# Grade 5

# Writing & Grammar Curriculum

# Oradell Public School District
# Oradell, NJ

# 2024

The Grade 5 Writing & Grammar Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

# Oradell Public School District

## Grade 5 Reading Curriculum Committee Credits:

Sheri Malenda, Grade 5 Teacher
Kathleen Windram, Grade 5 Teacher
Reischell Velmonte, Grade 4 Teacher
Karen Marron, Grade 4 Teacher
Amy Brancato, Assistant Principal, Grades K-3
Lorri-Anne Cummings, Director of Curriculum and Instruction

## Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.
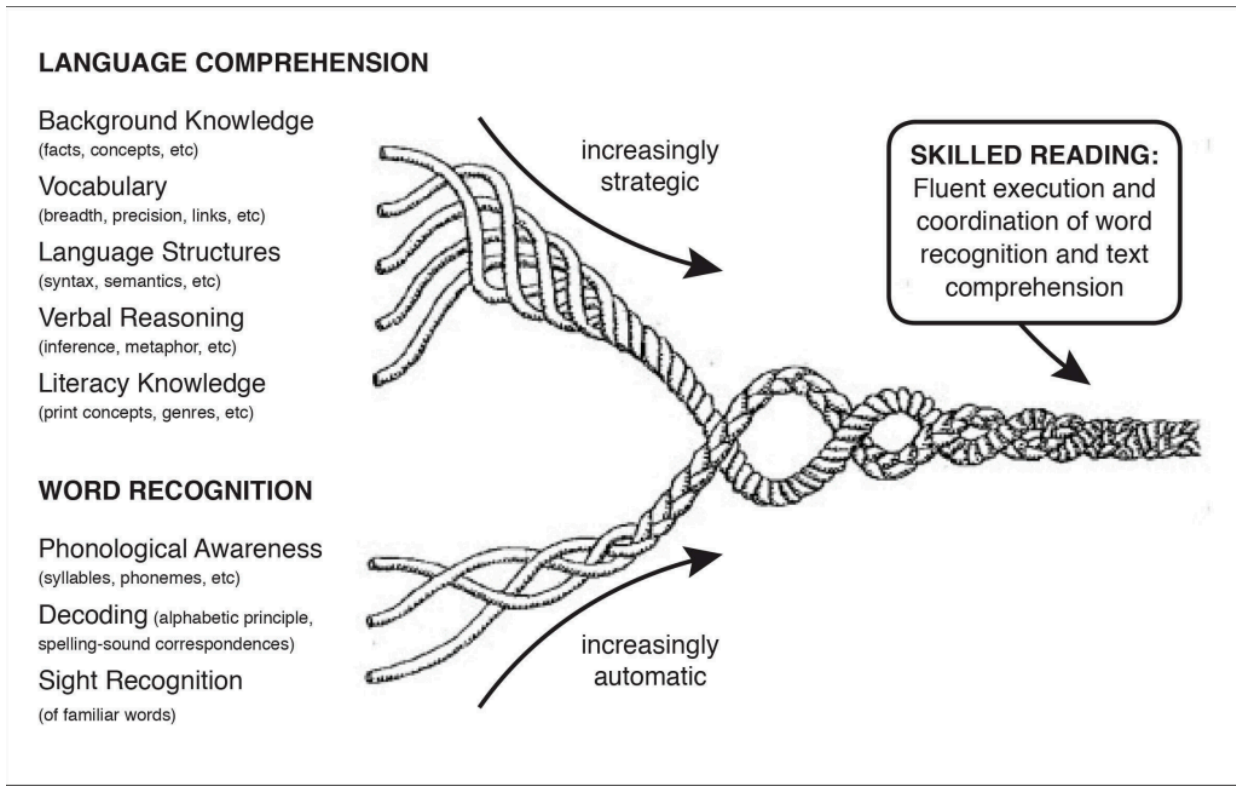
# Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities.  Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

## Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).

**LANGUAGE COMPREHENSION**

Background Knowledge
(facts, concepts, etc)

Vocabulary
(breadth, precision, links, etc)

Language Structures
(syntax, semantics, etc)

Verbal Reasoning
(inference, metaphor, etc)

Literacy Knowledge
(print concepts, genres, etc)

**WORD RECOGNITION**

Phonological Awareness
(syllables, phonemes, etc)

Decoding (alphabetic principle, spelling-sound correspondences)

Sight Recognition
(of familiar words)

increasingly strategic

**SKILLED READING:** Fluent execution and coordination of word recognition and text comprehension

increasingly automatic

# Reading Workshop

## What is Reading Workshop?
Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick

culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

## Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

## Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

## Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension

- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

## Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

## Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process.Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

## Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific

teacher-driven questions, teachers will work to:
1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

## Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

## Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

# Writing Workshop

## What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

## Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced

during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

## Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

## Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

## Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

## Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

### Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

### What is the difference between <u>revising</u> and <u>editing</u>?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

## <u>Word Study</u>

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

**Phonological and Phonemic Awareness for Kindergarten and Grade 1**

**Heggerty Phonological and Phonemic Awareness**
Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

**Phonics Resource for Primary Grades**
Oradell Public School is implementing the Wilson Fundations program in our K-3 classrooms.Teachers will use the Fundations materials during their literacy block to build students' phonics/vocabulary skills. Through Fundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

**Word Study in the Upper Grades**
Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

## Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

# All About the Language Arts Curriculum

## How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives.  A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements  in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

## Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:
1.  Content: what the student needs to learn or how the student will get access to the information
2.  Process: activities in which the student engages in order to make sense of or master the content
3.  Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4.  Learning environment: the way the classroom works and feels

# Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8.* Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres.* Portsmouth, NH: Heinemann.

McGee, Patti (2020). Grammar Study: Micro-Workshop.New Rochelle, NY:Benchmark Education Company

Serravallo, J. (2023). The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades.* ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

# Oradell Public School District

**Suggested Pacing Guide for Reading & Writing Units**
**Grade 5**

| Unit | Approximate Months | Reading Unit | Writing Unit | Grammar Skills |
|---|---|---|---|---|
| 1 | September - November | Fiction Characterization/Theme | Blogs | Simple, Compound, and Complex Sentences |
| 2 | December - January | Nonfiction Growing Ideas and Increasing Stamina | Literary Essay | Punctuation and Capitalization |
| 3 | February - March | Historical Fiction | Historical Fiction Scenes | Sentences Parts of speech and punctuation |
| 4 | April - May | Standardized Test Prep | Research Clubs | Simple, Compound, and Complex Sentence Prepositional Phrases Verbs |
| 5 | May - June | Nonfiction Journalism | Writing Newscast | Parts of Speech Commas Parenthesis |

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

| **Unit 1 Blogs September to November** |
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| **Unit Overview** |
| Students will develop opinions about the information of the world around them. They will look into their minds, hearts, and lives to fill their writer's notebook with topics that they find interesting and are passionate about, including local and community issues that impact climate change. Bloggers will distinguish the difference between fact and opinion and use a combination of both to organize their blog around one big idea. Bloggers will take a stance and make quick plans for blog posts that are connected to one another by finding significance in their chosen topics and experiment with voice in order to discover their own. They will move within general topics and grow them into ideas for a series of blog posts. They will elaborate their thinking and support their ideas with a combination of research and personal experiences. Students will use their prior knowledge to edit and revise with words, links, and  graphics. They will adhere to the agreed upon word limit and use grammar for clarity.  They will meet with their partners throughout the writing process to make suggestions and bounce ideas off of one another. Bloggers will publish and celebrate their work as a community of writers. |
| **Unit Goals** |
| <ul><li>Writers immerse ourselves in multiple versions of the genre</li><li>Writers come up with ideas for a series of blog posts.</li><li>Writers make quick plans for blog posts that are connected.</li><li>Writers revise with words, links, and graphics.</li><li>Writers use grammar for clarity.</li></ul> |
| **Standards Addressed in this Unit** |
| **Language Domain: Foundational  Skills Reading** |
| L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Language Domain: Foundational Skills Writing** |
| L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |

A.     Avoid fragments, run-ons and rambling sentences, and comma splices.

F.     Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G.     Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

H.     Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Reading Domain

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

## Writing Domain

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
D. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening Domain**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

| Computer Science and Design Thinking |
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8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

| Career Readiness, Life Literacies, and Key Skills |
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9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## Interdisciplinary Connections

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

## Assessment

| Possible Ongoing Assessments | Pre and Post assessment will be administered for each unit. |
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## Materials/Resources

| Suggested Mentor Texts | Supplemental Resources |
| --- | --- |
| Some Blogs Written by Kids<br>Kids Learn to Blog<br>The Journey is Everything - Katherine Bomer  **Mentor Text:**<br>　○ **Joyas Voladoras by Brian Doyle**<br>　○ **You Are What You Eat by Kathy Wood Ray**<br>　○ **What I Want to Be… by Randy Bomer**<br>　○ **There is a Hercules in Everything by Randy Bomer**<br>　○ **The Thing About Cats by Vicki VInton**<br>　○ **Querencia by Georgia Heard** | ● **Grammar 1 Unit - Essential Sentences Quill**<br>● Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.<br>● *Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**) |

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| ○ **The List by Isoke Titilayo Nia**<br>○ **Pride by Dagoberto Gilb** |  |

