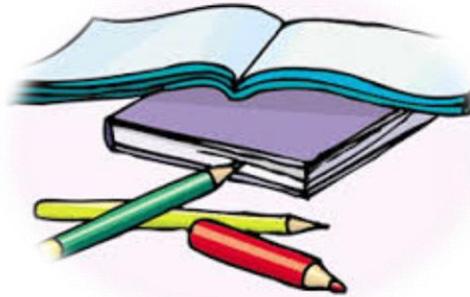




MEDFORD LAKES SCHOOL DISTRICT



English Language Arts Curriculum Guide

Grade 5

Written/Revised by: Michelle Strong

Aligned with the May 2016 New Jersey Student Learning Standards for English Language Arts

Approved by the Board of Education August 16, 2017

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Philosophy Statement

The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLS for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLS for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

The English Language Arts Instructional Block for grades K-5 is comprised of the following:

- *Writer's Workshop*
- *Reader's Workshop*

Components of “Writer’s Workshop”

The “Writer’s Workshop” model recognizes that to achieve maximum success, writing instruction must be differentiated. Units of study support certain types of writing skills. For example, the development of setting during a narrative unit or the development of a coherent argument during an opinion essay unit. Each writing unit moves through the writing process “cycle” of generating ideas, planning, drafting, revising, and editing. Teachers present skills related to each type of writing with each unit taking a prescribed number of days to complete. Sometimes parents wonder where and how grammar and punctuation lessons “fit” into “Writer’s Workshop”. These lessons occur during the editing phase of each unit.

Mini-Lesson (approximately 10 minutes)

During the mini-lesson segment, a teacher models a specific writing skill or strategy. For example during a unit on research, a teacher might show how a student can create a certain tone by the words the student selects. If students are arguing that sting rays should be a protected species, we may use words like “majestic” or “magnificent” in their essays. Though these words aren’t technically a part of the argument, they help to set a favorable tone for the sting ray.

Independent Writing and Conferencing, Small Group Instruction, and/or Assessments (approximately 20-25 minutes)

Following the mini-lesson, students will research, note-take, and/or write independently for 20-25 minutes. They may also use this time for peer revision and/or peer editing. While students work, they may apply the strategy that was just presented by the teacher, or perhaps apply another previously taught strategy from their writing “toolkits.”

Conferencing is the core of the “Writer’s Workshop”. Teachers will meet with each student approximately one time per week. During this time, teachers are able to determine the student’s understanding of strategies that have been recently taught and/or teach a new skill specific to that child’s needs. For one writer, that skill might involve learning to “stretch out” an important moment in a story; for another, it might involve showing how to move through time with more subtlety (rather than, “the next day...the day after that...”). Naturally, the lesson depends on the student’s skill level as a writer in that particular unit. It is important to note that a student may be particularly strong in one area (for example, fiction), while struggling in another.

A teacher may also be facilitating a small group lesson. If a number of students are struggling with a similar skill – for example, “use of quotations”, then the teacher can form a small group together and re-teach the lesson to support their understanding.

Students are assessed both formally and informally throughout the school year. Informal assessments include writing conferences, small group conversations, and teacher observations. Formal assessments include strategy-checks, writing notebook collections, quizzes, the collection of writing folders (which contain drafts, revisions, and edits), and final publications. Students are assessed on all elements of the writing process, not simply the final product.

Share (approximately 5-7 minutes)

Following the block of time allotted for independent writing, teachers will have a “share.” During this time, students can share their glows (successes) or struggles (grows) with a particular strategy. These shares are often instructional in nature. For example, a teacher may have taught a mini-lesson showing how to use a timeline as one tool to plan a narrative. During the “share,” a student may show the class how he or she used a storyboard or a mini-book to plan instead. Everyone benefits from this sharing of ideas. Teachers are encouraged to have a “Publication Party” at the end of each unit, giving students the chance to enjoy others' writing, as well as with their parents! This celebration provides an authentic audience for their writing efforts, and acts as powerful motivation for each writer to strive for his or her best.

Components of “Reader’s Workshop”

“Readers Workshop” is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It provides students with a supportive environment that involves them in authentic reading experiences that focus on the strengths and needs of individual students. “Readers Workshop” helps students develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and sharing. The basic philosophy behind the “Readers Workshop” is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a “Readers Workshop” is always to develop life-long passionate readers. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

Read Aloud (10 minutes)

The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

Mini-Lesson (10 minutes)

Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and always involve teaching a specific reading skill or strategy. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. During a mini-lesson, teachers model for the students a specific reading skill or strategy.

Independent Reading and Conferencing, Small Group Instruction via Guided Reading, Book Clubs, and/or Assessments (20-25 minutes)

As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what she or he will be reading. This provides an excellent opportunity for a brief conference with every child about her or his reading and the books she or he has chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary. Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. If a number of students are struggling with a similar skill—say, making predictions based on what we know about a character—then a teacher may form a small group and re-teach the lesson from a different angle. As well, a teacher may form small groups as an enrichment opportunity for strong readers, challenging them with higher-level skills. During a conference, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a book club. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent. Students are assessed both formally and informally throughout the school year. Informal assessments include reading

conferences, small group conversations, and teacher observations (i.e.: Does the student consistently choose texts within his/her level of understanding?) Formal assessments include strategy-checks, Reading Journal collections, homework checks, book club conversation reports, quizzes, presentations, and reading tests.

Share (10-15 minutes)

The children are invited to respond to their reading in both oral and written ways. During this time, students can share their successes or struggles with a particular strategy. These shares are often instructional in nature as well. For example, a teacher may have taught a mini-lesson on organizational strategies for note taking from nonfiction text. During the “share,” students may show the class their own note-taking strategies. This helps to increase everyone’s skill repertoire. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

“Writer’s Workshop”

- *WriteSteps*” (2017)

“Reader’s Workshop”

- *Journeys* (2014)
- *Houghton Mifflin Harcourt’s Leveled Readers* (2015)
- *Scholastic Fiction Focus Leveled Readers* (2010)

Grade 5 Writer’s Workshop Scope and Sequence

Pacing	Unit # and Title
9 lessons 3 weeks	Unit 1: Getting Ready for Core Writing
22 lessons 7 weeks	Unit 2: Real Narrative Writing <i>Response Writing: Days 17-22</i>
13 lessons 5 weeks	Unit 3a: Informative/Explanatory Writing: 5 Square Paragraph
16 lessons 5 weeks	Unit 3b: Informative/ Explanatory Writing <i>Response Writing: Days 12-16</i>
15 lessons 5 weeks	Unit 4: Opinion Writing <i>Response Writing: Days 13-15</i>
13 lessons 4 weeks	Unit 5: Imagined Narrative Writing: Historical Fiction <i>Response Writing: Days 12-13</i>
16 lessons 5 weeks	Unit 6: Research Writing

Unit #1 Getting Ready for Core Writing

Day and Main Objectives	New Focus Skills from the NJCLS	Review Focus Skills from the NJCLS	Visual Aids
<p>Day 1 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> Develop and strengthen writing by planning 	W.5.5		<p>Student Video: Show This First – Getting Ready for Core Writing (<i>video length: 14:48</i>)</p> <p>Self-Reflection Checklist</p> <p>Topics I Can Write About</p>
<p>Day 2 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> Write narratives Establish a situation, characters, and an event sequence Use dialogue and description Writing is appropriate to task, purpose, and audience 	W.5.3 W.5.3a W.5.3b W.5.4		<p>How the Cores Support the 6 Traits of Quality Writing</p> <p>6 Traits of Quality Writing Pizza</p> <p>Hoops Visual Aid</p> <p>Student Writing Sample: <i>Shot and Lived to Tell About It</i></p>
<p>Day 3 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> Use a variety of transitional words and closure Provide a conclusion Write narratives 	W.5.3c W.5.3e	W.5.3	<p><i>Shot and Lived to Tell About It</i></p> <p>Answer key for the above Student Sample – organization</p>

<p>Day 4</p> <p>Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use dialogue and description 	<p>W.5.3d L.5.5 L.5.5a</p>	<p>W.5.3b</p>	<p>Black Beauty Visual Aid</p> <p>Answer key for the above Student Sample – voice</p> <p>Horseback Riding</p>
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<p>Day 5 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences 	<p>L.5.1a* L.5.3a</p>		<p>Answer key for the above Student Sample – sentence fluency</p> <p>Advanced Preparation: <i>Prepare a prompt for today’s Independent Practice. (When choosing a prompt, consider assigning a writing piece that relates to an area of study in your ELA, Social Studies, or Science curriculum.)</i></p>
<p>Day 6 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Consult reference materials • Write narratives • Use concrete words and sensory details 	<p>L.5.4c</p>	<p>W.5.3 W.5.3d</p>	<p>Answer key for the above Student Sample–word choice</p>
<p>Day 7 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade -appropriate words correctly, consulting references 	<p>L.5.1c L.5.2 L.5.2a L.5.2e</p>		<p>Answer key for the above Student Sample–conventions</p>

<p>Day 8 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Understand figurative language, word relationships, and nuances in meanings • Figurative language, similes, and metaphors 		<p>L.5.5 L.5.5a</p>	<p>Figurative Language Simile Flow Chart (optional)</p> <p>Figurative Language Metaphor Flow Chart (optional)</p> <p>Metaphors and Similes</p> <p>Metaphors and Similes (answer key)</p> <p>Advanced Preparation: <i>Cut out each sentence before the lesson. It is suggested you laminate the cards for long term use .</i></p>
<p>Day 9 Getting Ready for Core Writing</p> <ul style="list-style-type: none"> • Understand figurative language, word relationships, and nuances in meanings • Figurative language, similes, and metaphors 		<p>L.5.5 L.5.5a</p>	<p>Metaphors and Similes</p> <p>Metaphors and Similes (answer key)</p>

*Students will have exposure to this standard today and will apply it in later WriteSteps lessons.

