

English Language Arts

Grade 5

Days 1 & 2

Genre: Short Stories

Task: Read and jot your thinking about two short stories.

Directions:

1. Select and read at least two titles from any one of the following websites:

- http://readmeastoryink.com/stories/the_coldest_night_of_the_year.pdf
- http://readmeastoryink.com/stories/dulce_domum.pdf
- http://readmeastoryink.com/stories/the_reluctant_dragon.pdf

*These web sites are not controlled or approved by the NYC Department of Education

While you read:

- Short stories are stories that can be read from start to finish in one sitting. They are set in one central place and happen over a short period of time and have one conflict that follows through to the end. Unlike a novel with many characters, short stories have only a couple of characters. Every word the characters speak sounds like the speaker and move the story along. They are told from only one point of view and normally has only one mood (the atmosphere or feeling) – e.g. threatening, tense, cheery, etc.
- As you read, think about:
 - What have you learned about the characters and their perspectives?
 - What message is the author communicating through the story? (i.e. “I think the author is saying _____.”)
 - What evidence from the text supports your understanding of the author’s message? (Two or more pieces of evidence from the text)
 - Do you agree with the author’s message? Why or why not?

After you read:

- In your reading response journal or on a piece of loose leaf paper, write down your thoughts and opinions about each story you have read. Briefly summarize each story you read by using the strategy: **Somebody** (main character) **Wants** (the character’s goal) **But** (something or someone got in the way) **So** (how the problem was solved)

Days 3 & 4

Genre: Short Stories

Task: Write a short story.

Directions:

Write your own short story that includes an interesting and engaging beginning, a moment of tension, a believable ending, and a central message (a lesson about life).

While you write:

- A short story can be set in one central place and happen in a short period of time. Think about the tone you want to set for your story.
- Short story writers often find story ideas in careful observation of the world around them. Their story ideas can be something that happened to them, something they heard on the news or read in the newspaper, something they saw on the street or the park, something that happened to somebody they know, etc.
- You can plan your story by using a “story mountain” or story map. Think about how particular scenes or events contribute to the development of the story and the central message. Click here for an example of a “story mountain”

(<https://www.scholastic.com/content/dam/teachers/blogs/beth-newingham/migrated-files/story-mountain.pdf>)

- Writers develop believable characters by thinking about the good and bad aspects of a trait. Be sure to open up general character descriptions – words like kind, funny, etc. – and ask, “What does this word, this trait mean exactly for this character? What does it look like in action? What does it sound like in dialogue?”
- Review the short stories you read on the day 1 and use them as mentor texts.

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Days 5 & 6

Genre: Editorial

Task: Read and write a response for two or more editorials.

Directions:

Select and read about two or more editorials from the suggested websites listed below:

- <http://www.studentnewsdaily.com/archive/editorials-for-students/>
- <http://www.courierpostonline.com/story/opinion/editorials/2014/10/08/editorial-schools-can-better-job-feeding-students/16944967/>
- <http://www.amny.com/opinion>
- <https://www.nytimes.com/column/learning-student-opinion>

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While you read:

- Find an article in a newspaper or other periodical or on a website presenting the opinion of the publisher, writer, or editor about a topical issue.
- Before reading:
 - Skim the whole text and jot down what you think the article will teach you before you start reading, (i.e. "I think I will learn _____ because _____").
- During reading:
 - Actively use text features (e.g. section heading, illustrations/photographs, captions, graphs/diagrams, boxes and sidebars, etc.) to chunk the text.
 - Use any of the following to help you read deeply, as you read each chunk,: "This reminds me of..." or "I already knew that..." or "Oh, I realize now that..." or "Something new I learned is..." or "I was surprised by ..." or "I didn't get ... because ..."
 - Stop and jot down key information you learned at the end of every "chunk."
- After reading, think about:
 - What is the issue?
 - What is your position on the issue?
 - What is the author's position?
 - What are the arguments that support the author's position?
 - How does this editorial change how you think about that issue?
 - What questions do you still have on the issue?

After you read:

- In your reading response journal or on a sheet of loose leaf paper, describe the issue discussed in each editorial, the author's position and your position on the issue, the arguments that support the author's position, and if this editorial changed how you think about that issue.

Days 7 & 8

Genre: Editorial

Task: Writing

Directions:

Write an editorial that contains the following elements:

- An introduction that forecasts how your editorial will go by stating your position: “I think ...” or “I believe ...”
- Then tell your reader why your claim is true:
 - “One reason I think is ... is because ...”
 - Example #1: _____
 - Example #2: _____
 - “Another reason I think is ... is because ...”
 - Example #1: _____
 - Example #2: _____
 - “The final reason I think ... is because ...”
 - Example #1: _____
 - Example #2: _____
- Conclude your editorial with an idea you want to leave your readers with in your concluding sentence.

While you write:

- An editorial is an article that expresses the opinion of the person who or organization that wrote it.
- How do you get ideas for editorials?
 - First decide what question about the topic interests you most
 - Then choose details, observations, quotations, and research information that apply to the question
 - Remember not everything from your research is necessary usable.
- Planning your editorial:
 - Make sure you can state your position to yourself first, and then make sure you state this in the introduction.
 - Open and end your body paragraphs with your most convincing points.
 - Support your position by quoting an expert and share what s/he has to say about your topic or include statistics.
 - Conclude with an idea you want to leave your readers with.
- When you use words such as *always*, *never*, *every*, *all* or *none*, you are boxing your ideas in arguments that are hard to support. Instead, choose words and phrases that won't box you into a corner, such as: *almost*, *usually*, *maybe*, *perhaps*, *seldom*, *often*, *some*, *most*, *probably*, *rarely*, *overwhelming majority*, *nine times out of ten*, etc.

Days 9 & 10

Independent Reading

Directions:

Read a book with your family in English or your native language. Write the title and author below. Read the book on day 9 and discuss with your family. On day 10, re-read the book and write about it.

** A note to parents and guardians: please pause and talk about the text with your child as you read along with them.*

If you would like an e-book, go to <https://www.galepages.com/nycdoe11/ebooks>

Title: _____

Author: _____

After Reading: Write a one page response to your book.

- Describe the characters in the book. Who are they and what are their relationships?
- Describe the setting of the story.
- Explain the events of the story so far.
- What is the main problem or conflict in the story?
- How is the problem or conflict dealt with by the main characters?
- Think about what might happen next in the book or what happens might happen after the story ends (if you have finished the book).