<br>

| **Grammar** |
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| **Unit Overview:** What is grammar? "The lady who married your grandpa, of course!" (—former OPS student, A.J. Castro)<br>Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a "word nerd" yourself. Grammar, in a word, is fun. |

| **Resources:** | Quill<br>Khan Academy<br>Not Your Granny's Grammar Slideshow<br>Grammar 1 Unit - Essential Sentences |
| --- | --- |
| **Goals**<br>**We are learning to/that (WALT). . .** | **Pathways**<br>**. . . by engaging in the following pathways** |
| Use Pre-Assessments for Simple, Compound, and Complex Sentences | ● Giving a list of different types of sentences of varying lengths. Ask students to write what they know about them. Share goals. |
| Explore sentences in at a Mentor Text | ● Listing out any noticings about sentences in Mentor Text 1.<br>● Listing out any noticings about sentences from Mentor Text 2.<br>● Noticing differences in how these two authors use sentences and what they sound like.<br>● Sharing a list of simple, compound, and complex sentences. Some of these sentences will contain prepositional phrases. Compare them in partnerships. |

| | |
|---|---|
| Reflect on Shared Writing | ● Designing guiding questions for grammar study. Revisit goals and generate questions that help meet those goals. |
| Recognize Simple, Compound, and Complex Sentences | ● Teaching how to recognize simple sentences (independent clauses), compound sentences, and complex sentences.<br>● Reviewing a collection of simple, compound, and complex sentences and sorting them into those three categories; compare with other partners.<br>● Using word cards to create simple, compound, and complex sentences<br>● Writing sentences in their grammar notebooks, explaining why each sentence is a certain type. |
| Reflect on our learning | ● Pausing and sharing what we have learned so far and what we still want to know about sentences. |
| Teach<br>Create Compound<br>and Complex Sentences | ● Showing how to create compound sentences using FANBOYS and complex sentences using "sentence destroyers."<br>● Picking a compound sentence from the mentor text and then in shared writing composing sentences that match the structure.<br>● In partnerships, creating compound sentences. Meeting with other partnerships to confirm whether or not all are compound sentences.<br>● Picking a complex sentence from the mentor text. In shared writing, composing sentences that match the structure. |
| Explore prepositional phrases | ● Sharing a list of simple, compound, and complex sentences that have prepositional phrases. In partnerships, discussing how prepositional phrases affect sentences.<br>● Teaching how to use prepositional phrases to add details to sentences.<br>● Using word cards in small groups to create simple sentences. Attempting sentences that relate to each other and they write them in their grammar notebooks.<br>● Revisit the simple sentences created in the previous session in partnerships.<br>● Revising sentences into compound and complex sentences with prepositional phrases. |

| | |
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| Reflect<br>Pause and share | ● Pausing and sharing what we have learned so far and how we can use that learning in our writing.<br>● Revisiting the mentor texts and discussing the different sentence types in them within partnerships. Writing new noticings and discoveries in their grammar notebooks.<br>● Picking a familiar topic; in shared writing, composing different types of sentences with prepositional phrases on the topic. Discussing how to revise sentence types.<br>● Revising a notebook entry to try out different sentence types. Sharing with partners and get feedback.<br>● Going into previous writing pieces to try out varying sentence types and adding prepositional phrases. |
| Post-Assessment<br>Assess: Types of Sentences and Prepositional Phrases | ● Option 1: Revisiting pre-assessment and adding their new learning.<br>● Option 2: Writing all three sentence types and prepositional phrases. Labeling them. |

| Learning Goals/Objectives | |
|---|---|
| **Goals**<br>**We are learning to/that (WALT). . .** | **Pathways**<br>**. . . by engaging in the following pathways** |
| immerse ourselves in multiple versions of the genre | by<br>exploring what other writers do<br>  1. Reading, discussing, and marking up appropriate blogs.<br>  2. Demonstrating that evidence comes from many different sources<br>  3. Realizing that opinion essays are organized around an important idea that is developed across the whole text.<br>  4. Use shared writing approach ie. teacher describes what the students suggest |

| come up with ideas for a series of blog posts. | ● Demonstrating how to collect evidence to support their thinking. <br>    1. Think of a topic you know about <br>    2. List blog posts you could write <br>    3. Repeat <br><br> ● Passions <br>    1. Think of some things you feel passionate about (topics, people, places, things) <br>      a. ○ Thinking about things that are beautiful in the world <br>      b. ○ Making a list of things that bother you <br>      c. ○ Thinking about what is broken in the world <br>      d. ○ Using magazines to develop strong claims and opinions <br>      e. ○ Asking 21 questions <br>      f. ○ Having fierce wonderings <br>    2. Write one down <br>    3. Write other blog ideas <br>    4. Repeat <br><br> ● Think of an issue you feel strongly about <br>    1. Think of an issue in the world that you feel strongly about <br>    2. Jot it down <br>    3. Jot blog topics you could write about <br><br> ● Look at new blog posts for ideas <br>    1. Read over a blog post or two <br>    2. Think, "What blog topic does this make me think of?" <br>    3. Jot that down <br>    4. Jot down other blog post ideas |

| | |
|---|---|
| make quick plans for blog posts that are connected. | ● Boxes and bullets<br>　　1. Jot the topic down<br>　　2. Jot the things you want to teach others in the blog<br>　　3. Jot the first thing you will teach in a new box<br>　　4. Jot below facts, ideas, thoughts numbers, quotes, mini-stories, or other informational details.<br>　　5. Repeat<br>　　6.<br>● Read over Boxes and Bullets<br>　　1. Read a chunk of your plan<br>　　2. Ask yourself, "Do I need to add more? Take some away? Move parts around?<br>　　3. Fix up as needed<br><br>● Talk over plan with a partner<br>　　1. Share what you are planning to write<br>　　2. Ask your partner, "Does this make sense? Should I add anything? Take anything away?"<br>　　3. Partner shares ideas<br><br>● Make sure your plan stays on topic<br>　　1. Read a bit of your plan<br>　　2. Ask yourself, "Does this fit with the other parts of the plan?"<br>　　3. Fix up as needed<br><br>● Plan a new blog<br>　　1. Think of another related topic to the blog<br>　　2. Use boxes and bullets to make a quick plan<br>　　3. Compare the two plans to make sure that they work together |

| revise with words, links, and graphics. | ● Add information |
|---|---|
| | 1. Read a bit |
| | 2. Ask yourself, "What information would my reader need to know about in this blog?" |
| | 3. Add that information into your draft |
| | |
| | ● Add explanations |
| | 1. Read over information you included in your blog. |
| | 2. Write a follow up sentence that explains that information |
| | 3. Repeat as needed |
| | |
| | ● Quote people (people you know or others) |
| | 1. Write down the words the person said |
| | 2. Add quotes around it |
| | 3. Include a comma before the end quote |
| | 4. Add a "tag" to indicate who said it |
| | |
| | ● Choose graphics |
| | 1. Think about your entire blog |
| | 2. Choose an image or other graphic that fits with your article |
| | 3. Add that in with a caption |
| | |
| | ● Transition words and phrases |
| | 1. Reread what you have written |
| | 2. Look to the list of transition words and phrases |
| | 3. Choose one that works |
| | 4. Repeat |
| | |
| | ● Choose links |
| | 1. Find words that may need more information |
| | 2. Find a video, website, etc. that will give more information |
| | 3. Create a link to that resource |

| use grammar for clarity. | ● Simple, Compound, and Complex Sentence |
|---|---|
| |     1. Read over the sentences you have written |
| |     2. Choose two simple sentences |
| |     3. Turn them into either simple or compound sentences |
| |     4. Reread to make sure it makes sense |
| | |
| | ● Adding commas after transitional words and phrases |
| |     1. Find transitional words and phrases |
| |     2. Make sure there is a comma |
| |     3. Repeat with entire piece |
| | |
| | ● Find run-ons |
| |     1. Read for sentences that use "and" a lot |
| |     2. Take out one of the "ands" and replace it with a period. |
| |     3. Repeat throughout the piece |
| | |
| | ● Find comma splices |
| |     1. Read for a comma |
| |     2. See if there are two independent clauses on each side of the comma |
| |     3. If so, change the comma to a semi colon or make into a compound or complex sentence |
| | |
| | ● Use end punctuation and capitals |
| |     1. Read over each sentence |
| |     2. Check to be sure it has a capital letter at the beginning |
| |     3. Add and endmark at the end of the sentence |
| |     4. Make sure the next letter is capitalized |

| **Modifications** |
| --- |
| *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.* |

| **Students with IEPs** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring,</li><li>Refer to student IEP for goals and modifications.</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the writing piece.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use sentence starters or sentence frames when possible.</li><li>Use leveled texts when possible.</li><li>Provide a graphic organizer to track similarities and differences across text</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook.</li><li>Provide direct instruction with examples on how to use evidence to support your thinking.</li><li>Use shared writing through hovercam/smartboard to highlight how to find patterns</li><li>Use mentor texts to track changes in a character and how the author's message.</li><li>Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| --- | --- |
| **Students with 504s** | <ul><li>Extended time</li><li>Prompting</li><li>Reassurance</li><li>Time to formulate ideas</li><li>Visual clues</li></ul> |

| | |
|---|---|
| | <ul><li>Preferential seating</li><li>Repeated directions or step-by-step directions</li><li>Check for understanding</li><li>Ask pointed questions</li><li>Instructional aides in the classroom setting</li><li>Preview content vocabulary</li><li>Behavior chart to increase focus and work completion</li><li>Sensory breaks</li><li>Chromebook carts</li><li>Extensions-guided webquests and graphic organizers</li></ul> |
| **Students at Risk** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| **Talented and Gifted** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li></ul> |

| | |
|---|---|
| | <ul><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Provide opportunities to lead discussion.</li><li>Use flexible grouping.</li><li>Set a writing goal for the assignment.</li><li>Have students make connections to other genres and/or story messages.</li><li>Have students find characters similarities and differences across texts and how they lead to the same message or pattern.</li><li>Provide opportunities to use student notebooks as an example.</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook</li></ul> |
| **Multilingual Learners** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |

**Unit 2 Literary Essay December to January**

**Unit Overview**

In the Literary Essay Writing Unit, students will read texts closely with a greater focus on the theme/author's message. As students learn different reading strategies during the corresponding reading unit), they will dig deeper into the characters' struggles, motivations, reactions, and resolutions to conflicts, and use this information to identify themes and messages. Students will observe the content of literary essays by comparing the structure of narratives and essays. As students read short stories, they will develop ideas and claims about the text. They will gather evidence to create effective and arguable claims. Students will use a boxes and bullets structure to organize their ideas. Students will draft using their reasoning, paraphrasing, and direct quotations. Essayists will create strong introductions that have a hook, genre, title, author, brief summary, and claim. They will create strong body paragraphs with a specific topic that helps to prove the claim and uses text evidence to support their thinking. Students will finish their essays with strong conclusions that leave the reader thinking about how their claim relates to the world. Students will apply what they have learned in the past to revise their work. Essayists will meet frequently with writing partners and the teacher throughout the writing process. They will use a varied sentence structure to produce more sophisticated writing. Students will publish and celebrate their work and continue to create goals that they will carry with them. Students will also have the opportunity to start comparing themes across texts. They can work with partners or individually, based on the class population, to create themes for two stories. This second essay does not have to be published; it is to provide students with the opportunity to grow and push their thinking to the next level in preparation for upcoming standardized assessments.