Unit # 2 Real Narrative Writing

Day and Main Objectives	New Focus Skills from the NJSLs	Review Focus Skills from the NJSLs	Visual Aids
<p>Day 1 Real Narrative</p> <ul style="list-style-type: none"> • Write narratives • Use concrete words and sensory details • Conjunctions, prepositions, and interjections 		W.5.3b W.5.3d L.5.1a	<p>Student Video: Show This First-Narrative Writing (<i>video length: 14:22</i>)</p> <p>Demo Video: Varying Sentence Length</p> <p>Varying Sentences to Create Mood and Experience</p>
<p>Day 2 Real Narrative</p> <ul style="list-style-type: none"> • Use correlative conjunctions • Use a comma to separate an introductory element • Use dialogue and description • Use conjunctions, prepositions, and interjections 	L.5.1e L.5.1b	W.5.3b L.5.1a	

<p>Day 3 Real Narrative</p> <ul style="list-style-type: none"> • Use concrete words and sensory details • Conjunctions, prepositions, and interjections • Figurative language, similes, and metaphors 		<p>W.5.3d L.5.1a L.5.5a</p>	<p>Writing with Sensory Details A</p> <p>List of Common Prepositions</p>
<p>Day 4 Real Narrative</p> <ul style="list-style-type: none"> • Establish a situation, characters, and an event sequence • Use concrete words and sensory details 		<p>W.5.3a W.5.3d</p>	<p>Bright Clothes, Brighter Personality</p>

<p>Day 5 Real Narrative</p> <ul style="list-style-type: none"> • Use a variety of transitional words and closure • Use a comma to separate an introductory element 		<p>W.5.3c L.5.2b</p>	<p>Linking/Transition Words and Phrases</p> <p>Student Writing Sample: <i>The Terrible Trip</i></p>
<p>Day 6 Real Narrative</p> <ul style="list-style-type: none"> • Use dialogue and description 		<p>W.5.3b</p>	<p>Demo Video: Real Narrative: Dialogue, A Character's Voice</p> <p>Character Response Sheet</p>
<p>Day 7 Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing 		<p>W.5.5</p>	<p>Demo Video:Real Narrative: Scoring with a Rubric (Part 1)</p> <p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 16.)</p>
<p>Day 8 Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing 		<p>W.5.5</p>	
<p>Day 9 Real Narrative</p> <ul style="list-style-type: none"> • Write narratives • Use dialogue and description • Conjunctions, prepositions, and interjections 		<p>W.5.3 W.5.3b L.5.1a</p>	<p>Writing from Experience</p> <p>Student Writing Sample: Squirrel Alert</p>

<p>Day 10 Real Narrative</p> <ul style="list-style-type: none"> • Write narratives • Strengthen writing by planning, revising, editing, rewriting, or typing 		<p>W.5.3 W.5.5</p>	<p>Writing from Experience from Day 9</p> <p>SES Planning Sheet</p> <p>Advanced Preparation: <i>Be prepared to complete a Story Element Strip (SES) today for the Disappointing Experience narrative you will share on Day 11.</i></p>
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<p>Day 11 Real Narrative</p> <ul style="list-style-type: none"> • Use underlining, quotation marks, or italics for titles • Write narratives • Use dialogue and description • Writing is appropriate to task, purpose, and audience 	L.5.2d	W.5.3 W.5.3b W.5.4	<p>Advanced Preparation: <i>Complete a Story Element Strip (SES) and a completed Disappointing Experience narrative to be used during Modeling today.</i></p>
<p>Day 12 Real Narrative</p> <ul style="list-style-type: none"> • Write narratives • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Provide a conclusion 		W.5.3 W.5.3a W.5.3e	
<p>Day 13 Real Narrative</p> <ul style="list-style-type: none"> • Write over extended time frames and shortertime frames • Demonstrate command of standard English grammar and usage • Capitalization, punctuation, and spelling 	W.5.10 L.5.1	L.5.2	Reflections on My Writing
<p>Day 14 Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing • Expand, combine, and reduce sentences 		W.5.5 L.5.3a	<p>Student Writing Sample: <i>Overcoming Thunder</i></p> <p>Revising - poster</p>

<p>Day 15 Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Conjunctions, prepositions, and interjections • Form and use the perfect verb tenses • Use verb tense • Use punctuation to separate items in a series • Use underlining, quotation marks, or italics to indicate titles • Spell grade appropriate words correctly, consult references as needed 		<p>W.5.5 L.5.1a L.5.1b L.5.1c L.5.2a L.5.2d L.5.2e</p>	<p>Editing – poster</p> <p>My Fifth Grade Editing Checklist</p>
<p>Day 16 Real Narrative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing • Write over extended time frames and shortertime frames 		<p>W.5.5 W.5.10</p>	<p>Reflections on my Writing</p>

<p>Day 17 Real Narrative</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • By the end of the year , read and comprehend literature, at the high end of the grades 4 -5 text complexity band independently and proficiently • Draw evidence from literary or informational texts to support analysis, reflection and research • Apply grade 5 Reading standards to informational texts • Write over extended time frames and shorter time frames 	<p>RL.5.1 RL.5.2 W.5.9 W.5.9b</p>	<p>W.5.10</p>	<p>Reasons to Re read Talking Back to Books</p>
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<p>Day 18 Real Narrative</p> <ul style="list-style-type: none"> • Apply grade 5 Reading standards to literature • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4 -5 text complexity band independently and proficiently. • Draw evidence from literary or informational texts to support analysis, reflection, and research 	<p>W.5.9a</p>	<p>RL.5.1 RL.5.10 W.5.9 W.5.10</p>	<p>Talking Back to Books</p> <p><i>Fishy Feelings</i></p> <p>Off to the Races</p>
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<p>Day 19 Real Narrative</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4 -5 text complexity band independently and proficiently. • Draw evidence from literary or informational texts to support analysis, reflection, and research • Apply <i>grade 5 Reading standards</i> to literature • Apply <i>grade 5 Reading standards</i> to informational texts • Write routinely over extended time frames and shorter time frames 		<p>RL.5.1 RL.5.10 W.5.9 W.5.9a W.5.9b W.5.10</p>	<p>Andrew's response to <i>Fishy Feelings</i></p> <p><i>Fishy Feelings</i></p>
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<p>Day 20 Real Narrative</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Writing is appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Write over extended time frames and shortertime frames 		<p>RL.5.1 W.5.4 W.5.5 W.5.10</p>	<p>Short Response Rubric Response Writing Checklist</p>
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<p>Days 21-22 Real Narrative</p> <ul style="list-style-type: none"> • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • By the end of the year, read and comprehend literature, at the high end of the grades 4 -5 text complexity band independently and proficiently • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Draw evidence from literary or informational texts to support analysis, reflection, and research • Apply <i>grade 5 Reading standards</i> to literature • Apply <i>grade 5 Reading standards</i> to informational texts • Write over extended time frames and shorter time frames 	<p>RL.5.3</p>	<p>RL.5.1 RL.5.10 W.5.4 W.5.5 W.5.9 W.5.9a W.5.9b W.5.10</p>	<p><u>Dr. Dolittle</u> excerpt</p> <p><i>The Health Benefits of Having a Pet</i></p> <p>Off to the Races</p> <p>Extended Response Rubric</p> <p>Response Writing Checklist</p> <p>Talking Back to Books</p>
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Unit #3a Informative/Explanatory Writing: 5 Square Paragraph

Day and Main Objectives	New Focus Skills from the NJCLS	Review Focus Skills from the NJCLS	Visual Aids
<p>Day 1 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Write Informative/Explanatory texts • Use grade -appropriate general academic and domain -specific words, including those that signal contrast, addition and other relationships 		<p>W.5.2 L.5.6</p>	<p>Student Video: Show This First – Informative Writing</p> <p>Demo Video: 5 Square Paragraph Writing</p> <p>Explanatory/Informational Writing</p> <p>Signal Word Cards</p> <p>Advanced Preparation for today: <i>Cut out the Signal Word Cards for each group and collect Expository and Narrative writing/text samples to use as examples: textbooks, menus, manuals, narrative picture books, etc.</i></p>

<p>Day 2 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Write Informative/Explanatory texts • Apply grade 5 Reading standards to informational texts • Use underlining, quotation marks, or italics for titles 		<p>W.5.2 W.5.9b L.5.2d</p>	<p>Advanced Preparation: Bring a collection of magazines in which students can find narrative articles as well as informative articles.</p> <p>Magazine Activity: Audience & Purpose</p>
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<p>Day 3 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Write Informative/Explanatory texts • Use precise language and domain specific vocabulary • Use a variety of transitional words and closure 		<p>W.5.2 W.5.2d W.5.3c</p>	<p>Demo Video: 5 Square Paragraph – Who is Stronger ?</p> <p>Gabby’s <i>Michigan</i></p> <p>Zachary’s <i>The Commonwealth of Virginia</i></p> <p>Compare Two</p> <p>Compare Two Answer Key</p>
<p>Day 4 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group related information • Use a variety of transitional words and closure • Use concrete words and sensory details 	<p>W.5.2a</p>	<p>W.5.3c W.5.3d</p>	<p>Student Planning Sample: for <i>The Commonwealth of Virginia</i></p> <p>5 square Expository Writing Planning Sheet</p> <p>Explanatory/Informational Writing from Day 1</p>
<p>Day 5 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definitions, concrete details, quotations, or other information • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.2a W.5.2b W.5.5</p>	<p>Advanced Preparation: <i>You need to have a completed planning sheet to use today, because you will be starting to write your piece in front of the students. You will continue to write in front of the students for the next several days.</i></p> <p><i>Be prepared to save your planning sheet and writing for continued use throughout this unit.</i></p> <p>5 Paragraph Planning Sheet</p>

