

Unit PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT GRADE 5 WRITING

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I. OVERVIEW

Writing instruction will be taught through the workshop method. Lessons will consist of a brief teacher-directed mini-lesson followed by ample writing time, teacher conferencing, peer conferencing, and share time. Through the course of each unit, students will compose multiple writing pieces as they develop stamina. Students will write across content areas taking into consideration their audience, task, purpose, and discipline. Student samples, mentor texts, and other exemplars will be used to demonstrate writing techniques and strategies. Student progress will be monitored and differentiated teaching points will be addressed to enhance a student's writing repertoire during one-on-one writing conferences, small strategy group settings, through self-assessments, and rubrics. Peer conferences will be integrated for author-to-author feedback. Grammar and mechanics will be addressed through mini-lessons and refined through conferencing lessons and strategy groups. Students will come to a deeper appreciation of both fiction and non-fiction texts through the models they interact with, peer work, and their own writing pieces. Student work samples will be proof of their development, and be reflected in their writer's notebook. The writing workshop method helps students develop their independent application of skills as they move along the continuum of writing progression stages.

Our curriculum is designed to respond to the varying developmental stages of students. The workshop model allows for differentiation and authentic writing endeavors with students working at their own level to the best of their ability. Independence in writing is an overarching goal. Writing teachers will confer with students regularly to monitor student's achievement and inform their instructional decisions. Each writing session will conclude with students sharing their writing pieces. Students will be encouraged to display pride in their writing accomplishments.

II. RATIONALE

The Parsippany Troy Hills School District uses a balanced literacy approach to teaching reading and writing. Writing Workshop prepares learners for 21st century critical thinking, problem solving and analytical skills. Goals fostered through the workshop model will help students prepare for becoming independent workers and thinkers. Through the writing workshop model, students have the power to set goals, and direct their own writing. The Parsippany-Troy Hills School District Writing Curriculum was developed in alignment with the New Jersey Student Learning Standards to address a variety of skills across content standards. At each grade level, students write in a variety of genres including narrative, persuasive and informational. The

curriculum and workshop method provides a differentiated, student-centered approach, ensuring that the individual needs for each student are met. A progression throughout the grade level is clearly delineated in the Unit of Study guide. Whole group, small group, and one-to-one explicit instruction will be utilized along with independent work time and peer collaboration to create a well-rounded writing experience.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gl/an7Zab>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan

III. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards <https://www.nj.gov/education/cccs/2016/ela/g05.pdf> f)

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. Progress

Indicators for Writing

Text Types and Purposes

W.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.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 aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within 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 or explanation presented.

W.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.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Presentation of Knowledge and Ideas

SL.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.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.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Progress Indicators for Language

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.
- E. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.

- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. 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., *I s that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., *cause/effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- C. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [Curriculum Modifications and Adaptations](#) included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

IV. OVERARCHING ESSENTIAL QUESTIONS

- What is the connection and importance between reading and writing?
- How do we create multiple writing pieces within a genre?
- How do we write for multiple genres?
- How do we write for a variety of purposes?
- How do we continue to write with stamina and independence?
- How do we use ideas from our lives to enhance our writing?
- How does talking to others help improve our writing?
- What is the purpose of applying grammar and mechanics skills?
- How can usage of spelling rules and patterns improve written communication?
- How can we use evaluation and reflection to improve our writing?
- What is the importance of sharing our writing with others?
- How can we establish positive writing goals?

V. STRATEGIES

- Teacher presentation of skills (mini-lesson)
- Making connections to mentor texts
- Daily opportunity to write
- Conference opportunity (with peer and teacher)
- References to anchor charts
- Mid-workshop teaching point

- Daily share/partnership time
- Celebration projects/published pieces

VI. EVALUATION

The end of trimester progress report grading scale is as follows:

4 - EXCEEDS STANDARDS – Consistently grasps, applies, and extends key concepts, processes and skills.

3 - MEETS STANDARDS – Grasps and applies key concepts, processes and skills.

2 - APPROACHING STANDARDS – Beginning to grasp and apply key concepts, processes and skills. 1 - NEEDS

SUPPORT – Not grasping key concepts, processes, and essential skills. N/A - Not assessed at this time

Progress report indicators include:

- Generates and develops ideas
- Demonstrates qualities of writing: Organization
- Demonstrates qualities of writing: Sentence Structure
- Demonstrates qualities of writing: Supporting Details
- Demonstrates qualities of writing: Word Choice
- Demonstrates qualities of writing: Mechanics
- Applies strategies and spelling patterns to writing
- Reviews, revises, and edits
- Maintains focus and stamina with independent writing
- Utilizes digital tools to write collaboratively, revise, edit, and publish writing
- Expresses ideas orally with clarity and effectiveness
- Demonstrates listening skills for information and understanding
- Participates in discussions and small group activities
- Utilizes technology including audio recording, visual displays, and multimedia components for presentation

The following resources may be used to analyze progress for each indicator:

- Student writing samples (entries, drafts, and published work)
- On demand performance assessment writing pieces

- Conferring notes and anecdotal records
- Rubrics and Checklists
- Open-ended responses to mentor texts
- Goal setting and progress monitoring toward goals
- Student self-monitoring and evaluation

VII. RESOURCES

- www.heinemann.com
- <http://pearsonaccessnext.com/>
- Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Reading and Writing Project
- The Power of Grammar: Unconventional Approaches to the Conventions of Language by Mary Ehrenworth and Vicki Vinton ● Mastering the Mechanics: Ready-to-Use Lessons for Modeled, Guided, and Independent Editing by Linda Hoys and Teresa Therriault
- See “mentor text/resource” column in Scope and Sequence for additional resource suggestions by unit