**Unit Goals**

- Writers immerse ourselves in multiple versions of the genre
- Writers write a defensible claim (thesis statement).
- Writers organize their writing clearly and intentionally.
- Writers use evidence to support a claim.
- Writers explain their evidence using analysis and reasoning. (define for students: the process for making clear how your evidence supports your claim).
- Writers revise using previous units grammar

**Standards Addressed in this Unit**

## Language Domain: Foundational  Skills Reading

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## Language Domain: Foundational Skills Writing

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
   A.   Avoid fragments, run-ons and rambling sentences, and comma splices.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A.   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
   B.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   C.   Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   A.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   B.   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   C.   Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

## Reading Domain

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

| Writing Domain |
| --- |

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
   B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
   C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   D. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
   B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   A. Consider audience, purpose, and intent before writing.
   B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
   C. Consider writing as a process, including self-evaluation, revision and editing.
   D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
   E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

    B. Follow agreed-upon rules for discussions and carry out assigned roles.

    C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of

curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

### Interdisciplinary Connections

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

| Assessment | |
|---|---|
| **Possible Ongoing Assessments** | **Pre and Post assessment will be administered for each unit.** |

| Materials/Resources | |
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| **Suggested Mentor Texts** | **Supplemental Resources** |
| Tiger Rising by Kate DiCamillo<br>My Rotten Redheaded Older Brother by Patricia Polacco<br>A Fine, Fine School by Sharon Creech<br>Oliver Button is a Sissy by Tomie dePaola<br>The Great Kapok Tree by Lynne Cherry<br>The Principal's New Clothes by Stephanie Calmenson<br>A Day's Work by Eve Bunting<br>Chrysanthemum by Kevin Henkes<br>Boar Out There by Cynthia Rylant<br>Fly Away Home by Eve Bunting<br>Eleven by Sandra Cisneros<br>*Spaghetti* by Cynthia Rylant<br>*William AKA Bill* by Blaise Pascal | • Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.<br>• Grammar study: Teacher's Resource System (Grade 5) by Patty McGee (PDF) |

| Grammar |
|---|
| **Unit Overview:** What is grammar? "The lady who married your grandpa, of course!" (—former OPS student, A.J. Castro)<br>Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a "word nerd" yourself. Grammar, in a word, is fun. |

| **Resources:** | Quill<br>Khan Academy<br>Not Your Granny's Grammar Slideshow<br>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**) |
|---|---|
| **Goals**<br>**We are learning to/that (WALT). . .** | **Pathways**<br>**. . . by engaging in the following pathways** |

| | |
|---|---|
| Use Pre-Assessments for Simple, Compound, and Complex Sentences | ● Writing what they know about punctuation and capitalization, and how they are used with a Complete with a provided set of sentences with different punctuation and capitalization usage. |
| Explore sentences in at a Mentor Text | ● Reading and noticing the use of punctuation and capitalization in the first mentor text.. Exploring the questions:<br>  ○ What punctuation do you notice?<br>  ○ What capitalization do you notice?<br>● Reading and noticing the use of punctuation and capitalization in a second mentor text. Exploring the questions:<br>  ○ What punctuation do you notice?<br>  ○ What capitalization do you notice?<br>● Drawing some larger conclusions in both mentor texts about what is necessary for using punctuation, e.g: commas are placed inside or outside of quotation marks in partnerships. |
| Reflect on Shared Writing | ● Designing guiding questions for grammar study. Revisiting goals and generating questions that help meet those goals. |
| Explore Quotations in Sentences | ● Noticing what sentences with quotations have in common and what might be important to remember; in partnerships.<br>● Explaining how to use commas to mark speaking; Noticing this can be done at the beginning, the middle, or the end of a sentence.<br>● Giving a set of quotes that people have said (or might say). Asking students to add who the speaker is to the sentences. Trying to place the quotation at the beginning, middle, and end of the sentence. |
| Reflect on our learning | ● Creating a list for using commas in quotations in writing.<br>● Observing how writers use commas; going back to the mentor text, notice other place where writers use commas.<br>● Hypothesizing on why and when. |

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| Explore interjections | ● Using the mentor texts and other examples, students explore the use of interjections. Hypothesize how to use commas (and an exclamation point or a question mark) with these.<br>● Showing how to add interjections to writing. |
| Explore Transition Words and Phrases | ● Writing sentences to include transitional phrases<br>● Using the mentor texts; highlighting and bold the introductory/transitional phrases.<br>● Hypothesizing how to use commas with these. |
| Explore Capitalization | ● Showing how you capitalize when writing and including acronyms and the names of organizations.<br>● Creating tips for themselves on how to remember what to capitalize. |
| Reflect | ● Considering the entire unit and the unit goal.<br>● Stating what you have learned about the goal and the questions that have guided your study.<br>● Creating a chart for remembering punctuation and capitalization.<br>● Revisiting a notebook entry to revise some sentences to include punctuation and capitalization.<br>● Going into a previous writing piece or draft and revising it using all they know about punctuation and capitalization. |
| | |
| Post-Assessment<br>Assess: Types of Sentences and Prepositional Phrases | ● Option 1: Revisiting pre-assessment and adding their new learning.<br>● Option 2: Writing a paragraph in response to a prompt. |

| Goals<br>We are learning to/that (WALT). . . | Pathways<br>. . . by engaging in the following pathways |
|---|---|
| immerse ourselves in multiple versions of the genre | by<br>exploring what other writers do<br>1. Reading, discussing, and marking up appropriate literature.<br>2. Demonstrating that evidence comes from many different sources<br>3. Realizing that opinion essays are organized around an important idea that is developed across the whole text.<br>4. Use shared writing approach ie. teacher describes what the students suggest<br>5. Comparing and contrasting the various components of narratives<br>6. and essays.<br>    a. Reading short stories and creating a shared literary essay with the teacher.<br>    b. Labeling the key parts of a literary essay with the whole class:<br>        ○ Introduction, elaboration, opinion/thesis statement, linking words, conclusion<br>7. Recognizing that literary essays are built around the important ideas in one story:<br>        ○ Example: Eve Bunting's story, A Day's Work teaches readers that there are consequences for not telling the truth<br>8. Showing and discussing prompts for writing a literary essay |
| write a defensible claim (thesis statement). | ● writing a claim (single text)<br>    1. Write the text title.<br>    2. Write the claim.<br>    3. Write more claims.<br>    4. Reread to make sure it is a clearly written sentence.<br><br>● Mimic a claim statement<br>    1. Look at a well-written claim from another topic<br>    2. Use some words that are in that claim<br>    3. Add your words to make it your own<br><br>● Write a strong claim statement |

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|  | 1. Name the topic<br>2. Write "is"<br>3. State your stance<br><br>● Begin with reasons and add claim<br>   1. Consider the reasons to support your claim<br>   2. Name those in a sentence or two<br>   3. State your claim after the reasons<br><br>● Writing a Claim (multiple texts)<br>   1. Write the text titles<br>   2. Write the theme they have in common<br>   3. Reread to make sure it is a clearly written sentence<br><br>● Write a multi-sentence claim<br>   1. State your position<br>   2. Explain your position in one or two sentences that include your reasons<br>   3. Reread for clarity<br><br>● Write a claim repeating the question<br>   1. Write the question<br>   2. Follow with a sentence stating your answer<br>   3. Reread for clarity |
| organize our writing clearly and intentionally. | ● Following a format<br>   1. State claim<br>   2. Write one reason<br>   3. Give evidence from the text<br>   4. Explain that evidence<br>   5. Repeat with the next reason<br>   6. Make sure everything belongs<br>      a. Read each sentence one at a time<br>      b. Ask yourself, "Does this relate back to the claim?" |

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|  | c.   If not, remove or revise<br>● Rereading for Organization<br>    1.  Complete the piece<br>    2.  Read over what you have written<br>    3.  Ask yourself, "Does this make sense in the order it is written?"<br>    4.  Move parts around as needed<br>● Creating smooth transitions<br>    1.  Reread your piece<br>    2.  Look for places to use transitions<br>    3.  Refer to suggested transitions for help (see bottom of this doc)<br>    4.  Repeat throughout the piece<br>● Planning before you write<br>    1.  Start with the claim in a box<br>    2.  Bullet reasons<br>    3.  Star (under bullets) evidence<br>    4.  Plan a conclusion<br>● Related or relevant?<br>    1.  Read over your evidence<br>    2.  Ask yourself, "Is this on topic?  Does this also support the claim?"<br>    3.  Revise to fit (or remove)<br>● Introduction<br>    1.  Clearly state your argument<br>    2.  For literary essay, clearly state the text and theme<br>● Conclusion<br>    1.  Clearly restate your argument<br>    2.  Restate the text and theme |
| use evidence to support a claim. | ● Choosing evidence<br>    1.  Read your claim<br>    2.  Choose evidence from your text<br>    3.  Write it in a sentence<br>    4.  Follow with an explanation<br>    5.  Repeat with further evidence<br>● Paraphrasing evidence |

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| | 1. Find evidence in a text<br>2. Cover it up<br>3. Say in your own words<br>4. Add your words to your piece<br>● Weighing Evidence<br>    1. Read your claim<br>    2. Read the evidence<br>    3. Ask, "Is this evidence convincing?  Is it supporting my claim?"<br>    4. Revise as needed<br>● Using different types of evidence<br>    1. Look at your claim<br>    2. Decide if you want to paraphrase or quote<br>    3. Write the words<br>    4. Include the source<br>● Quoting evidence<br>    1. Start with a stem such as "According to…."<br>    2. Add a quote and directly copy word for word the evidence |
| explain our evidence using analysis and reasoning. (define for students: the process for making clear how your evidence) | ● Explaining each piece of evidence<br>    1. Find one piece of evidence<br>    2. Explain why this proves your claim<br>    3. Repeat with other pieces of evidence<br>● Asking yourself questions<br>    1. Find a piece of evidence<br>    2. Ask yourself a few questions belo<br>    3. Write a sentence answering that question<br>    4. Repeat with all pieces of evidence<br>● Using stems to help<br>    1. Find a piece of evidence<br>    2. Choose a stem such as<br>        a. Therefore…<br>        b. This suggests….<br>        c. This evidence proves… |

d.   In other words….
               3.   Repeat with other pieces of evidence
   ● Reading claim and evidence
               1.   Read over the claim
               2.   Read over the evidence
               3.   Write a sentence explaining why the evidence proves the claim
   ● Finding new evidence if needed (to replace).
               1.   Find a piece of evidence
               2.   Explain how this proves your claim
               3.   If it does not, replace with other evidence
   ● Explaining
               1.   Read over evidence
               2.   Imagine your reader does not understand why the evidence supports the claim
               3.   Write a sentence or two to explain how it supports the claim
                    • One point that explains/shows/supports …

                    • From the way the author writes…

                    • Another way/fact/important detail…

                    • A different example…

                    • This phrase/statement means/represents…

                    • This detail/quote supports…

                    • This shows/means/reveals that

                    • One implication is…

                    • Throughout the text/passage/excerpt/story/article…

                    • _____'s point is that…

                    • If we assume that this is true, then doesn't it suggest that…

                    • If we agree on that, then can't we also say that…"

                    • That statement supports…

                    • This evidence implies…

                    • If… then..