<p>Day 6 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Use a variety of transitional words and closure • Use concrete words and sensory details • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 		<p>W.5.2a W.5.2c W.5.3d W.5.4 W.5.10</p>	<p>Demo Video: 5 Square Paragraph – Where I Live</p> <p>Advanced Preparation: <i>Make available one rock, stone, or shell for each student.</i></p> <p>Advanced Preparation: <i>Today you will begin writing your <u>Where I Live</u> piece in front of the students. You will do this for the next 3 days. You may want to prepare it ahead of time.</i></p> <p>Similes and Sensory Details</p>
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<p>Day 7 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Write Informative/Explanatory texts • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definition, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Provide a concluding statement • Use a variety of transitional words and closure • Use concrete words and sensory details • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 		<p>W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3d W.5.4 W.5.10</p>	<p>Demo Video: 5 Square Paragraph – 3 points</p> <p>Advanced Preparation: <i>The Uno, Dos, Traits scoring cards will need to be cut into strips ahead of time for use in the lesson.</i></p>
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<p>Day 8 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Write Informative/Explanatory texts • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definition, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Provide a concluding statement • Use concrete words and sensory details • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames • Figurative language, similes and metaphors 		<p>W.5.2 W.5.2a W.5.2b W.5.2d W.5.2e W.5.3d W.5.4 W.5.10 L.5.5a</p>	<p>Demo Video: 5 Square Paragraph – Revising the End</p> <p>Zachary’s <i>The Commonwealth of Virginia</i></p> <p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 13.)</p> <p>Uno, Dos, Traits scoring strips</p>
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<p>Day 9 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Inappropriate shifts in verb tense • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter time frames • Conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Use verb tense • Conventions of capitalization, punctuation, and spelling • Use punctuation to separate items in a series • Spell grade -appropriate words correctly 	<p>L.5.1d</p>	<p>W.5.5 L.5.1a L.5.2a</p>	<p>Noah's <i>Where I Live</i></p>
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<p>Day 10 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Provide a concluding statement • Strengthen writing by planning, revising, editing, rewriting, or typing • Expand, combine, and reduce sentences 		<p>W.5.2a W.5.2e W.5.5 L.5.3a</p>	<p>Leads and endings: Activity Cards</p> <p>Different Types of Expository/Informative Leads 4</p> <p>Different Ways to Conclude</p> <p>Revising poster</p> <p>Advanced Preparation: <i>Cut Leads and Endings cards apart before today's lesson .</i></p>
<p>Day 11 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Develop the topic with facts, definition, concrete details, quotations, or other information • Use precise language and domain -specific vocabulary • Strengthen writing by planning, revising, editing, rewriting, or typing • Conjunctions, prepositions, and interjections 		<p>W.5.2b W.5.2d L.5.1 L.5.1a</p>	<p>Adding Adjectives</p>

<p>Day 12 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing • Conjunctions, prepositions, and interjections • Use verb tense • Inappropriate shifts in verb tense • Correlative conjunctions • Capitalization, punctuation, and spelling • Spell grade -appropriate words correctly 		<p>W.5.5 L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e</p>	<p>Demo Video: Editing</p> <p>Student writing sample: <i>Climbing up to my Bunkbed</i></p> <p>My Fifth Grade Editing Checklist</p> <p>Editing poster</p>
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<p>Day 13 5 Square Paragraph: Informative</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or typing • Write over extended time frames and shorter time frames 		<p>W.5.5 W.5.10</p>	<p>Reflections on my Writing</p>
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Unit 3b Informative/Explanatory Writing

Day and Main Objectives	New Focus Skills from the NJCLS	Review Focus Skills from the NJCLS	Visual Aids
<p>Day 1 Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic clearly • Develop the topic with facts, definitions, and concrete details • Consult reference materials to find the pronunciation and to clarify the precise meaning 		W.5.2a W.5.2b L.5.4c	<p>Student Video: Show This First - Informative Writing</p> <p>Demo Video: Definitions and Details What Is Informative/Explanatory Writing?</p>
<p>Day 2 Informative / Explanatory</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, and concrete details • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		W.5.2b W.5.5	5 th Grade Expository Writing Prompt: My Invention Ideas

<p>Day 3 Informative / Explanatory</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, and concrete details • Use precise language and domain -specific vocabulary • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Consult reference materials 		<p>W.5.2b W.5.2d W.5.5 L.5.4c</p>	<p>Carly’s 5 Square Paragraph Graphic Organizer for Informative/Explanatory Writing</p> <p>Advanced Preparation: <i>Be prepared to share your topic for the writing prompt with the class today. You will also need to share examples of domain -specific vocabulary related to your topic.</i></p>
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<p>Day 4 Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definition, concrete details, quotations, or other information • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.2a W.5.2b W.5.5</p>	<p>5 Square Paragraph Graphic Organizer for Informative /Explanatory Writing</p> <p>Advanced Preparation: <i>Have your list of domain -specific vocabulary and definitions from Day 3 easily accessible.</i></p>
<p>Day 5 Informative / Explanatory</p> <ul style="list-style-type: none"> • Link ideas using words and phrases • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.2c W.5.5</p>	<p>Linking Ideas Using Words and Phrases</p> <p>Linking Ideas Using Words and Phrases: Independent Practice</p> <p><i>Carly's Too Much Traffic</i></p>
<p>Day 6 Informative / Explanatory</p> <ul style="list-style-type: none"> • Write narratives • Explain the function of conjunctions, prepositions, and interjections • Use verb tense to convey various time • Use punctuation to separate items in a series • Spell grade-appropriate words correctly • Form and use the perfect verb tenses 		<p>W.5.3 L.5.1a L.5.1b L.5.1c L.5.2a L.5.2e</p>	<p>Rubric</p>

<p>Day 7 Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definition, concrete details, quotations, or other information • Link ideas using words and phrases • Use precise language and domain -specific vocabulary • Provide a concluding statement • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 		<p>W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.4 W.5.10</p>	<p>Advanced Preparation: <i>Before you begin this lesson, add linking words or phrases to your Graphic Organizer just as students did on Day 5. You should not take the time to write your whole piece in front of the students. Be prepared to model writing paragraphs 1 and 2, and then show them your completed paragraphs 3 and 4. You will model paragraph 5 on Day 8. You will use this writing to model revising sentence fluency on Day 9 (combining, reducing, and expanding sentences), so be sure to include some sentences that can later be revised.</i></p>
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<p>Day 8 Informative / Explanatory</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group • Develop the topic with facts, definition, concrete details, quotations, or other information • Link ideas within and across categories using words, phrases, and clauses • Use precise language and domain -specific vocabulary • Provide a concluding statement • Writing is appropriate to task, purpose, and audience • Write over extended time frames and shorter time frames 		<p>W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.4 W.5.10</p>	<p>Demo Video: Writing Strong Conclusions</p> <p>Writing Strong Conclusions</p>
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<p>Day 9 Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Expand, combine, and reduce sentences 		<p>W.5.5 L.5.3a</p>	<p>Revising poster</p> <p>A.R.M.S.</p>
<p>Day 10 Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use verb tense to convey various times • Use correlative conjunctions • Use punctuation to separate items in a series • Use underlining or italics to indicate titles • Spell grade appropriate words correctly 		<p>W.5.5 L.5.1c L.5.1e L.5.2a L.5.2d L.5.2e</p>	<p>My Fifth Grade Proofreading & Editing Checklist</p>
<p>Day 11 Informative / Explanatory</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.5</p>	<p>Reflections on my Writing</p> <p>Writing Extensions (optional)</p>

<p>Day 12 Informative / Explanatory</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining • Draw evidence from literary or informational texts • Apply grade 5 Reading standards to informational text 	<p>RI.5.1</p>	<p>W.5.9 W.5.9b</p>	<p>Advanced Preparation: <i>Gather non-fiction texts (magazine articles, short stories, books or newsela.com articles). These will be used briefly today for identifying text features and again on Day 14 for the response assignment. It might be helpful to choose texts related to your social studies/science topics.</i></p> <p>Meerkats: Text Features, Main Ideas, and Details</p>
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<p>Day 13 Informative / Explanatory</p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points • Draw evidence from texts • Apply grade 5 Reading standards to informational texts • Quote accurately from a text 	<p>RI.5.8</p>	<p>W.5.9 W.5.9b RI.5.1</p>	<p>Advanced Preparation: <i>You will need the texts that you gathered for Day 13, non-fiction texts such as: magazine articles, short stories, books, or news articles from the internet. It might be beneficial to choose texts that relate to your units of study in social studies and/or science.</i></p> <p>Response to Text: Pluto, the Dwarf Planet</p> <p>Response to Text: Non- Fiction Text Summaries 3-2-1</p>
<p>Day 14 Informative / Explanatory</p> <ul style="list-style-type: none"> • Draw evidence from texts • Quote accurately from a text 		<p>W.5.9 RI.5.1</p>	<p>Advanced Preparation: <i>Find a short non - fiction text to use when you model, today. The lesson suggests using directions from a familiar board game like “Trouble” or “Sorry.”</i></p> <p>Response Writing: Non- Fiction Choice Cards Short</p> <p>Response Rubric</p>

<p>Day 15-16 <i>Lesson 16 requires an extra 10 minutes in order to give the students time to score their writing on the rubric .</i></p> <p>Informative / Explanatory</p> <ul style="list-style-type: none"> • Integrate information from several texts • Draw evidence from texts • Apply grade 5 Reading standards to informational texts • Quote accurately from a text 	<p>RI.5.9</p>	<p>W.5.9 W.5.9b RI.5.1</p>	<p>Reasons to Re read NPR audio, http://www.npr.org/2015/03/05/390903168/us-government-to-stave-off-cocoa-crisis</p> <p>Sticky Fingers, Helping Hands (passage only) http://www.readworks.org/passages/sticky-fingers-helping-hands</p> <p>Extended Response Rubric</p>
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Unit #4 Opinion Writing

