then ask, *What does the author say about this quality?* The answer we find (through writing or discussing, are often a theme of the novel.
- Readers collect evidence for the themes they uncover. For example:

Themes in Dragon Slayer's Academy

It's important to help your family.

- Wiglaf has a lot of brothers and sisters and they need money.

- Wiglaf goes to DSA to get gold.

- He wants to kill a dragon to get gold for

Real friends help each other out.

- Erica and Wiglaf help each other tackle the dragon.

- Angus and Wiglaf keep Erica's secret.

- Wiglaf and Erica help Agnus deal with his uncle Mordred.

Not all our wishes turn out to be good.

- Wiglaf has a lot of brothers and sisters and they need money.

- Wiglaf goes to DSA to get gold.

- He wants to kill a dragon to get gold for

•

his family.

his family.

- Readers compare themes across stories in a series. We notice when an author address the same theme in multiple books in a series. We can use a theme chart to help organize and collect our thinking. For Example

Theme: People find hidden strength in times of trouble

Prince Caspian

**The Lion, The Witch and the
Wardrobe**

Evidence Evidence

- Just like in our realistic fiction books, our characters are on a journey. In fantasy we call this a quest. It is helpful to consider the internal and the external quest of the main character or hero. ○ For an external quest we think about the big problem or goal and/or a series of smaller obstacles

- For internal quests, readers think, *What's inside the character that gets in the way? Are there internal flaw to fix or get around? Are there conflicts to overcome?* We jot our thinking in our notebooks and share/discuss with our clubs.

- Another way to think about the quest is by using The Hero's Journey structure by Joseph Campbell to guide and organize our thinking. One way to do this to think about

- Part 1 - Call to adventure
- Part 2 - Supreme Ordeal
- Part 3 - Transformation
- Part 4 - The Hero's Return



We can jot in this structure.

- Readers notice that some themes are so big and universal that appear in multiple books, as well as throughout history. When we notice these themes, we can use our knowledge of how these played out in history and other books. We can compare how these themes play out across books and history. She can jot this thinking to prepare to discuss with our clubs.

<p>Readers use strategies to navigate and understand fantasy within and across texts.</p>	<ul style="list-style-type: none"> ● Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by referring to nonfiction texts and online sources to build a full image of characters, settings, and events that you are reading about. We can share our findings with our club. ● Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by using our vocabulary strategies to figure out unfamiliar words. <ul style="list-style-type: none"> ○ Use what you know about root words. Look for a word or part of a word that's familiar. ○ Envision what's happening in the scene. ○ Tap into what you know about how the genre tends to work. ○ Read forward to get a bigger sense of what's happening, then circle back when things start to click. ○ Try a substitute word that might fit. ○ Use a reference (dictionary, internet search, ask book club or partner) ○ Get the gist of the meaning, then look for more precision later. ● We use this precise language when discussing with our club. <p>Fantasy readers know that character are complicated. They might be one way in some contexts or relationships and another way in other contexts or relationships, or one way on the outside and one way on the inside. We can read out notebooks looking for patterns about our character. We begin to think about why the character is different in these ways. We discuss this with our clubs referring to ● the textual evidence from our stories.</p> <p>Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else. We consider, <i>How does this symbol connect to the theme of the story? How does it connect to the quest? What does this symbol represent?</i></p> 	<ul style="list-style-type: none"> ●
	<ul style="list-style-type: none"> ● Fantasy readers use what they learn from metaphors to gain better insight to the real world. We assume that everything in fantasy has a deeper meaning. We live awake to see this deeper meaning both in our texts and in our lives. 	

<p>Readers understand literary traditions through literary analysis</p>	<p>Fantasy readers pay close attention to how cultures are portrayed in stories - the culture in which</p> <ul style="list-style-type: none"> • the story takes place, as well as other cultures. Culture is one thing that we can learn about and think about in fantasy books. We might compare and contrast the culture to our own or ones we know. • Fantasy readers use what they know about archetypes to make predictions, inferences and interpretations. We might start our thinking by charting the archetypes we notice and what that makes us think. We keep in mind common archetypes: <ul style="list-style-type: none"> ○ The Hero - A good character who is often lonely and would rather not have to be a hero. The hero has to complete his or her quest alone. Usually wins. ○ The Villain - A bad character who is often surrounded by other characters he or she is meant to. Wants to be in charge of everything. Usually loses. ○ The Wise Person - A very smart character who usually helps the hero by teaching him or her. ○ Companions or friends - These are the people who are friends with the hero or villain. They mostly stick to the hero or villain, however some of them can be false friends. • Fantasy readers read on the lookout for stereotypes and gender norms. We look out for and track how characters are represented throughout a series. This is called reading with a lens. We collect these ideas in our notebooks and share/discuss these ideas with our clubs. • Readers are on the lookout for characters break the norms that are in the story. They are the characters that break the mold. We ask, <i>Why has the author represented the characters in this way? Is this part of the master narrative (expected) or a counter narrative (disruptive, unexpected)</i>. Readers can use their fantasy reading skills to other genres. 	<ul style="list-style-type: none"> •
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