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   ● Using Grammar Unit 1 - Trying Out Sentences of All Different Shapes and Sizes

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| revise | 1. Simple, Compound, and Complex Sentence<br>2. Adding commas after transitional words and phrases<br>3. Find run-ons<br>4. Find comma splices<br>5. Use end punctuation and capitals<br>6. Read over each sentence<br>    a. Check to be sure it has a capital letter at the beginning<br>    b. Add and endmark at the end of the sentence<br>    c. Make sure the next letter is capitalized |
| Use grammar for clarity | ● Using Grammar unit 2 -Let's Quote! Using Quotations and Punctuation in Lots of Different Types of Writing<br>    1. Quotations<br>    2. Citing text<br>    3. Capitalization |

| Modifications |
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| *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.* |

| **Students with IEPs** | ● Use various methods to understand a student's learning style: observation, surveys, and conferring,<br>● Refer to student IEP for goals and modifications.<br>● Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>● Use pre-assessment data to drive instruction.<br>● Use preferential seating.<br>● Use flexible grouping.<br>● Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>● Model productive and engaging partner talk. |
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| | <ul><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the writing piece.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use sentence starters or sentence frames when possible.</li><li>Use leveled texts when possible.</li><li>Provide a graphic organizer to track similarities and differences across text</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook.</li><li>Provide direct instruction with examples on how to use evidence to support your thinking.</li><li>Use shared writing through hovercam/smartboard to highlight how to find patterns</li><li>Use mentor texts to track changes in a character and how the author's message.</li><li>Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| **Students with 504s** | <ul><li>Extended time</li><li>Prompting</li><li>Reassurance</li><li>Time to formulate ideas</li><li>Visual clues</li><li>Preferential seating</li><li>Repeated directions or step-by-step directions</li><li>Check for understanding</li><li>Ask pointed questions</li><li>Instructional aides in the classroom setting</li><li>Preview content vocabulary</li><li>Behavior chart to increase focus and work completion</li><li>Sensory breaks</li><li>Chromebook carts</li><li>Extensions-guided webquests and graphic organizers</li></ul> |
| **Students at Risk** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li></ul> |

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| | - Use flexible grouping.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>- Model productive and engaging partner talk.<br>- Provide guided notes as necessary.<br>- Set a writing goal for the assignment and then focus only on that goal.<br>- Allow students to use an electronic device to complete the assignment.<br>- Allow students to orally construct their story and self-record to use as a reference in their writing.<br>- Edit spelling, grammar, and punctuation last.<br>- Provide frequent breaks.<br>- Use Sentence Starters or Frames when possible.<br>- Use leveled texts when possible<br>- Provide a graphic organizer to track similarities and differences across texts<br>- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.<br>- Provide direct, instruction with examples on how to use evidence to support your thinking<br>- Use shared writing through hovercam/smartboard to highlight Finding Patterns.<br>- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing. |
| **Talented and Gifted** | - Use various methods to understand a student's learning style: observation, surveys, and conferring<br>- Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>- Use pre-assessment data to drive instruction.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>- Provide opportunities to lead discussion.<br>- Use flexible grouping.<br>- Set a writing goal for the assignment.<br>- Have students make connections to other genres and/or story messages.<br>- Have students find characters similarities and differences across texts and how they lead to the same message or pattern.<br>- Provide opportunities to use student notebooks as an example.<br>- Demonstrate and model writer's notebook with a teacher's and/or student's notebook |
| **Multilingual Learners** | - Use various methods to understand a student's learning style: observation, surveys, conferring<br>- Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>- Use pre-assessment data to drive instruction. |

- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.
- Set a writing goal for the assignment and then focus only on that goal.
- Allow students to use an electronic device to complete the assignment.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Provide frequent breaks.
- Use Sentence Starters or Frames when possible.
- Use leveled texts when possible
- Provide a graphic organizer to track similarities and differences across texts
- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.
- Provide direct, instruction with examples on how to use evidence to support your thinking
- Use shared writing through hovercam/smartboard to highlight Finding Patterns.
- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.

| Unit 3 Historical Fiction Scenes February to March |
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| **Unit Overview**<br><br>In the Historical Fiction Scenes Unit, students will establish their narrative through the use of setting details. Students will use details of the time period and uncover them fluidly within the storyline. By reading historical fiction mentor texts, writers will activate their prior knowledge of narrative texts and add a layer to it by writing through the lens of another character, choosing to change the scene in some way. Whether it is to adjust the story ending, adding a prequel, adding a sequel, or experiencing a new perspective, they will still be staying true to the time period. They will look within their hearts and brains to fill the pages of their writing notebook and generate ideas. Students will look at mentor texts, such as Cats of Krasinski Square, and use their knowledge of narrative to develop writing that explores characters' perspectives. |

| Unit Goals |
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| <ul><li>Writers immerse ourselves in multiple versions of the genre</li><li>Writers come up with ideas for historical fiction scenes based on the books they have read.</li><li>Writers develop plans for the scenes they will write.</li><li>Writers draft and revise using story details.</li><li>Writers make their writing easy to read.</li></ul> |

| Standards Addressed in this Unit |
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**Language Domain: Foundational Skills Reading**

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Language Domain: Foundational Skills Writing**

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
   C. Ensure agreement between subject and verb and between pronoun and antecedent.

**Writing Domain**

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,

rewriting, or trying a new approach.

    A.  Consider audience, purpose, and intent before writing.

    B.  Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

    C.  Consider writing as a process, including self-evaluation, revision and editing.

    D.  With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

    E.  After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    A.  Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

    B.  Follow agreed-upon rules for discussions and carry out assigned roles.

    C.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    D.  Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

## Assessment

| **Possible Ongoing Assessments** | Pre and Post assessment will be administered for each unit. |
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## Materials/Resources

| Suggested Mentor Texts | Supplemental Resources |
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| <ul><li>Cats of Krasinski Square by Karen Hesse and Wendy Watson</li><li>Star of Fear, Star of Hope by Jo Hoestlandt</li><li>The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy</li><li>The Butterfly Patricia Polacco</li><li>Rose Blanche by Roberto Innocenti</li><li>Freedom Summer by Deborah Wiles</li><li>Freedom on the Menu by Carole Boston Weatherford</li><li>Peppe the Lamplighter by Elisa Bartone</li><li>The True Story of the Three Little Pigs by Jon Scieszka</li><li>The Three Little Pigs - various authors</li></ul> | <ul><li>Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</li><li>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**)</li></ul> |

| Grammar |
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| **Unit Overview:** What is grammar? "The lady who married your grandpa, of course!" (—former OPS student, A.J. Castro) <br> Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a "word nerd" yourself. Grammar, in a word, is fun. |

| Resources: | Quill <br> Khan Academy <br> Not Your Granny's Grammar Slideshow <br> *Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**) |
| --- | --- |
| **Goals** <br> **We are learning to/that (WALT). . .** | **Pathways** <br> **. . . by engaging in the following pathways** |
| Use Pre-Assessment to Assess Students Parts of Speech. | <ul><li>Giving a sample paragraph with different types of sentences.</li><li>Asking students to share what they know about parts of speech and punctuation.</li></ul> |

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| | ● Sharing goals. |
| Explore sentences in at a Mentor Text | ● Zooming in on the different parts of speech highlighted in the first mentor text. Listing their noticings in their grammar notebooks.<br>● Explore the different parts of speech highlighted in a second mentor text. Listing their noticings in their grammar notebooks.<br>● Comparing the two mentor texts and how the authors use different parts of speech.<br>● Noticing differences in how these two authors use sentences and what they sound like.<br>● Sharing a list of simple, compound, and complex sentences. Some of these sentences will contain prepositional phrases. Compare the location of parts of speech in partnerships. |
| Reflect on Shared Writing | ● Designing guiding questions for grammar study. Revisiting goals and generating questions that help meet those goals. |
| Exploring Nouns and Pronouns | ● Exploring how different types of nouns affect pronoun usage in partnerships using a list of sentences with nouns (underlined) and pronouns (bolded).<br>● Showing how to choose pronouns based on the noun.<br>● Creating sentences with word cards that include pronouns with clear antecedents; explaining choice through small groups.<br>● Creating paired sentences that feature comparative or superlative adjectives and pronouns in small groups. Writing their sentences in their notebooks and supporting their choices in discussion. |
| Reflect on our learning | ● Pausing and jotting down what we learned about nouns and pronouns and what we still want to know about them. |
| Exploring Verb Tense | ● Jotting down what they notice about similar sentences with underlined<br>● simple-tense verbs.<br>● Jotting down what they notice about similar sentences with underlined<br>● perfect-tense verbs.<br>● Comparing similar sentences in simple and perfect verb tenses in small groups; writing their discoveries in their notebooks.<br>● Showing when to use the simple past and present perfect; discussing their noticings. |