Day and Main Objectives	New Focus Skills from the NJCLS	Review Focus Skills from the NJCLS	Visual Aids
Day 1 Opinion <ul style="list-style-type: none"> Write Opinion pieces 	W.5.1		Student Video: Show This First-Opinion Writing Fact vs. Opinion What Is an Opinion Paper?
Day 2 Opinion <ul style="list-style-type: none"> Provide logically ordered reasons that are supported by facts and details Draw evidence from texts 	W.5.1b	W.5.9	The Salaries of Professional Athletes Fact/Opinion T -Chart
Day 3 Opinion <ul style="list-style-type: none"> Provide logically ordered reasons that are supported by facts and details Strengthen writing by planning, revising, editing, rewriting, or trying a new approach Draw evidence from texts Apply grade 5 Reading standards to informational texts 		W.5.1b W.5.5 W.5.9 W.5.9b	Kyle's graphic organizer

<p>Day 4 Opinion</p> <ul style="list-style-type: none"> • Introduce a topic, state an opinion, and create a structure in which ideas are logically grouped • Provide a concluding statement • Write Opinion pieces • Provide logically ordered reasons that are supported by facts and details • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Draw evidence from texts 	W.5.1a	W.5.1 W.5.1b W.5.5 W.5.9	5 Square Paragraphs Graphic Organizer
<p>Day 5 Opinion</p> <ul style="list-style-type: none"> • Write Opinion pieces • Provide logically ordered reasons that are supported by facts and details • Provide a concluding statement • Develop the topic with facts, definitions, concrete details, quotations, or other information • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Draw evidence from texts 	W.5.1d	W.5.1 W.5.1b W.5.2b W.5.5	

<p>Day 6 Opinion</p> <ul style="list-style-type: none"> • Write opinion pieces • Provide logically ordered reasons that are supported by facts and details • Provide a concluding statement • Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Use verb tense • Conventions of capitalization, punctuation, and spelling • Use underlining, quotation marks, or italics to indicate titles of works • Spell grade-appropriate words correctly 		<p>W.5.1 W.5.1b W.5.1d W.5.5 W.5.10 L.5.1a L.5.1c</p>	<p>Kyle's <i>The Salaries of Professional Athletes Are Just Not Fair</i></p> <p>Sharing the Strengths and Weaknesses</p>
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<p>Day 7 Opinion</p> <ul style="list-style-type: none"> • Write Opinion pieces • Provide logically ordered reasons that are supported by facts and details • Provide a concluding statement • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Use verb tense • Conventions of capitalization, punctuation, and spelling • Use underlining, quotation marks, or italics to indicate titles • Spell grade-appropriate words correctly 		<p>W.5.1 W.5.1b W.5.1d W.5.5 W.5.10</p>	<p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 12.)</p>
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<p>Day 8 Opinion</p> <ul style="list-style-type: none"> • Link Opinion and reasons using words, phrases, and clauses • Write Opinion pieces • Introduce a topic, state an opinion, and create a structure in which ideas are logically grouped • Provide logically ordered reasons that are supported by facts and details • Writing is appropriate to task, purpose, and audience • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes 	<p>W.5.1c</p>	<p>W.5.1 W.5.1a W.5.1b W.5.4 W.5.5 W.5.10</p>	
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<p>Day 9 Opinion</p> <ul style="list-style-type: none"> • Write Opinion pieces • Introduce a topic, state an opinion, and create a structure in which ideas are logically grouped • Provide logically ordered reasons that are supported by facts and details • Link opinion and reasons using words, phrases, and clauses • Provide a concluding statement • Writing is appropriate to task, purpose, and audience • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes 		<p>W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.10</p>	
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<p>Day 10 Opinion</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Demonstrate command of the conventions of standard English grammar and usage • Capitalization, punctuation, and spelling • Use knowledge of language and its conventions • Expand, combine, and reduce sentences 		<p>W.5.5 L.5.3a</p>	<p>A.R.M.S.</p>
<p>Day 11 Opinion</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Demonstrate command of the conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Correct inappropriate shifts in verb tense • Capitalization, punctuation, and spelling • Use punctuation to separate items in a series • Uses learned spelling patterns • Use knowledge of language and its conventions • Expand, combine, and reduce sentences 		<p>W.5.5 L.5.1 L.5.1a L.5.1d L.5.2 L.5.2a L.5.3 L.5.3a</p>	<p>My Fifth Grade Proofreading & Editing Checklist</p>

<p>Day 12 Opinion</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Conventions of standard English grammar and usage • Conventions of capitalization, punctuation, and spelling • Use knowledge of language and its conventions • Expand, combine, and reduce sentences 		<p>W.5.5 W.5.10 L.5.1 L.5.2 L.5.3 L.5.3a</p>	<p>Reflections on my Writing</p>
<p>Day 13 Opinion</p> <ul style="list-style-type: none"> • Compare and contrast two or more texts • Analyze multiple accounts of the same event or topic • Explain how an author uses reasons and evidence • Draw evidence from texts • Apply grade 5 Reading standards to informational texts • Write over extended time frames and shorter timeframes 	<p>RI.5.5 RI.5.6 RI.5.8</p>	<p>W.5.9 W.5.9b W.5.10</p>	<p><i>Big Gulps in the Big Apple</i> <i>Sugar—Not a Villain</i> Evidence Based Terms Off to the Races Short Response Rubric</p>

<p>Day 14 Opinion</p> <ul style="list-style-type: none"> • Quote from a text when explaining and drawing inferences • Analyze multiple accounts of the same event or topic • Explain how an author uses reasons and evidence • Write Opinion pieces • Introduce a topic, state an opinion, and create a structure in which ideas are logically grouped • Provide logically ordered reasons that are supported by facts and details • Provide a concluding statement • Draw evidence from texts • Apply grade 5 Reading standards to informational texts 		<p>RI.5.1 RI.5.6 RI.5.8 W.5.1 W.5.1a W.5.1b W.5.2e W.5.9 W.5.9b</p>	
<p>Day 15 Opinion</p> <ul style="list-style-type: none"> • Quote from a text when explaining and drawing inferences • Write Opinion pieces • Introduce a topic, state an opinion, and create a structure in which ideas are logically grouped • Provide logically ordered reasons that are supported by facts and details • Provide a concluding statement 		<p>RI.5.1 W.5.1 W.5.1a W.5.1b W.5.2e</p>	<p>Persuasive Letter Writing Planning Template</p> <p>Checklist</p> <p>Extended Response Rubric</p>

Unit # 5 Historical Fiction Writing

Day and Main Objectives	New Focus Skills from the NJSLS	Review Focus Skills from the NJSLS	Visual Aids
<p>Day 1 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Recall information or gather information; summarize , and provide a list of sources 		W.5.3a W.5.8	<p>Demo Video: Imagined Narrative: Historical Fiction</p> <p>What Is Historical Fiction?</p>
<p>Day 2 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use dialogue, description, and pacing 		W.5.3a W.5.3b	<p>Planning Wheels Student Sample: Shelby's <i>Life of a Slave Driver's Daughter</i></p>
<p>Day 3 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use transitional words, phrases, and clauses 		W.5.3a W.5.3c	<p>A List of Linking/Transition Words and Phrases</p>

<p>Day 4 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Use a comma to set off the word yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address • Write narratives to develop real or imagined experiences or events • Produce writing appropriate to task, purpose, and audience • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Form and use perfect verb tense • Use verb tense • Conventions of capitalization, punctuation, and spelling • Use punctuation to separate items in a series • Use a comma to separate an introductory element • Use underlining, quotation marks, or italics to indicate titles • Spell grade -appropriate words correctly 	<p>L.5.2c</p>	<p>W.5.3 W.5.4 W.5.5 L.5.1 L.5.1a L.5.1b L.5.1c L.5.2 L.5.2a L.5.2b L.5.2d L.5.2e</p>	<p>Rubric (To save paper, print Reflections on my Writing on the back for use on Day 11.)</p> <p>Uno, Dos, Trait scoring cards</p> <p>Stacy’s Planning Wheels</p> <p>Stacy’s <i>Pitch Black</i></p>
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<p>Day 5 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use dialogue, description, and pacing • Produce writing appropriate to task, purpose, and audience • Write over extended time frames and shorter timeframes 		<p>W.5.3a W.5.3b W.5.4 W.5.10</p>	<p>Looking Back to the Past</p>
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<p>Day 6 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Use dialogue, description, and pacing • Produce writing appropriate to task, purpose, and audience • Write over extended time frames and shorter timeframes • Use punctuation to separate items in a series • Use a comma to separate an introductory element • Use a comma to set off the words yes and no, tag questions, and direct address 		<p>W.5.3a W.5.3b W.5.4 W.5.10 L.5.2a L.5.2b L.5.2c</p>	<p>Correct Commas</p> <p>Deon’s <i>The Battle</i></p>
<p>Day 7 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Expand, combine and reduce sentences • Synonyms, antonyms, and homographs 	<p>L.5.5c</p>	<p>W.5.3a W.5.5 W.5.10 L.5.3a</p>	<p>Revising poster</p> <p>Angel’s writing piece</p> <p>Follow myLead</p>

<p>Day 8 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Recognize and explain the meaning of common idioms, adages, and proverbs. • Provide a conclusion • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter time frames • Expand, combine and reduce sentences • Use transitional words, phrases, and clauses 	L.5.5b	W.5.3e W.5.5 W.5.10 L.5.3a W.5.3c	A List of Common Adages and Proverbs
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<p>Day 9 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Conventions of standard English grammar and usage • Conventions of capitalization, punctuation, and spelling • Use verb tense • Correct inappropriate shifts in verb tense • Use a comma to separate an introductory element • Spell grade-appropriate words correctly 		<p>W.5.5 W.5.10 L.5.1 L.5.1c L.5.1d L.5.2b L.5.2e</p>	<p>My Fifth Grade Editing Checklist</p> <p>Shifting Gears</p> <p>Student Writing Sample: <i>The Boy and the British</i> page 1</p>
<p>Day 10 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Apply grade 5 Reading standards to literature 		<p>W.5.5 W.5.9a</p>	<p>Compare Two Characters</p>
<p>Day 11 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Write narratives • Produce clean and coherent writing • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Write over extended time frames and shorter timeframes • Conventions of Standard English grammar, usage, capitalization, punctuation, and spelling 		<p>W.5.3 W.5.4 W.5.5 W.5.10 L.5.1 L.5.2</p>	<p>Historical Fiction Writing: 6 Traits Rubric from Day 4</p> <p>Reflections on my Writing</p> <p><i>The Lost Colony</i></p> <p>Students finish copy of writing</p>

<p>Days 12 & 13 Imagined Narrative -Historical Fiction</p> <ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • Compare and contrast stories in the same genre on their approaches to similar themes and topics. • Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • Writing is appropriate to task, purpose, and audience. • Write routinely over extended time frames and shorter time frames. 	<p>RL.5.2 RL.5.9 RI.5.5 RI.5.9</p>	<p>W.5.4 W.5.10</p>	<p>Venn Diagram Off to the RACEs</p> <p>Response Writing Checklist</p> <p>Extended Response Rubric</p> <p><u>Number the Stars :</u> Chapter 1 Excerpt</p> <p><i>I Know Why the Caged Bird Sings</i></p>
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Unit #6 Research Writing

Day and Main Objectives	New Focus Skills from the NJCLS	Review Focus Skills from the NJCLS	Visual Aids
<p>Day 1 Research Writing</p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources 	W.5.7		<p>Student Video: Research Writing (video length: 14:07)</p> <p>What Is a Research Project?</p> <p>Prior Knowledge Strips</p> <p>Demo Video: Research Writing: What is a Research Project?</p> <p>Advanced Preparation: <i>Gather subtopic resources for students.</i></p>
<p>Day 2 Research Writing</p> <ul style="list-style-type: none"> • Conduct short research projects that use several sources • Recall information or gather information; summarize; provide a list of sources 		W.5.7 W.5.8	<p>Demo Video: Research Writing: Gathering Resources</p>

<p>Day 3</p> <p>Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Conduct short research projects • Draw evidence from informational texts • Apply grade 5 Reading standards to informational texts 		<p>W.5.5 W.5.7 W.5.9 W.5.9b</p>	<p>Mr. Marshall a Supreme Court Justice</p> <p>Demo Video: Research Writing: Main Ideas and Important Facts</p>
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<p>Day 4 Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Conduct short research projects that use several sources • Recall information or gather information; summarize; provide a list of sources • Apply grade 5 Reading standards to informational texts • Integrate information from several texts • Read and comprehend informational texts 		<p>W.5.5 W.5.7 W.5.8 W.5.9b RI.5.9 RI.5.10</p>	<p>GuidedNote Taking Journal</p> <p>Demo Video: Research Writing: Guided Note- Taking Journal</p> <p>Advanced Preparation: <i>Prepare a Guided Note - Taking Journal for each student. There are 5 pages that need to be printed and stapled together.</i></p>
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<p>Day 5 Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Conduct short research projects that use several sources • Recall information or gather information; summarize; provide a list of sources • Apply grade 5 Reading standards to informational texts • Expand, combine, and reduce sentences • Consult reference materials to clarify precise meaning • Integrate information from several texts • Read and comprehend informational texts 		<p>W.5.5 W.5.7 W.5.8 W.5.9b L.5.3a L.5.4b RI.5.9 RI.5.10</p>	
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<p>Day 6 Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Recall information or gather information; summarize; provide a list of sources • Apply grade 5 Reading standards • Consult reference materials • Integrate information from several texts • Read and comprehend informational texts 		<p>W.5.5 W.5.8 W.5.9b L.5.4b RI.5.9 RI.5.10</p>	
<p>Day 7 Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Recall information or gather information; summarize; provide a list of sources • Apply grade 5 Reading standards • Consult reference materials • Integrate information from several texts • Read and comprehend informational texts 		<p>W.5.5 W.5.8 W.5.9b L.5.4b RI.5.9 RI.5.10</p>	

<p>Day 8 Research Writing</p> <ul style="list-style-type: none"> • Introduce a topic, provide an observation and focus, group information logically • Develop the topic with facts, definition, concrete details, quotations, or other information • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Apply grade 5 Reading standards to informational texts 		<p>W.5.2a W.5.2b W.5.5 W.5.9b</p>	<p>Cindy's 5 Square Paragraphs</p> <p>Cindy's <i>Frederick Douglass</i></p> <p>Sharing the Glows and Grows</p> <p>Sharing the Glows and Grows (answer key)</p> <p>Rubric</p>
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<p>Day 9 Research Writing</p> <ul style="list-style-type: none"> • Develop the topic with facts, definition, concrete details, quotations, or other information • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Recall information or gather information; summarize; provide a list of sources 		<p>W.5.2b W.5.5 W.5.8</p>	<p>5 Square Paragraphs Graphic Organizer</p> <p>Advanced Preparation: <i>Today you will model filling out the 5 Square Paragraph graphic organizer.</i></p>
<p>Day 10 Research Writing</p> <ul style="list-style-type: none"> • Link ideas within and a cross categories of information using words, phrases and clauses • Recall information or gather information; summarize; provide a list of sources • Write over extended time frames and shortertime frames 		<p>W.5.2c W.5.8 W.5.10</p>	<p>Advanced Preparation: <i>Today you will model writing paragraphs 1 and 2.</i></p>
<p>Day 11 Research Writing</p> <ul style="list-style-type: none"> • Introduce a topic clearly • Develop the topic with facts • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.2a W.5.2b W.5.5</p>	

<p>Day 12 Research Writing</p> <ul style="list-style-type: none"> • Write informative texts to examine a topic • Introduce a topic, provide an observation and focus, group information logically • Produce writing appropriate to task, purpose, and audience • Conduct short research projects • Recall information or gather information; summarize; provide a list of sources • Write over extended time frames and shortertime frames • Recognize and correct inappropriate shifts in verb tense 		<p>W.5.2 W.5.2a W.5.4 W.5.7 W.5.8 W.5.10 L.5.1d</p>	
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<p>Day 13 Research Writing</p> <ul style="list-style-type: none"> • Write informative texts to examine a topic • Introduce a topic, provide an observation and focus, group information logically • Produce writing appropriate to task, purpose, and audience • Conduct short research projects • Recall information or gather information; summarize; provide a list of sources • Write over extended time frames and shortertime frames • Recognize and correct inappropriate shifts in verb tense 		<p>W.5.2 W.5.2a W.5.4 W.5.7 W.5.8 W.5.10 L.5.1</p>	
<p>Day 14 Research Writing</p> <ul style="list-style-type: none"> • Use precise language and domain - specific vocabulary • Produce writing appropriate to task, purpose, and audience • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach 		<p>W.5.2d W.5.4 W.5.5</p>	<p>A.R.M.S.</p>

<p>Day 15 Research Writing</p> <ul style="list-style-type: none"> • Produce writing appropriate to task, purpose, and audience • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Demonstrate command of the conventions of standard English grammar and usage • Conjunctions, prepositions, and interjections • Correct inappropriate shifts in verb tense • Capitalization, punctuation, and spelling • Use punctuation to separate items in a series • Use underlining, quotation marks, or italics to indicate titles of works • Spell correctly, consulting reference materials 		<p>W.5.4 W.5.5 L.5.1 L.5.1a L.5.1d L.5.2 L.5.2a L.5.2d L.5.2e</p>	<p>My Fifth Grade Proofreading & Editing Checklist</p>
<p>Day 16 Research Writing</p> <ul style="list-style-type: none"> • Strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Use technology to produce, and publish writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames 		<p>W.5.5 W.5.6 W.5.10</p>	<p>Student Writing Sample- Published, Cindy's <i>Frederick Douglass</i> Reflections on my Writing</p>

Modifications

Special Education:

- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information.

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a

	<p>problem or assignment (problem based learning)</p> <ul style="list-style-type: none">• Invite students to explore different points of view on
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A “Balanced Writing Program” is made up of three components:

1. modeled writing
2. shared writing
3. independent writing

“Modeled Writing” is writing **TO** students

“Shared Writing” is writing **WITH** students

“Independent Writing” is writing **BY** students

What is Modeled Writing?

“Modeled Writing” is a teaching strategy that is designed to teach specific skills to the whole group through the process of the teacher modeling their writing in front of the students.

What Does “Modeled Writing” Look Like?

- Teacher demonstrates writing
- Teacher thinks aloud while writing
- Writing is done in front of the students
- Students observe and listen as the teacher writes
- Teaching points are demonstrated in the context of writing

Why Do “Modeled Writing”?

Just as reading aloud to students provides a good “reading model,” the “writing model” is just as critical when teaching writing.

When modeling writing to students they will learn the following:

- How to set purposes for writing (Why am I writing this and what is it about?)
- Defining the audience (Who do I want to read this?)
- Organizing information
- Using phonics and spelling patterns
- Revising
- Editing

What Is Shared Writing?

“Shared Writing” is another name for Interactive Writing. It is a way of introducing students to writing *through* writing.

What Does “Shared Writing” Look Like?

- Teacher and students write together
- Both teacher and students have input into the content of the writing
- Teacher uses the pen or students share the pen with teacher support
- Skill and strategy lessons are included
- Usually done with the whole class

Why Do “Shared Writing”?

Shared Writing exposes students to different forms of writing. Shared Writing can serve as a tool for helping students accomplish an activity they can’t yet do on their own - it bridges the way to independent writing.

Students will learn the following from “Shared Writing”:

- Writing is a form of communication
- Writing informs others
- Design and format of writing can differ based on the purpose of writing
- That sequence is important
- Writing can be changed and revised
- Writing conventions, such as punctuation, capitalization, and grammar
- How to “stretch out” words to listen for different letters, letter combinations and sounds – phonological awareness
- Concepts of print
- The value of strategies such as rereading to check, confirm, or add to the writing

What Is Independent Writing?