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| Reflect<br>Pause and share | • Pausing and jotting down what we have learned about how different verb tenses work together and what we still want to know about them.<br>• Revisiting the mentor texts and discussing the different sentence types in them within partnerships. Writing new noticings and discoveries in their grammar notebooks.<br>• Picking a familiar topic; in shared writing, composing different types of sentences with prepositional phrases on the topic. Discussing how to revise sentence types.<br>• Revising a notebook entry to try out different sentence types. Sharing with partners and get feedback.<br>• Going into previous writing pieces to try out varying sentence types and adding prepositional phrases. |
| Explore Progressive Verb Tense | • Sharing similar sentences with underlined progressive-tense verbs in partnerships; discuss the similarities and differences among the sentences and jotting down what they notice.<br>• Composing sentences with verbs in the simple, perfect, and progressive tenses using word cards in small groups; writing the sentences in their grammar notebooks.<br>• Composing simple, compound, and complex sentences with different verb tenses using word cards in partnerships; writing the sentences in their grammar notebooks.<br>• Showing when to use the past, present, and future of the simple, perfect, and progressive verb tenses. |
| Reflect<br>Pause and Share | • Pausing and sharing what we have learned so far and how we can use this in our own writing<br>• Revisiting a mentor text and exploring how the author uses different parts of speech; writing their new noticings in their grammar notebooks.<br>• Composing a paragraph as a shared writing to include different parts of speech, verb tenses, and pronouns with clear antecedents on an agreed upon topic.<br>• Revising or adding to the previous session's writing using different sentence types and comparative/superlative adjectives.<br>• Revising using different verb tenses, pronouns, and comparative/superlative adjectives into previous writing pieces. |
| Post-Assessment<br>Assess: Types of Sentences and Prepositional Phrases | • Option 1: Revisiting pre-assessment and adding their new learning.<br>• Option 2: Writing a selection with different parts of speech and three different verb tenses. |

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| Learning Goals/Objectives | |
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| **Goals**<br>**We are learning to/that (WALT). . .** | **Pathways**<br>**. . . by engaging in the following pathways** |
| immerse ourselves in multiple versions of the genre | by<br>● exploring what other writers do<br>    1. Discussion on the definition and characteristics of historical fiction.<br>    2. Reading and analyzing excerpts from historical fiction books.<br>    3. Identifying key historical events in assigned books<br>    4. Analyzing the portrayal of historical figures and settings.<br>    5. Discussing the mentor texts in small groups<br>    6. Use shared writing approach ie. teacher describes what the students suggest |
| come up with ideas for historical fiction scenes based on the books they have read. | ● Thinking about scenes that the reader and character were both present for<br>    1. Write one down<br>    2. Write other ideas<br>    3. Repeat<br>● Thinking about a character you have empathy for<br>    1. Choosing a specific character from a text<br>    2. Write everything they know about that character<br>    3. Repeat<br>● Thinking about the character's journey beyond the text<br>    1. Think of where the character left the reader<br>    2. Think of things that the character might do<br>    3. Write them down<br>    4. Repeat |

| develop plans for the scenes they will write. | <ul><li>Crafting Historical Fiction Scenes<ol><li>Creating backstories for characters that fit with what you know about the story</li><li>Write them down</li><li>Repeat</li></ol></li><li>Rehearsing ideas with partners<ol><li>Share your plan with a partner</li><li>Partner offers praise and suggestions</li><li>Switch roles</li><li>Repeat</li></ol></li><li>Using your knowledge of the story to create double/triple timeline of the events of your scene<ol><li>Choose a small moment scene</li><li>Add action to move your story along</li><li>Repeat</li><li>Add a timeline under your action timeline and connect dialogue the characters might speak under each action</li><li>Repeat</li><li>Add a third timeline and connect a thought/feeling the character might have under each action and dialogue</li></ol></li><li>Incorporating story details and historical accuracy.<ol><li>Continue to analyze details that make sense in the time period</li><li>Write them down</li><li>Repeat</li></ol></li></ul> |
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| draft using story details | <ul><li>Using the learning from Grammar Unit 1 while drafting:<ol><li>Simple, Compound, and Complex Sentence</li><li>Adding commas after transitional words and phrases</li><li>Use end punctuation and capitals</li></ol></li><li>Transferring all they know about narrative structure to the genre of historical fiction:<ol><li>Highlighting the strong characters</li><li>Bring about clear and compelling plots</li><li>Including conflict</li><li>Adding suspense and tension to build excitement.</li><li>Including a strong lead to grab the attention of your reader.</li></ol></li></ul> |

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| | - Using sensory details to show the reader what is happening instead of just telling them:<br>   1. What were your feet doing?<br>   2. Ears hearing?<br>   3. Eyes seeing?<br>   4. Showing the passing of time: clock ticking, sun going down.<br>   5. Adding clues/symbols to show the time period<br>   6. Adding settings that a reader can visualize |
| revise using story details | - Using Grammar unit 2 -Let's Quote! Using Quotations and Punctuation in Lots of Different Types of Writing to revise writing<br>   1. Quotations for dialogue<br>   2. Citing text<br>   3. Capitalization<br>- Using the learning from Grammar Unit 2: Let's Quote! Using Quotations and Punctuation in Lots of Different Types of Writing<br>   1. Adding quotations for dialogue<br>   2. Adding proper capitalization<br>   3. Incorporating hyphens if necessary<br>- Using Peer feedback and revision of scene ideas<br>   1. Using same partners, share story<br>   2. Partner offers praise and suggestions<br>   3. Switch roles<br>   4. Repeat |
| make their writing easy to read | - Using Grammar Unit 3: Word Choice in Sentences<br>   1. Making Sure All the Words Fit Together<br>   2. Add agreement of proper nouns, pronouns, adjectives, adverbs, and verbs<br>   3. Add plural possessives |

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| **Modifications** |

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| *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.* | |
| **Students with IEPs** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring,</li><li>Refer to student IEP for goals and modifications.</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the writing piece.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use sentence starters or sentence frames when possible.</li><li>Use leveled texts when possible.</li><li>Provide a graphic organizer to track similarities and differences across text</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook.</li><li>Provide direct instruction with examples on how to use evidence to support your thinking.</li><li>Use shared writing through hovercam/smartboard to highlight how to find patterns</li><li>Use mentor texts to track changes in a character and how the author's message.</li><li>Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| **Students with 504s** | <ul><li>Extended time</li><li>Prompting</li><li>Reassurance</li><li>Time to formulate ideas</li><li>Visual clues</li><li>Preferential seating</li><li>Repeated directions or step-by-step directions</li><li>Check for understanding</li></ul> |

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| | - Ask pointed questions<br>- Instructional aides in the classroom setting<br>- Preview content vocabulary<br>- Behavior chart to increase focus and work completion<br>- Sensory breaks<br>- Chromebook carts<br>- Extensions-guided webquests and graphic organizers |
| **Students at Risk** | - Use various methods to understand a student's learning style: observation, surveys, and conferring<br>- Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>- Use pre-assessment data to drive instruction.<br>- Use preferential seating.<br>- Use flexible grouping.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>- Model productive and engaging partner talk.<br>- Provide guided notes as necessary.<br>- Set a writing goal for the assignment and then focus only on that goal.<br>- Allow students to use an electronic device to complete the assignment.<br>- Allow students to orally construct their story and self-record to use as a reference in their writing.<br>- Edit spelling, grammar, and punctuation last.<br>- Provide frequent breaks.<br>- Use Sentence Starters or Frames when possible.<br>- Use leveled texts when possible<br>- Provide a graphic organizer to track similarities and differences across texts<br>- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.<br>- Provide direct, instruction with examples on how to use evidence to support your thinking<br>- Use shared writing through hovercam/smartboard to highlight Finding Patterns.<br>- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing. |
| **Talented and Gifted** | - Use various methods to understand a student's learning style: observation, surveys, and conferring<br>- Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>- Use pre-assessment data to drive instruction.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. |

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| | <ul><li>Provide opportunities to lead discussion.</li><li>Use flexible grouping.</li><li>Set a writing goal for the assignment.</li><li>Have students make connections to other genres and/or story messages.</li><li>Have students find characters similarities and differences across texts and how they lead to the same message or pattern.</li><li>Provide opportunities to use student notebooks as an example.</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook</li></ul> |
| **Multilingual Learners** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |

| **Unit 4 Research Clubs April to Mid-May** |
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**Unit Overview**

In the Research Based Essay writing unit, students will develop text sets, both print and digital about the world around them. They will look into their minds, hearts, and lives to fill their writer's notebook with topics that they find interesting and are passionate about, including local and community issues that impact climate change. Writers will distinguish the difference between fact and opinion and use a combination of both to organize their essays around one big idea. Students will take

Essayists will flash draft and rehearse topics and ideas with partners. They will move from topics and grow them into ideas by finding significance in their chosen topics. Essayists will experiment with voice in order to discover their own, and they will look at topics from many different angles. They will elaborate their thinking and support their ideas with many different persuasive techniques including research and personal experiences. Students will use their prior knowledge to edit and revise their essay for clarity. They will meet with partners throughout the writing process to make suggestions and bounce ideas off of one another. Essayists will publish and celebrate their work as a community of writers.

**Unit Goals**

- Writers immerse ourselves in multiple versions of the genre
- Writers read and talk with partners from a text set.
- Writers come up with ideas and make a plan for writing based on the text set.
- Writers draft and revise using informational details, especially paraphrased and quoted research.
- Writers edit to make sure their writing is easy to read.

**Standards Addressed in this Unit**

**Language Domain: Foundational  Skills Reading**

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Language Domain: Foundational Skills Writing**

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

Avoid fragments, run-ons and rambling sentences, and comma splices.

Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

Ensure agreement between subject and verb and between pronoun and antecedent.

Distinguish between frequently confused words.

Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Reading Domain

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

**Writing Domain**

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    A.   Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
    B.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    C.   Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
    D.   Use precise language and domain-specific vocabulary to inform about or explain the topic.
    E.   Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
    A.   Consider audience, purpose, and intent before writing.
    B.   Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
    C.   Consider writing as a process, including self-evaluation, revision and editing.
    D.   With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
    E.   After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening Domain**

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    A.   Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

    B.   Follow agreed-upon rules for discussions and carry out assigned roles.

    C.   Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    D.   Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

| Computer Science and Design Thinking |
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| 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.<br>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.<br>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.<br>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. |
| Career Readiness, Life Literacies, and Key Skills |
| 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

## Assessment

| **Possible Ongoing Assessments** | **Pre and Post assessment will be administered for each unit.** |
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## Materials/Resources

| Suggested Mentor Texts | Supplemental Resources |
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| <ul><li>Current Standardized Test Practice<br>Excerpts from:<ul><li>Ida B by Katherine Hannigan</li><li>Moon Over Manifest by Clare Vanderpool</li><li>The Youngest Girl in Fifth Grade by Angela Brazil</li><li>The Amazing Penguin Rescue by Lauren Tarshis</li><li>The Amazing Penguin Rescue by Dyan DeNapoli</li><li>Endangered Penguins Caught in Oil Spill Video</li><li>The Growin' of Paul Bunyan</li></ul></li><li></li></ul> | <ul><li>Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</li><li>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**)</li></ul>Supplemental Materials Digital Resources:<br>○ Scholastic<br>○ Readworks<br>○ Bookflix<br>○ Newsela |

| Grammar |
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| **Unit Overview:** What is grammar? "The lady who married your grandpa, of course!" (—former OPS student, A.J. Castro)<br>Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a "word nerd" yourself. Grammar, in a word, is fun. |

| Resources: | Quill<br>Khan Academy<br>Not Your Granny's Grammar Slideshow<br>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**)<br>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**) |
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| **Goals**<br>**We are learning to/that (WALT). . .** | **Pathways**<br>**. . . by engaging in the following pathways** |
| Use Pre-Assessments for Simple, | <ul><li>Give a list of different types of sentences (including prepositional phrases, modal auxiliaries,</li></ul> |

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| Compound, and Complex Sentences | and correlative conjunctions). Ask students to write what they know about them. Introduce goals of the unit. |
| Explore sentences in at a Mentor Text | <ul><li>Reading the first piece and list out any noticings about sentences and their impact on you, as the reader.</li><li>Listing out any noticings about sentences and their impact on you from Mentor Text 2.</li><li>Noticing differences in how these two authors use sentences to establish tone.</li><li>Sharing a list of simple, compound, and complex sentences. Some of these sentences will contain prepositional phrases. Compare them in partnerships.</li></ul> |
| Reflect on Shared Writing | <ul><li>Designing  guiding questions for grammar study. Revisit goals and generate questions that help meet those goals.</li></ul> |
| Study Prepositional Phrases and verbs in Sentences | <ul><li>Discussing what is noticed about the verb and the prepositional phrase in partnerships.</li><li>Teaching how to recognize a sentence that has a prepositional phrase that precedes the verb- and how to determine if the verb becomes singular or plural</li><li>Reviewing a collection of sentences that have a prepositional phrase before the verb. Sorting them into two categories: singular or plural verbs. Comparing them with other partnerships.</li><li>Creating a few sentences that use prepositional phrases before the verb and record those in their grammar notebooks. Encouraging the design of sentences with singular and plural verbs.</li><li>Using word cards to create simple, compound, and complex sentences</li><li>Writing sentences in their grammar notebooks, explaining why each sentence is a certain type.</li></ul> |
| Reflect on our Learning | <ul><li>Pausing and sharing what we have learned so far and what we still want to know about using prepositional phrases.</li><li>Look back at goals and questions.</li></ul> |
| Study Helping Verbs | <ul><li>Discussing the tone each sentence takes with different helping verbs from several sentences that contain modal auxiliaries or "helping verbs" from the mentor text and some new</li></ul> |

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| | sentences in partnerships.<br>● Designing a sentence using a main verb and a "helping verb" that matches the tone (formal, informal, polite) you are choosing to have in your writing.<br>● Sorting a collection of sentences that vary with formal, informal, and polite tones. Students sort these on a spectrum based on the tone the author wished to take from informal to more formal.<br>● Picking a sentence that contains one modal auxiliary from the mentor text and, in shared writing, compose sentences that match that structure; try another type and repeat the process.<br>● Reflecting on what was noticed about how modal auxiliaries impact tone in partnerships.<br>● Creating lists of "Things to Remember When Using 'Helping Verbs'"and place them in grammar notebooks. |
| Explore Correlative Conjunctions | ● Comparing sentences that use correlative conjunctions.<br>● Discussing what each does to show the relationship between the two parts of the sentences; using sentences from the mentor text and some new ones.<br>● Sharing the process a writer might use to include a correlative conjunction in a sentence.<br>● Hunting for sentences that use correlative conjunctions while reading a short story provided to them in partnership<br>● Considering  the impact of the correlative conjunctions on the sentences.<br>● Creating sentences using correlative conjunctions. Challenging them to make these sentences relate to one another in small groups. Recording the sentences in their grammar notebooks. |
| Reflect<br>Pause and share | ● Pausing and sharing what we have learned so far and how we can use that learning in our writing, making sure to jot ideas on self-stick notes and place them in their notebooks. |

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| Transfer Information in our Shared Writing | • Reviewing the revision checklist and how to use it while revising a piece of writing as a group.<br>• Adding grammar skills from Unit 1-3.<br>• Creating a go-tp chart that describes each type of sentence structure based on purpose. Including examples of each.<br>• Revisiting one or more notebook entries to revise sentences to include different types of sentence structures. Sharing with a partner and getting feedback.<br>• Going into a previously written piece or draft and revising based on purpose, audience, and the goal for writing. |
| Post-Assessment<br>Assess: Types of Sentences and Prepositional Phrases | • Option 1: Revisiting pre-assessment and adding their new learning.<br>• Option 2: Writing a paragraph in response to a prompt |

| Learning Goals/Objectives | |
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| Goals<br>We are learning to/that (WALT). . . | Pathways<br>. . . by engaging in the following pathways |
| immerse ourselves in multiple versions of the genre | by<br>exploring what other writers do<br>1. Reading, discussing, and marking up appropriate blogs.<br>2. Demonstrating that evidence comes from many different sources<br>3. Realizing that opinion essays are organized around an important idea that is developed across the whole text.<br>4. Use shared writing approach ie. teacher describes what the students suggest |
| read and talk with partners from a text set. | • Brainstorming ideas related to the given text set<br>   1. Take turns reading aloud from the text set with a partner. |

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| | 2. Discuss text sets that they have read or want to read about the main ideas, key details, and any questions they may have<br>3. Write down any thoughts, keywords, or phrases that come to mind<br>    a. Compare their notes with their partner<br>4. Practice summarizing what they have read to their partner<br>    a. Focus on the main ideas and key details of the text.<br>5. Repeat |
| come up with ideas and make a plan for writing based on the text set. | ● During drafting, implement Grammar Unit 1 - Trying Out Sentences of All Different Shapes and Sizes<br>  1. Simple, Compound, and Complex Sentence<br>  2. Adding commas after transitional words and phrases<br>  3. Find run-ons<br>  4. Find comma splices<br>  5. Use end punctuation and capitals<br>  6. Read over each sentence<br>    a. Check to be sure it has a capital letter at the beginning<br>    b. Add and endmark at the end of the sentence<br>    c. Make sure the next letter is capitalized<br>● Freewriting to generate a pool of ideas to choose from<br>  1. Set a timer for a few minutes and write down any ideas that come to mind related to the text set.<br>  2. Repeat<br>● Mind Mapping to organize and connect different ideas<br>  1. Writing the main topic in the center and branching out with related ideas.<br>  2. Repeat<br>● Implementing Graphic Organizers to create a clear structure for their writing plan<br>  1. Use graphic organizers such as Venn diagrams, T-charts, or webs to organize their ideas.<br>  2. Repeat<br>● Organizing Ideas to create a clear progression of your writing plan<br>  1. Once the ideas are generated, writers can organize them into categories or subtopics.<br>  2. Share in partnerships<br>    a. Offer praise and suggestions |

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| | b. Switch roles |
| draft and revise using informational details, especially paraphrased and quoted research. | ● Using Grammar unit 2 -Let's Quote! Using Quotations and Punctuation in Lots of Different Types of Writing in drafting<br>    1. Quotations for dialogue<br>    2. Citing text<br>    3. Capitalization<br>● Researching to support their writing<br>    1. Gather relevant information about the topic.<br>        a. use books, articles, or reliable websites to find additional details and evidence to support their writing.<br>● Paraphrasing to add credibility to their writing<br>    1. Practice paraphrasing the information they have gathered.<br>    2. This involves rephrasing the information in their own words while maintaining the original meaning.<br>● Quoting to add authenticity and evidence to their writing<br>    1. Include direct quotes from their research to support their ideas.<br>    2. Use quotation marks and cite the source to give credit to the original author.<br>● Grammar Unit 3: Word Choice in Sentences in revising<br>    1. Making Sure All the Words Fit Together<br>    2. Add agreement of proper nouns, pronouns, adjectives, adverbs, and verbs<br>    3. Add plural possessives<br>● Providing peer Feedback to identify areas where more informational details can be added.<br>    1. Share their draft with a peer and ask for feedback<br>    2. Peers provide praise and suggestions for improvement<br>    3. Help writers identify areas where more informational details can be added. |
| edit to make sure their writing is easy to read. | ● Reading Aloud to identify areas that need improvement and makes the writing flow better.<br>    1. Read their writing aloud to identify any sentences or phrases that sound awkward or confusing.<br>        a. Read to new partnerships |

|  | b. Peers provide praise and suggestions for improvement |
|  | c. Help writers identify areas where more informational details can be added. |

- Simplifying Sentences to make them easier to understand
  1. Check their sentences for complexity and length. They should aim to simplify long and complicated sentences to make them easier to understand. Using clear and concise language improves readability.
- Using transition words to help readers follow the logical progression of the writing.
  1. Connect ideas and make their writing flow smoothly.
  2. Add words like "first,"
  3. Read through and add words like "next,"
  4. Read through and add words like "in addition,"
  5. Read through and add words like"finally"
- Use Grammar Unit 4 - Choosing and Using Sentences with Purpose
  1. Agreement
  2. Prepositional phrases
  3. Modal auxiliaries
  4. Correlative conjunctions
- Proofreading to help them identify and correct mistakes
  1. Carefully proofread their writing for spelling errors
  2. Carefully proofread their writing for grammar errors
  3. Carefully proofread their writing for punctuation errors.
  4. Carefully proofread their writing with tools like spell checkers and grammar checkers

| Modifications |
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| *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.* |

| Students with IEPs | ● Use various methods to understand a student's learning style: observation, surveys, and conferring,<br>● Refer to student IEP for goals and modifications.<br>● Ask students to recall together what they already learned in ways that activate their prior knowledge. |