“Independent Writing” is the chance for students to practice what they have learned in “Modeled” and “Shared Writing”.

What Does “Independent Writing” Look Like?

- Students write independently
- Usually this is a time when students write in their writer’s notebook
- While students are independently writing, the teacher uses this time to conference with students
- Students may be doing different things during Independent Writing time – planning, writing, editing, revising, or publishing
- Teacher support is given during writing conferences
- The teacher can use their students’ independent writing pieces to assess progress, and see areas of strength and weakness.
- The teacher can use their students’ independent writing pieces as instructional aids for the whole group

Why Do “Independent Writing”?

“Independent Writing” is the backbone of any writing program. Without it, students would never have a chance to practice the skills needed to become better writers. Without the opportunity to write students wouldn’t have the chance to express them selves and communicate their ideas with the world around them.

Students will learn the following from “Independent Writing”:

- We learn to write by writing
- The more students write the better they become
- Students learn that writing is a form of communication
- Writing can serve as an “outlet” for students’ imagination and provide an avenue for creativity
- With independent writing experiences, students will be able to organize what they want to say, discover the vocabulary with which to say it, use structure in writing it, and strengthen their ability to create pieces of writing that have meaning and voice
- Students learn that writing serves different purposes
- Students become better spellers through writing
- When students reread their writing, whether it’s the first time or fifth time, they are increasing their reading skills

Conferencing Tips

- Record the date of each conference so you don't forget to confer with any students.
- Meet with students according to their individual needs.
- Conferences can take place during any stage of the writing process. They do not need to be only after the first draft has been finished, but can occur during planning, drafting, revising, or editing.
- Fit conference time into the independent practice portion of the Writer's Workshop.
- For longer pieces of writing, you may choose to read the writing before class to know what your teaching points will be.
- Redefine your idea of a conference.
 - *It can be 45 seconds long or 5 minutes long.*
 - *It can be held in various locations.*
 - *You can walk over to a student's desk for an individual conference, meet with a small group of students, or meet with one student at a designated table and have another student "on deck."*
- Always be prepared to spread yourself thin; that's the nature of writing conferences.
- Use a common language/repeated terms and phrases:
 - *What would you like to talk about today?*
 - *Is there something you are proud of?*
 - *Is there something you want help with?*
 - *Let me show you how a writer... (spells... a particular word, uses commas, capitalizes proper nouns, etc.)*
 - *One thing writers do, is.... (add dialogue, include figurative language, make sure they use a variety of sentence structures, etc.)*
 - *This is a glow (something done well).*
 - *Here is a grow (something to work on).*

Conferencing Materials

Teachers should create a teacher binder or notebook of conferencing materials – the following should be included:

- A class list - to keep track of which students you have conferenced with
- Conferencing Recording Sheets- several copies for each student
- The Grammar Guide- use this to show students examples of various grammar skills during a conference as needed
- Rubrics- reviewing the bullet points can help you choose teaching points

In your conferencing area, cart or bin you should have:

- A “Focus Skills Chart” - hang a piece of chart paper at the beginning of each unit and list the focus skills as they are taught (noted in the lessons); use these to help select teaching points
- Small dry erase board and dry erase markers or demonstration purposes
- Sharpened pencils
- Highlighters
- Sticky notes
- A timer to help keep you from spending too much time with one student or group
- Extra sound cards or privacy folders
- Extra red and blue pens
- Extra paper

Hindering vs. Helping

Question: What is equally important to teaching students how to write?

Answer: Creating a supportive environment in which learners feel confident to develop their writing.

There is no great mystery to promoting writing within your classroom. Just like anything, you learn by doing. Your students learn to write by writing. The more students write, the better they will become. In addition to the frequency of writing, there are several ways you can help expand an average writer to an excellent writer.

Helping

- ✓ Supportive classroom environment
- ✓ Writing is valued and celebrated
- ✓ A regular block of time is assigned for writing
- ✓ Writers know why they are writing and for whom they are writing
- ✓ Having opportunities for free choice writing
- ✓ Writers deciding the length of their writing
- ✓ Knowing what good writing looks like
- ✓ Knowing what good writing sounds like
- ✓ Receiving feedback
- ✓ Having writing tools
- ✓ Presenting writing as a social, not solitary, activity

Hindering

- Alphabetical dictionaries (helpful when editing, hindering during daily writing)
- Solely using writing prompts
- Trying to spell accurately at all times
- Sporadic amounts of writing time
- Insufficient length of writing time

Pre and Post Assessments

Timing of the Pre /Post Assessments

- The pre-assessment for grades 1 -5 should be administered at the end of Unit
- The same prompt will be assigned for both the pre -test and post -test.
- You may suggest that the students write about it differently on the post -test, but that is not necessary.

Directions for Administering the Pre/ Post Assessments

- Read the prompt to your students, but do not prepare them for the topic with any group lessons, such as: reading trade books; having class discussions; or creating a web, map, or any kind of graphic organizer on the topic being assigned.
- Suggest to students that they plan before writing. Do not, however, suggest a type of plan or create a plan as a class.
- This is an un-timed test, designed to be completed in one sitting. If your students need a short break to use the bathroom or stretch, that is fine. However, please limit the writing to basically one class period.
- The students will be provided a space for planning, plus a piece of paper lined on both sides.
- Tell the students that they may use additional sheets of the lined paper, if needed.
- Staple the pages for each student together - the name will only appear on the first page.

Page 1 of all grade levels (except K) will include:

- prompt
- explanation of scoring:
 - *tell about your ideas.*
 - *organize your work with a beginning, middle, and end.*
 - *use details.*
 - *use correct grammar, spelling, punctuation, and capitalization.*
- A blank space at the bottom of the page with this heading:
 - *Use this page to plan before you begin writing.*

Page 2 of all grade levels (except K) is a piece of paper lined on both sides.

Scoring the Pre/Post Assessments

Use the rubrics from Unit 5 to score both the pre and post assessments. Use the Unit 3a rubric to score the Kindergarten assessments. Be sure to score the assessments precisely based on what the students demonstrate in their writing. Remember that the pretest is a baseline that can be used for comparison and to show growth throughout the year.

Fifth Grade Pre & Post Writing Prompt:

*“ Imagine that one day in the future
all of the world’s technologies stop working.
Describe a day in this new non-technological society.”*

Journeys Reading Grade 5 Unit #1

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Essential Question		<i>How can an experiment clarify an idea?</i>	<i>How can art and performance help people understand a text?</i>	<i>Why is determination a good quality for a politician to have?</i>	<i>How can being active in sports improve someone's attitude?</i>	<i>How can overcoming a challenge change someone's life?</i>
Whole Group Instruction	Oral Language	Teacher Read Aloud "Ode to Lunch," T12 – T13	Teacher Read Aloud "The Iron Princess," T86-T87	Teacher Read Aloud "Should We Let Politics Become Personal?" T168-T169	Teacher Read Aloud "Learning the Ropes," T244-T245	Teacher Read Aloud "Fair or Foul?" T318-T319
	Vocabulary	Target Vocabulary Using Context	Target Vocabulary Prefixes <i>non-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i>	Target Vocabulary Using Context	Target Vocabulary Suffixes <i>-ion</i> , <i>-tion</i>	Target Vocabulary Suffixes <i>-ly</i> , <i>-ful</i>
	Text-Based Comprehension	Target Skill Story Structure Target Strategy Summarize Analyze the Text Point of View, Irony Anchor Text "A Package for Mrs. Jewls" Connect to the Topic "Questioning Gravity"	Target Skill Theme Target Strategy Question Analyze the Text Elements of Drama, Characterization Anchor Text "A Royal Mystery" Connect to the Topic "The Princess and the Pea"	Target Skill Compare and Contrast Target Strategy Infer/Predict Analyze the Text Idioms, Formal and Informal Language Anchor Text "Off and Running" Connect to the Topic "Vote for Me!"	Target Skill Sequence of Events Target Strategy Monitor/Clarify Analyze the Text Narrative Pacing, Rhythm Anchor Text "Double Dutch" Connect to the Topic "Score!"	Target Skill Theme Target Strategy Visualize Analyze the Text Dialogue, Sequence of Events Anchor Text "Elisa's Diary" Connect to the Topic "Words Free as Confetti"
	Foundational Skills	Fluency Expression Decoding VCV Syllable Pattern	Fluency Accuracy Decoding Vowel Sounds in VCV Syllable Patterns	Fluency Intonation Decoding VCCV Pattern	Fluency Phrasing: Pauses Decoding Digraphs in Multisyllable Words	Fluency Stress Decoding Stressed and Unstressed Syllables
	Spelling	Spelling Short Vowels	Spelling Long a and Long e	Spelling Long i and Long o	Spelling Vowel Sounds /oo/, /yo/	Spelling Vowel Sounds /ou/, /o/, /oi/
Small Group Instruction	Vocabulary Reader	Differentiate Sports and Motion	Differentiate <i>Presenting: The Play!</i>	Differentiate Running for President	Differentiate <i>Fun in Colonial Times</i>	Differentiate <i>Journals of the West</i>
	Leveled Readers	<ul style="list-style-type: none"> ● <i>The Cafeteria Contest</i> ▲ <i>Serves Two Hundred</i> ■ <i>Project Bug</i> ◆ <i>Dinner for Two Hundred</i> 	<ul style="list-style-type: none"> ● <i>Ella's Big Night</i> ▲ <i>City Cousin, Country Cousin</i> ■ <i>Jack and the Mean Beans</i> ◆ <i>In the City, In the Country</i> 	<ul style="list-style-type: none"> ● <i>The Mighty, Mighty Daffodils</i> ▲ <i>The Presentation</i> ■ <i>The Geography Bee</i> ◆ <i>A Better Plan</i> 	<ul style="list-style-type: none"> ● <i>Games We Play</i> ▲ <i>Patsy Mink</i> ■ <i>Title IX</i> ◆ <i>Patsy Mink and Title IX</i> 	<ul style="list-style-type: none"> ● <i>Not Just Second Place</i> ▲ <i>Baseball Blues</i> ■ <i>Far from Home</i> ◆ <i>Baseball Memories</i>
	Differentiate Instruction	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #2