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| | <ul><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the writing piece.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use sentence starters or sentence frames when possible.</li><li>Use leveled texts when possible.</li><li>Provide a graphic organizer to track similarities and differences across text</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook.</li><li>Provide direct instruction with examples on how to use evidence to support your thinking.</li><li>Use shared writing through hovercam/smartboard to highlight how to find patterns</li><li>Use mentor texts to track changes in a character and how the author's message.</li><li>Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| **Students with 504s** | <ul><li>Extended time</li><li>Prompting</li><li>Reassurance</li><li>Time to formulate ideas</li><li>Visual clues</li><li>Preferential seating</li><li>Repeated directions or step-by-step directions</li><li>Check for understanding</li><li>Ask pointed questions</li><li>Instructional aides in the classroom setting</li><li>Preview content vocabulary</li><li>Behavior chart to increase focus and work completion</li><li>Sensory breaks</li><li>Chromebook carts</li><li>Extensions-guided webquests and graphic organizers</li></ul> |

| Students at Risk | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
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| Talented and Gifted | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Provide opportunities to lead discussion.</li><li>Use flexible grouping.</li><li>Set a writing goal for the assignment.</li><li>Have students make connections to other genres and/or story messages.</li><li>Have students find characters similarities and differences across texts and how they lead to the same message or pattern.</li><li>Provide opportunities to use student notebooks as an example.</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook</li></ul> |

| Multilingual Learners | <ul><li>Use various methods to understand a student's learning style: observation, surveys, conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
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| **Unit 5 Writing Newscasts Mid-May to June** |
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| **Unit Overview**<br><br>In the Journalism Writing Unit, writers will become the news reporters of their community. They will generate news stories by looking around them and thinking about topics that they find interesting. Students will create a dramatic tone by using vivid words to ensure that their stories are compelling to their readers. Student journalists will interview witnesses or people related to their stories. They will select the most pertinent quotes to include and write strong endings, leaving the reader contemplating the event. Students will be divided into small groups (four or five, maximum). They will choose creative names for their news teams and/or themselves, as news reporters. Each |

group will be responsible for researching, reading, writing questions, interviewing, taking notes, writing scripts, creating a slideshow and presenting news broadcasts. Each member of the news team will be asked to conduct an interview with someone in the OPS community: superintendent, principal/asst. principals, teachers or other staff members or students. Costumes and props will be encouraged. In addition to writing a script for their news story, students will produce either a pre-recorded and edited news presentation or collaborative slideshow that will be projected on the SMART Board behind them as they deliver their newscast. Music, photos and video clips will be inserted to enhance the presentation. Students will collaborate to create a logo for their news team.

## Unit Goals

- Writers immerse ourselves in multiple versions of the genre
- Writers generate a number of ideas for a newscast.
- Writers choose an idea and develop a plan.
- Writers come up with questions to interview
- Writers record interviews
- Writers draft and revise to carefully choose information to include.
- Writers record and edit their news segments to create a cohesive program together
- Writers rehearse newscasts with partners, asking for feedback.

## Standards Addressed in this Unit

### Language Domain: Foundational  Skills Reading

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### Language Domain: Foundational Skills Writing

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
Avoid fragments, run-ons and rambling sentences, and comma splices.
Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
Ensure agreement between subject and verb and between pronoun and antecedent.
Distinguish between frequently confused words.

Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Reading Domain

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

## Writing Domain

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.

B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

| Assessment | |
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| **Possible Ongoing Assessments** | **Pre and Post assessment will be administered for each unit.** |

| Materials/Resources | |
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| **Suggested Mentor Texts** | **Supplemental Resources** |
| <ul><li>Supplemental Materials Digital Resources:<ul><li>Scholastic</li><li>Readworks</li><li>Bookflix</li><li>Newsela</li></ul></li></ul> | <ul><li>Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</li><li>*Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**)</li></ul> |

| Grammar | |
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| **Unit Overview:** What is grammar? "The lady who married your grandpa, of course!" (—former OPS student, A.J. Castro) <br> Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a "word nerd" yourself. Grammar, in a word, is fun. | |
| **Resources:** | Quill <br> Khan Academy <br> Not Your Granny's Grammar Slideshow <br> *Grammar study: Teacher's Resource System* (Grade 5) by Patty McGee (**PDF**) |
| **Goals** <br> **We are learning to/that (WALT). . .** | **Pathways** <br> **. . . by engaging in the following pathways** |

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| Use Pre-Assessment to Assess Students Parts of Speech. | <ul><li>Giving a list of sentences (including tags, commas in a series, and interrupters).</li><li>Asking students to write what they know about complete sentences.</li><li>Sharing goals.</li></ul> |
| Explore Commas and Dashes | <ul><li>Listing out any noticings on the use of commas in Mentor Text 1 and 2.</li><li>Listing out any noticings about complete sentences in Mentor Text 1 and 2.</li><li>Listing out any noticings about titles in Mentor Text 1 and 2.</li></ul> |
| Reflect on Shared Writing | <ul><li>Designing guiding questions for grammar study. Revisit goals and generate questions that help meet those goals.</li></ul> |
| Explore Sentences, Commas, Em Dashes, and Parenthesis | <ul><li>Reading Comma's in a Coma at Grammar General Hospital in partnerships and exploring sentences from the text and note their observations on punctuation usage from .</li><li>Teaching how to add interrupters to sentences using commas, em dashes, and parentheses.</li><li>Sorting a collection of sentences into categories based on comma usage. Talking about their noticings.</li><li>Reflecting in partnerships on how different types of punctuation act like street signs in a sentence. Creating a chart of "street signs" and examples.</li><li></li><li>Reviewing a collection of simple, compound, and complex sentences and sorting them into those three categories; compare with other partners.</li><li>Using word cards to create simple, compound, and complex sentences</li><li>Writing sentences in their grammar notebooks, explaining why each sentence is a certain type.</li></ul> |
| Reflect on our learning | <ul><li>Pausing and sharing what we have learned so far and what we still want to know about sentences.</li></ul> |
| Explore punctuation and sentences | <ul><li>Challenging partnerships to create sentences with commonly confused words. Developing an anchor chart to help guide them. Sharing paired sentences to allow partnerships to explore</li></ul> |

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| | • how lists of items are formatted and punctuated. Students write their noticings in their notebooks.<br>• Confirming hypotheses and creating an anchor chart to show how to format and punctuate lists in sentences.<br>• Using word cards to create sentences with commas in a series, tags, and interrupters. Challenging them to make sentences that flow into each other.<br>• Sharing how to format titles and provide a list of sentences with titles in them. Allowing partnerships to explore how the titles are formatted in the list. |
| Reflect<br>Pause and share | • Pausing and sharing what we have learned so far and what we still want to learn. |
| Dig deep into Sentence Study | • Exploring a list of paired sentences, discussing the differences and jot down any noticings.<br>• Showing how to turn a fragment into a complete sentence.<br>• Showing how to fix a run on sentence.<br>• Sharing a paragraph with the verbs removed from the sentences. As a class, determining which verb and tense to use in the sentences. |
| Reflect | • Share what we have learned so far and what we still want to know about writing complete sentences. |
| Dig Deep into  Singular and Plural Possessives | • Exploring a list of sentences that include singular and plural possessive nouns. Discussing and jotting down their noticings, hypothesizing when to use 's or s'.<br>• Teaching a strategy on how to edit for plural and singular possessives. |
| Reflecting in Shared Writing | • Revisiting  the Stop! Punctuation Signs chart and use it as a guide while revising a previously written text. Trying to use different types of punctuation to see how they affect the sentence.<br>• Examining and revising a previously written text to ensure that it matches the grammatical structures from the unit.<br>• Celebrating these sentences by making a space in the classroom to display them. |
| Post-Assessment | • Option 1: Revisiting pre-assessment and adding their new learning. |

| Assess: Types of Sentences and Prepositional PhrasesP | ● Option 2: Writing a selection of example sentences for each of the focuses for the week Label these sentences with what you learned. |
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| Learning Goals/Objectives | |
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| **Goals** **We are learning to/that (WALT). . .** | **Pathways** **. . . by engaging in the following pathways** |
| immerse ourselves in multiple versions of the genre | by<br>● Watching and analyzing different newscasts<br>　1. Pay attention to various newscasts from different sources, such as local news channels, national news networks, and online news platforms.<br>　2. Pay attention to the structure of the newscast, the delivery of the news anchors, the use of visuals and graphics, and the overall tone and style.<br>　3. Analyze how different news stories are presented, how interviews are conducted, and how information is organized and presented to the audience.<br>　4. Take notes on the strengths and weaknesses of each newscast and identify elements that make them engaging and informative.<br>● Reading  News Articles<br>　1. Analyze the language used in news articles, the structure of the articles, and the way facts and quotes are presented.<br>　2. Compare the written form of news with the spoken form in newscasts and identify any differences in style and tone<br>　3. Pay attention to how news articles are organized, with the most important information presented first, followed by supporting details<br>● Using Grammar Unit 1 - Trying Out Sentences of All Different Shapes and Sizes while immersing<br>　1. Simple, Compound, and Complex Sentence |

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| | 2. Adding commas after transitional words and phrases<br>3. Find run-ons<br>4. Find comma splices<br>5. Use end punctuation and capitals<br>6. Read over each sentence<br>    a. Check to be sure it has a capital letter at the beginning<br>    b. Add and endmark at the end of the sentence<br>    c. Make sure the next letter is capitalized |
| generate a number of ideas for a newscast. | ● Using Grammar unit 2 -Let's Quote! Using Quotations and Punctuation in Lots of Different Types of Writing in generating<br>    1. Quotations for dialogue<br>    2. Citing text<br>    3. Capitalization<br>● Brainstorming to let their creativity flow and think outside the box<br>    1. Individually or in a group and write down any and all topics that come to mind<br>    2. No idea is too big or too small during this stage<br>● Researching and finding current events to find interesting and relevant topics to cover<br>    1. Read newspapers, watch news programs, or browse news websites to gather ideas for their newscast<br>● Visual Inspiration as a starting point for developing their news stories<br>    1. Encourage writers to look at photographs<br>    2. Encourage writers to look at illustrations<br>    3. Encourage writers to look at videos |
| choose an idea and develop a plan. | ● Evaluating relevance and interest to choose the most compelling and relevant ones.<br>    1. Ask themselves questions like: Is this idea important to our audience? Does it capture their attention? Does it align with the purpose of our newscast?<br>        a. If yes, then continue. Otherwise think of a new angle<br>● Researching and gathering information to ensure that the newscast is accurate and informative.<br>    1. Read articles, watch videos, or conduct interviews to gather facts, quotes, and details<br>● Organizing and outlining to ensure a logical flow and coherence in their newscast<br>    1. Create an outline or storyboard to organize their ideas and plan the structure of their |