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	Essential Question	<i>Why is it important to research and protect endangered animals?</i>	<i>How can dangerous situations bring people closer together?</i>	<i>What reasons do people have for protecting the environment?</i>	<i>How can an act of courage reveal a person's true nature?</i>	<i>What can a scientist learn by observing the behaviors of a particular animal?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "America's Eagle," T12 – T13	Teacher Read Aloud "Annie's Pride," T92 – T93	Teacher Read Aloud "Attack of the Alien Species," T166 – T167	Teacher Read Aloud "A Watery Grave," T242 – T243	Teacher Read Aloud "Who Tamed the Cat?" T316T
	<i>Vocabulary</i>	Target Vocabulary Synonyms and Antonyms	Target Vocabulary Adages and Proverbs	Target Vocabulary Prefixes <i>en-, re-, pre-, pro-</i>	Target Vocabulary Greek and Latin Roots	Target Vocabulary Shades of Meaning
	<i>Text-Based Comprehension</i>	Target Skill Cause and Effect Target Strategy Question Anchor Text Quotes and Description, Domain-Specific Vocabulary Connect to the Topic "Why Koala Has No Tail"	Target Skill Understanding Characters Target Strategy Visualize Analyze the Text Author's Word Choice, Dialect Anchor Text "Old Yeller" Connect to the Topic "What Makes It Good?"	Target Skill Author's Purpose Target Strategy Analyze/Evaluate Analyze the Text Explain Scientific Ideas, Domain-Specific Vocabulary Anchor Text "Everglades Forever" Connect to the Topic "National Parks of the West"	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict Analyze the Text Point of View, Characterization Anchor Text "Storm Warriors" Connect to the Topic "Pea Island's Forgotten Heroes"	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Analyze the Text Explain Scientific Ideas, Domain-Specific Vocabulary Anchor Text "Cougars" Connect to the Topic "Purr-faction"
	<i>Foundational Skills</i>	Fluency Expression Decoding Common Beginning Syllables	Fluency Intonation Decoding Vowel + /r/ Sounds	Fluency Adjust Rate to Purpose Decoding Homophones	Fluency Phrasing: Punctuation Decoding Compound Words	Fluency Stress Decoding Recognizing Schwa + /r/ Sounds
	<i>Spelling</i>	Spelling Vowel + /r/ Sounds	Spelling More Vowel + /r/ Sounds	Spelling Homophones	Spelling Compound Words	Spelling Final Schwa + /r/ Sounds
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>The Lost World of Papua New Guinea</i>	Differentiate <i>Black Bears</i>	Differentiate <i>Mangrove Swamp</i>	Differentiate <i>Saved from the Sea</i>	Differentiate <i>Big Cats</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>Kangaroos</i> ▲ <i>On the Trail of Rain Forest</i> ■ <i>Mad for Marsupials!</i> ◆ <i>Animals in the Rain Forest</i> 	<ul style="list-style-type: none"> ● <i>Young Eagle and His Horse</i> ▲ <i>On the Long Drive</i> ■ <i>Riding with the Camel Corps</i> ◆ <i>The Long Cattle Drive</i> 	<ul style="list-style-type: none"> ● <i>Guardian of the Everglades</i> ▲ <i>America's Urban Parks</i> ■ <i>The Salton Sea</i> ◆ <i>America's City Parks</i> 	<ul style="list-style-type: none"> ● <i>Sugaring Weather</i> ▲ <i>The River Kept Rising</i> ■ <i>Night of the Killer Waves</i> ◆ <i>The Rising River</i> 	<ul style="list-style-type: none"> ● <i>Sharks</i> ▲ <i>The Return of the Yellowstone Grizzly</i> ■ <i>Saving the Mexican Wolves</i> ◆ <i>Grizzly Bears Return to Yellowstone</i>
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #3

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Essential Question		<i>What can individual do to help shape a new government?</i>	<i>How can people's differences of opinion lead to a revolution?</i>	<i>How can individual acts of bravery shape history?</i>	<i>What events or feeling would lead someone to fight for freedom?</i>	<i>How are patriotism and courage related?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "Mother and Son," T12 – T13	Teacher Read Aloud "A Taxing Poem," T90 – T91	Teacher Read Aloud "Lydia's Journey," T170 – T171	Teacher Read Aloud "Freedom for Chatham Freeman," T244 – T245	Teacher Read Aloud "Citizen Spies," T318 – T319
	<i>Vocabulary</i>	Target Vocabulary Reference Materials	Target Vocabulary Figurative Language	Target Vocabulary Reference Materials	Target Vocabulary Greek and Latin Roots	Target Vocabulary Prefixes in-, im-, il-, ir-
	<i>Text-Based Comprehension</i>	Target Skill Cause and Effect Target Strategy Visualize Analyze the Text Visual Elements, Primary Sources Anchor Text "Dangerous Crossing" Connect to the Topic "Revolution and Rights"	Target Skill Fact and Opinion Target Strategy Question Analyze the Text Tone, Similes Anchor Text "Can't You Make Them Behave, King George?" Connect to the Topic "Tea Time!"	Target Skill Conclusions and Generalizations Target Strategy Analyze/Evaluate Analyze the Text Domain-Specific Vocabulary, Text Structure Anchor Text "They Called Her Molly Pitcher" Connect to the Topic "A Spy for Freedom"	Target Skill Sequence of Events Target Strategy Summarize Analyze the Text Explain Historical Event, Main Ideas and Details Anchor Text "James Forten" Connect to the Topic "Modern Minute Man"	Target Skill Compare and Contrast Actions Target Strategy Monitor/Clarify Analyze the Text Text and Graphic Features, Text Structure Anchor Text "We Were There, Too!" Connect to the Topic "Patriotic Poetry"
	<i>Foundational Skills</i>	Fluency Accuracy and Self-Correction Decoding Vowel Sounds in Stressed Syllables	Fluency Rate Decoding Open and Closed Syllables: VCV Pattern	Fluency Phrasing: Pauses Decoding Recognizing Initial and Medial Digraphs	Fluency Expression Decoding VV Syllable Pattern	Fluency Intonation Decoding Vowel + /l/ Sounds in Unstressed Final Syllables
	<i>Spelling</i>	Spelling VCCV Pattern	Spelling VCV Pattern	Spelling VCCCV Pattern	Spelling VV Pattern	Spelling Final Schwa + /l/ Sounds
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Ben Franklin Goes to Paris</i>	Differentiate <i>Redcoats in America</i>	Differentiate <i>The Battle of Monmouth</i>	Differentiate <i>Battles at Sea</i>	Differentiate <i>Paul Revere, Hero on Horseback</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>File and Drum Boys</i> ▲ <i>A Night to Remember</i> ■ <i>An Artist for the Revolution</i> ◆ <i>A Special Night</i> 	<ul style="list-style-type: none"> ● <i>A Song Heard 'Round the World</i> ▲ <i>Pamphleteers of the Revolution</i> ■ <i>A Home at Mount Vernon</i> ◆ <i>Printed Words of the Revolution</i> 	<ul style="list-style-type: none"> ● <i>Emily Geiger's Dangerous Mission</i> ▲ <i>An Unsung American Hero</i> ■ <i>George Washington's Invisible Enemy</i> ◆ <i>Joseph Warren, An American Hero</i> 	<ul style="list-style-type: none"> ● <i>The Oneidas</i> ▲ <i>The Extraordinary Life of Thomas Peters</i> ■ <i>A Noble French Patriot</i> ◆ <i>Thomas Peters, A Remarkable Man</i> 	<ul style="list-style-type: none"> ● <i>Benedict Arnold</i> ▲ <i>Phillis Wheatley</i> ■ <i>Abigail Adams</i> ◆ <i>The Life of Phillis Wheatley</i>
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #4