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|  | newscast<br>   2. Include segments, transitions, and key points they want to cover<br>● Considering time and resources creating a practical and achievable newscast<br>   1. Consider the time constraints<br>   2. Consider available resources<br>   3. Understand that their newscast can be realistically executed within the given time frame<br>   4. Understand that their newscast can be realistically executed with the available equipment and personnel |
| come up with questions to interview | ● Considering people to interview<br>   1. Interview people in their community or school to gather information and ideas for their newscast.<br>   2. Ask questions about local events, interesting stories, or important issues. Conducting interviews can provide unique insights and perspectives<br>● Identifying key points to elicit detailed responses from the interview<br>   1. Identify the key points they want to cover in the interview<br>   2. Make a list of important information, facts, or issues related to the topic<br>● Considering the Audience to create questions that are engaging and relevant to their audience<br>   1. Consider the interests of their audience<br>   2. Consider what their audience would like to know<br>   3. Consider what information would be most valuable to them<br>● Using open-ended questions to allow for a deeper understanding of the topic<br>   1. Encourage interviewees to provide detailed and thoughtful responses<br>   2. Ask questions that require more than a simple yes or no answer<br>   3. Ask questions that begin with "how," "why," or "tell me about."<br>● Preparing follow-up questions to dig deeper into the interviewee's responses<br>   1. Prepare follow-up questions.<br>   2. Can be based on the interviewee's answers<br>   3. Can be related to the previous questions asked |
| record interviews | ● Using a recording device |

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| | 1. Bring along a recording device, such as a smartphone or a voice recorder, to record the interview<br>2. Capture all the details and can refer back to the interview later for accurate information<br>3. Make sure the device is set up properly and test it before starting the interview<br><br>● Taking detailed notes:<br>   1. If a recording device is not available or preferred, writers can take detailed notes during the interview<br>   2. Write down key points, quotes, and any important information shared by the interviewee<br>   3. Actively listen and jot down the most relevant details<br>● Asking interviewee for permission:<br>   1. Before recording the interview, writers should ask for permission from the interviewee<br>   2. Explain the purpose of the recording<br>   3. Assure the interviewee that it will be used responsibly and with their consent<br>   4. Respecting the interviewee's privacy and wishes is crucial<br>● Maintaining a professional demeanor<br>   1. Speak clearly and confidently, and avoid interrupting the interviewee<br>   2. Create a comfortable and respectful environment that encourages the interviewee to share their thoughts and experiences<br>● Reviewing and Transcribe the Interview<br>   1. Review the recording or their notes and transcribe the interview<br>   2. Type out the interview word-for-word or summarizing the main points |
| draft and revise to carefully choose information to include. | ● Grammar Unit 3: Word Choice in Sentences in revising<br>   1. Making Sure All the Words Fit Together<br>   2. Add agreement of proper nouns, pronouns, adjectives, adverbs, and verbs<br>   3. Add plural possessives<br>● Starting with a strong hook to set the tone for the newscast and encourages the audience to continue watching<br>   1. A strong hook A strong hook or introduction that grabs the audience's attention<br>      a. Compelling fact |

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|  | b. An intriguing question |
|  | c. Powerful statement. |
|  | ● Prioritizing key Information to make sure newscast is informative and engaging |
|  |     1. Carefully select and prioritize the most important information to include in their newscast |
|  |     2. Focus on facts, events, and stories that are relevant, interesting, and impactful |
|  | ● Using clear and concise language to effectively communicate their ideas to the audience |
|  |     1. Use simple and straightforward language |
|  | ● Using small groups for feedback to refine and improve their newscast |
|  |     1. Writers should share their draft newscast with peers, teachers, or mentors to receive feedback |
|  |     2. Ask for suggestions on content selection, organization, and overall effectiveness |
| rehearse newscasts with partners, asking for feedback. | ● Practicing with a partner to improve performance and build confidence |
|  |     1. Practice their delivery, timing, and collaboration |
|  |     2. Take turns playing the role of the news anchor |
|  |     3. Take turns playing the role of reporter to simulate a real newscast |
|  |     4. Rehearse multiple times |
|  | ● Seeking constructive feedback to help in identifying areas for improvement and enhancing the overall delivery |
|  |     1. Ask questions like: Did I speak clearly and confidently? Did I maintain eye contact with the audience? Did I effectively engage the audience? |
|  |     2. Make necessary revisions to their newscast |
|  |         a. Adjust their delivery, improve their timing, and make any necessary changes to their script |
| record and edit their news segments to create a cohesive program together | ● Planning and scripting so it is well-organized and easy to follow |
|  |     1. Outline the main points, transitions, and key information that needs to be included in each segment |
|  |     2. Create a script that includes the introduction, news stories, interviews, and any other segments they plan to include in the program |

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| | ● Setting up the recording space<br>   1. Find a quiet and well-lit space to record their news segments<br>   2. Set up a backdrop or use a green screen to create a professional-looking background<br>   3. Eliminate any background noise or distractions that could affect the quality of the recording<br>   4. Consider using a tripod or stabilizer to keep the camera steady during the recording.<br>● Recording the news segments<br>   1. Speak clearly and confidently<br>   2. Maintain eye contact with the camera<br>   3. Use appropriate facial expressions and gestures to engage the audience<br>   4. Record multiple takes of each segment to ensure they have enough material to choose from during the editing process<br>   5. Review the recordings and select the best takes for each segment<br><br>● Editing the News Segment<br>   1. Use video editing software to edit and arrange the footage<br>   2. Trim any unnecessary parts<br>   3. Add transitions between segments<br>   4. Adjust the audio levels. |

| Modifications |
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| *These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.* |

| **Students with IEPs** | ● Use various methods to understand a student's learning style: observation, surveys, and conferring,<br>● Refer to student IEP for goals and modifications.<br>● Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>● Use pre-assessment data to drive instruction.<br>● Use preferential seating.<br>● Use flexible grouping. |

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| | <ul><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the writing piece.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use sentence starters or sentence frames when possible.</li><li>Use leveled texts when possible.</li><li>Provide a graphic organizer to track similarities and differences across text</li><li>Demonstrate and model writer's notebook with a teacher's and/or student's notebook.</li><li>Provide direct instruction with examples on how to use evidence to support your thinking.</li><li>Use shared writing through hovercam/smartboard to highlight how to find patterns</li><li>Use mentor texts to track changes in a character and how the author's message.</li><li>Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
| **Students with 504s** | <ul><li>Extended time</li><li>Prompting</li><li>Reassurance</li><li>Time to formulate ideas</li><li>Visual clues</li><li>Preferential seating</li><li>Repeated directions or step-by-step directions</li><li>Check for understanding</li><li>Ask pointed questions</li><li>Instructional aides in the classroom setting</li><li>Preview content vocabulary</li><li>Behavior chart to increase focus and work completion</li><li>Sensory breaks</li><li>Chromebook carts</li><li>Extensions-guided webquests and graphic organizers</li></ul> |
| **Students at Risk** | <ul><li>Use various methods to understand a student's learning style: observation, surveys, and conferring</li><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li></ul> |

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| | - Use pre-assessment data to drive instruction.<br>- Use preferential seating.<br>- Use flexible grouping.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>- Model productive and engaging partner talk.<br>- Provide guided notes as necessary.<br>- Set a writing goal for the assignment and then focus only on that goal.<br>- Allow students to use an electronic device to complete the assignment.<br>- Allow students to orally construct their story and self-record to use as a reference in their writing.<br>- Edit spelling, grammar, and punctuation last.<br>- Provide frequent breaks.<br>- Use Sentence Starters or Frames when possible.<br>- Use leveled texts when possible<br>- Provide a graphic organizer to track similarities and differences across texts<br>- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.<br>- Provide direct, instruction with examples on how to use evidence to support your thinking<br>- Use shared writing through hovercam/smartboard to highlight Finding Patterns.<br>- Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing. |
| **Talented and Gifted** | - Use various methods to understand a student's learning style: observation, surveys, and conferring<br>- Ask students to recall together what they already learned in ways that activate their prior knowledge.<br>- Use pre-assessment data to drive instruction.<br>- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.<br>- Provide opportunities to lead discussion.<br>- Use flexible grouping.<br>- Set a writing goal for the assignment.<br>- Have students make connections to other genres and/or story messages.<br>- Have students find characters similarities and differences across texts and how they lead to the same message or pattern.<br>- Provide opportunities to use student notebooks as an example.<br>- Demonstrate and model writer's notebook with a teacher's and/or student's notebook |
| **Multilingual Learners** | - Use various methods to understand a student's learning style: observation, surveys, conferring |

|  | <ul><li>Ask students to recall together what they already learned in ways that activate their prior knowledge.</li><li>Use pre-assessment data to drive instruction.</li><li>Use preferential seating.</li><li>Use flexible grouping.</li><li>Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li><li>Model productive and engaging partner talk.</li><li>Provide guided notes as necessary.</li><li>Set a writing goal for the assignment and then focus only on that goal.</li><li>Allow students to use an electronic device to complete the assignment.</li><li>Allow students to orally construct their story and self-record to use as a reference in their writing.</li><li>Edit spelling, grammar, and punctuation last.</li><li>Provide frequent breaks.</li><li>Use Sentence Starters or Frames when possible.</li><li>Use leveled texts when possible</li><li>Provide a graphic organizer to track similarities and differences across texts</li><li>Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.</li><li>Provide direct, instruction with examples on how to use evidence to support your thinking</li><li>Use shared writing through hovercam/smartboard to highlight Finding Patterns.</li><li>Use mentor texts to track changes in a character and how the author's message. Provide a graphic organizer that students can complete and use as a guide in their own writing.</li></ul> |
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