		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Essential Question		<i>In what ways can illustrations enhance a reader's experience?</i>	<i>What role does imagination play in the invention process?</i>	<i>What do facts and opinions contribute to a story?</i>	<i>Why is it important to be aware of your community's needs?</i>	<i>What can a person learn by building a relationship with an animal?</i>
Whole Group Instruction	<i>Oral Language</i>	Teacher Read Aloud "Japanese Cartoons Are Manga-nificent," T12 – T13	Teacher Read Aloud "The Visitor," T86 –T87	Teacher Read Aloud "Hundreds Rally at Fullerton High," T164 – T165	Teacher Read Aloud "The Power of Spirit Lake," T236 – T237	Teacher Read Aloud "The Huntress," T312 – T313
	<i>Vocabulary</i>	Target Vocabulary Word Origins	Target Vocabulary Reference Materials	Target Vocabulary Homophones and Homographs	Target Vocabulary Greek and Latin Suffixes – <i>ism, ist, -able, -ible</i>	Target Vocabulary Figurative Language
	<i>Text-Based Comprehension</i>	Target Skill Author's Purpose Target Strategy Monitor/Clarify Analyze the Text Voice, Visual Elements Anchor Text "Lunch Money" Connect to the Topic "Zap! Pow! A History of the Comics"	Target Skill Story Structure Target Strategy Infer/Predict Analyze the Text Literary Devices, Point of View Anchor Text "LAFFF" Connect to the Topic "From Dreams to Reality"	Target Skill Fact and Opinion Target Strategy Analyze/Evaluate Analyze the Text Main Ideas and Details, Narrative Pacing Anchor Text "The Dog Newspaper" Connect to the Topic "Poetry About Poetry"	Target Skill Author's Purpose Target Strategy Summarize Analyze the Text Dialogue, Characterization Anchor Text "Darnell Rock Reporting" Connect to the Topic "Volunteer!"	Target Skill Story Structure Target Strategy Question Analyze the Text Characterization, Theme Anchor Text "The Black Stallion" Connect to the Topic "Horse Power"
	<i>Foundational Skills</i>	Fluency Rate Decoding Word Parts and Inflectional Endings	Fluency Intonation Decoding Recognizing Common Word Parts	Fluency Phrasing; Punctuation Decoding Recognizing Suffixes	Fluency Stress Decoding More Common Suffixes	Fluency Accuracy Decoding Stress in Three-Syllable Words
	<i>Spelling</i>	Spelling Words with <i>-ed</i> or <i>-ing</i>	Spelling More Words with <i>-ed, or -ing</i>	Spelling Changing Final <i>y</i> to <i>i</i>	Spelling Suffixes <i>-ful, -ly, -ness, -less, -ment</i>	Spelling Words from Other Languages
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate <i>Job Sense</i>	Differentiate <i>That's a Wacky Idea</i>	Differentiate <i>Print It!</i>	Differentiate <i>From Parking Lot to Garden</i>	Differentiate <i>Island Ponies</i>
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● <i>Dog Walker, Inc.</i> ▲ <i>Incognito</i> ■ <i>The Three R's</i> ◆ <i>The Lost Comic Book</i> 	<ul style="list-style-type: none"> ● <i>Robot Rescue</i> ▲ <i>The Watch Girl</i> ■ <i>Pancakes</i> ◆ <i>Kendria's Watch</i> 	<ul style="list-style-type: none"> ● <i>Maria Tallchief, American Ballerina</i> ▲ <i>B.B. King</i> ■ <i>Isabel Allende</i> ◆ <i>The Life of B.B. King</i> 	<ul style="list-style-type: none"> ● <i>The Big Interview</i> ▲ <i>Saving the General</i> ■ <i>Another View</i> ◆ <i>The Old Tree</i> 	<ul style="list-style-type: none"> ● <i>The Deer</i> ▲ <i>The Wilderness Rangers</i> ■ <i>Day of the Coyotes</i> ◆ <i>Lost in a Canyon</i>
	<i>Differentiate Instruction</i>	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #5

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Essential Question		<i>What does it mean to have good instincts?</i>	<i>How can traditions influence a person's thoughts and feelings?</i>	<i>What kind of lessons were learned by people who lived in the old west?</i>	<i>Why would a pioneer traveler record events in a journal?</i>	<i>How did explorers help America become the country it is today?</i>
Whole Group Instruction	Oral Language	Teacher Read Aloud "Land Rush!," T12 – T13	Teacher Read Aloud "Tales and Truths of the Ojibwe," T92 – T93	Teacher Read Aloud "The Turbulent History of Texas," T166 - 167	Teacher Read Aloud "Tales of the Trail," T240 T241	Teacher Read Aloud "The True Story of Sacagawea," T314 –T315
	Vocabulary	Target Vocabulary Shades of Meaning	Target Vocabulary Reference Materials	Target Vocabulary Adages and Proverbs	Target Vocabulary Using Context	Target Vocabulary Analogies
	Text-Based Comprehension	Target Skill Sequence of Events Target Strategy Visualize Analyze the Text Figurative Language, Author's Word Choice Anchor Text "Tucker's Travels" Connect to the Topic "Wild Weather"	Target Skill Theme Target Strategy Infer/Predict Analyze the Text Author's Word Choice, Visual Elements Anchor Text "The Birchbark House" Connect to the Topic "Four Seasons of Food"	Target Skill Text and Graphic Features Target Strategy Summarize Analyze the Text Main Ideas and Details, Adages Anchor Text "Vaqueros: America's First Cowboy's" Connect to the Topic "Rhyme on the Range"	Target Skill Cause and Effect Target Strategy Analyze/Evaluate Analyze the Text Figurative Language, Point of View Anchor Text "Rachel's Journal" Connect to the Topic "Westward to Freedom"	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Analyze the Text Primary Sources, Explain Historical Events Anchor Text "Lewis and Clark" Connect to the Topic "A Surprise Reunion"
	Foundational Skills	Fluency Phrasing: Pauses Decoding Common final Syllables	Fluency Rate Decoding More Final Syllables	Fluency Expression Decoding Unstressed Syllables	Fluency Accuracy and Self-Correction Decoding Simple Prefixes	Fluency Phrasing: Punctuation Decoding Consonant Alternations
	Spelling	Spelling Final /n/ or /an/, /char/, and /zher/	Spelling Final /ij/, /iv/, and /is/	Spelling Unstressed Syllables	Spelling Prefixes in-, un-, dis-, mis-	Spelling Suffix -ion
Small Group Instruction	Vocabulary Reader	Differentiate <i>Four Stops on the Santa Fe Trail</i>	Differentiate <i>Meet the Ojibwa</i>	Differentiate <i>In the Days of Missions and Ranchos</i>	Differentiate <i>Horses in North America</i>	Differentiate <i>River Travel</i>
	Leveled Readers	<ul style="list-style-type: none"> ● <i>Voyage to California</i> ▲ <i>Riding the Pony Express</i> ■ <i>Decision at Fort Laramie</i> ◆ <i>Ned Rides for the Pony Express</i> 	<ul style="list-style-type: none"> ● <i>City in the Cliffs</i> ▲ <i>Buffalo Hunt</i> ■ <i>Old Bark's Cure</i> ◆ <i>The Big Hunt</i> 	<ul style="list-style-type: none"> ● <i>Rodeo!</i> ▲ <i>The Goodnight-Loving Trail</i> ■ <i>How Barbed Wire Changed the West</i> ◆ <i>Blazing a Cattle Trail</i> 	<ul style="list-style-type: none"> ● <i>Down the Columbia</i> ▲ <i>Gold for Chan Li</i> ■ <i>Dear Cousin</i> ◆ <i>Chan Li's Pot of Gold</i> 	<ul style="list-style-type: none"> ● <i>The Corps of Discovery</i> ▲ <i>History of the Fur Trade</i> ■ <i>Friends Along the Way</i> ◆ <i>The American Fur Trade</i>
	Differentiate Instruction	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies	Differentiate Comprehension and Vocabulary Strategies

Journeys Reading Grade 5 Unit #6

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Essential Question		<i>What can people learn by reading about how different animals adapt and survive?</i>	<i>What lessons can we learn from other cultures?</i>	<i>How does the study of fossils relate to our everyday lives?</i>	<i>Why are people fascinated by nature?</i>	<i>What traits help make a person good at solving problems?</i>
Whole Group Instruction	<i>Vocabulary and Oral Language</i>	Review Vocabulary Vocabulary Strategies: Multiple-Meaning Words Speaking and Listening: Presenting a Dramatization	Review Vocabulary Vocabulary Strategies: Suffixes –ness, -less, -ment Speaking and Listening: Give a Persuasive Speech	Review Vocabulary Vocabulary Strategies: Idioms Speaking and Listening: Participate in a Debate	Review Vocabulary Vocabulary Strategies: Greek and Latin Roots Speaking and Listening: Oral Presentation	Review Vocabulary Vocabulary Strategies: Word Origins Speaking and Listening: Using Multimedia in an Oral Presentation
	<i>Text-Based Comprehension</i>	Target Skill Test and Graphic Features Target Strategy Visualize Articles “Animals on the Move”; “Skywoman’s Rescue”	Target Skill Theme Target Strategy Analyze/Evaluate Articles “Mysteries at Cliff Palace”; “Cave of the Crystals”	Target Skill Fact and Opinion Target Strategy Question Articles “Fossils: A Peek Into the Past”; “Trapped in Tar!”	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict Articles “The Case of the Missing Deer”; “Fossil Fish Found!”	Target Skill Main Ideas and Details Target Strategy Summarize Articles “Get Lost! The Puzzle of Mazes”; “Journey to Cuzco”
	<i>Foundational Skills</i>	Fluency Phrasing: Pauses Decoding Prefixes and Word Roots	Fluency Adjust Rate to Purpose Decoding More Familiar Suffixes	Fluency Expression Decoding Greek Word Roots	Fluency Stress Decoding Latin Word Roots	Fluency Accuracy Decoding Identifying VCV, VCCV, and VCCCV Syllable Pattern
	<i>Spelling</i>	Spelling Word Parts com-, con-, pre-, pro-	Spelling Suffixes ‘ant, -ent, -able, -ible, -ism, -ist	Spelling Greek Word Parts	Spelling Latin Word Parts	Spelling Word from Other Languages
	<i>Differentiate Instruction Using Trade Books</i>	Skunk Scout: T238-T251 <i>Read Chapters 1-3</i> ASSESSIBLE Frindle: T294-T307 <i>Read Chapters 1-3</i> COMPLEX Mysteries of the Mummy Kids: T350-T363 <i>Read pp. 4-15</i> MORE COMPLEX	Skunk Scout: T252-T261 <i>Read Chapters 4-6</i> ASSESSIBLE Frindle: T308-T317 <i>Read Chapters 4-6</i> COMPLEX Mysteries of the Mummy Kids: T364-T373 <i>Read pp. 16-27</i> MORE COMPLEX	Skunk Scout: T262-T271 <i>Read Chapters 7-10</i> ASSESSIBLE Frindle: T318-T327 <i>Read Chapters 7-9</i> COMPLEX Mysteries of the Mummy Kids: T374-T383 <i>Read pp. 28-41</i> MORE COMPLEX	Skunk Scout: T272-T281 <i>Read Chapters 11-13</i> ASSESSIBLE Frindle: T328-T337 <i>Read Chapters 10-12</i> COMPLEX Mysteries of the Mummy Kids: T384-T393 <i>Read pp. 42-53</i> MORE COMPLEX	Skunk Scout: T282-T291 <i>Read Chapters 14-16</i> ASSESSIBLE Frindle: T338-T347 <i>Read Chapters 13-15</i> COMPLEX Mysteries of the Mummy Kids: T394-T403 <i>Read pp. 54-64</i> MORE COMPLEX