VIII. SCOPE AND SEQUENCE

5th GRADE WRITING
 Writer’s Workshop Unit 1, Narrative Craft (September-October)

Unit 1: Narrative Craft (Book 1)		
Essential Questions:		
<ol style="list-style-type: none"> 1. What provocative questions will foster inquiry, understanding, and transfer of learning? 2. What will students understand about the big ideas? 3. How can we draw on all that we know about narrative craft in order to write personal narratives that are true stories--that have characters, a theme, a setting, and that draw readers in? 4. How can we use turning point moments and places that matter to develop ideas to write as flash-draft personal narrative entries? 5. How can we emulate a writer we admire to write with tension, perspective, imagery, and complex sentence structure? 		
Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources

<p>Goals:</p> <ul style="list-style-type: none"> ● Build on previously taught narrative writing skills to improve outcomes ● Examine mentor texts in order to: <ul style="list-style-type: none"> ○ Elaborate with details and descriptions ○ Convey experiences vividly ○ Develop a deeper understanding of narrative 	<p>Bend 1: Generating Personal Narratives</p> <ol style="list-style-type: none"> 1. Starting with Turning Points 2. Dreaming the Dream of the Story 3. Letting Other Authors' Words Awaken Our Own 4. Telling the Story From Inside It 5. Taking Stock and Setting Goals 	<p>Mentor Texts (Instructional Read Alouds): “Eleven” and “Papa Who Wakes Up Tired in the Dark” by Sandra Cisneros</p> <p>Exemplars: Student exemplar “Goosebumps” (Online resources Session 5)</p> <p>FIG. 9-1 Student exemplar by Cameron (Online</p>
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<p>writing</p> <ul style="list-style-type: none"> ○ Mimic similar craft moves of published authors ○ Dramatize a scene to capture an audience <ul style="list-style-type: none"> ● Craft writing decisions with a purpose ● Build stamina ● Work to craft and revise in order to communicate meaning ● Self-evaluate and set writing goals <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Use turning point moments as ideas for narrative essays. ● Use other authors' words to spark ideas. ● Pause to take stock and use checklists to assess their own growth and set new goals. ● Look past the story to find out the larger meaning of what they're trying to get at. ● Use multiple strategies to elaborate varied details such as full characters and clearly designed scenes. ● Revise to resolve problems, develop big meanings in story, have characters learn lessons, and evoke emotions or thoughts in readers. <ul style="list-style-type: none"> ○ Be clear on why they are telling a story... "What is this story really about?" ○ Make craft decisions with purpose in mind ○ Read interpretively 	<p>Bend 2: Moving Through the Writing Process: Rehearsings, Drafting, Revising, and Editing</p> <ol style="list-style-type: none"> 6. Flash-Drafting: Putting Our Stories on the Page 7. What's this Story Really About?: Redrafting to Bring Out Meaning 8. Bringing Forth the Story Arc 9. Elaborating on Important Parts 10. Adding Scenes from the Past and Future 11. Ending Stories 12. Letter to Teachers: Putting on Final Touches <p>Bend 3: Learning From Mentor Texts</p> <ol style="list-style-type: none"> 13. Reading with a Writer's Eye 14. Taking Writing to the Workbench 15. Stretching out the Tension 16. Catching the Action or Image that Produced the Emotion 17. Every Character Plays a Role 18. Editing: The Power of Commas 19. Letter to Teachers: Mechanics <p>Celebration: Selecting a piece, or pieces of writing that represent my best piece of work to place in student folder.</p>	<p>resources Session 9)</p> <p>Suggested Texts and Resources:</p> <p><u>Personal Narratives</u> Homesick by Jean Fritz (Penguin) Childtimes by Eloise Greenfield (HarperCollins) Little by Little by Jean Little (Penguin)</p> <p><u>Collections of Short Narratives</u> The House on Mango Street by Sandra Cisneros (Knopf Doubleday)</p> <p>Woman Hollering Creek And Other Stories by Sandra Cisneros (Knopf Doubleday)</p> <p>Hey World, Here I Am by Jean Little (HarperCollins)</p> <p><u>Analyze for Story Arcs</u> Peter's Chair by Ezra Jack Keats (Penguin)</p> <p>The Little Engine That Could by Watty Piper (Penguin Random House)</p> <p><u>Characters Travel Through Time and Space</u></p> <p>The Lion, the Witch and the Wardrobe by C. S. Lewis (HarperCollins)</p> <p><u>Ending Stories</u> Charlotte's Web by E. B. White (HarperCollins)</p> <p><u>Study Punctuation in Picture Books</u> Come On, Rain! by Karen Hesse (Scholastic)</p>
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Night in the Country by Cynthia Rylant (Simon & Schuster)

Teacher Resources:

		<p>Writing A Life by Katherine Bomer (Heinemann)</p> <p>A Fresh Approach to Teaching Punctuation by Janet Angelillo</p> <p>The Power of Grammar by Mary Ehrenworth and Vicki Vinton (Heinemann)</p> <p>Practical Punctuation by Dan Feigelson (Heinemann)</p> <p>https://www.heinemann.com/</p> <p>Assessments:</p> <p>Narrative Essay scored with Writers Workshop Narrative Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Narrative Writing for 4th, 5th, and 6th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Use verb tense to convey various times, sequences, states, and conditions ● Recognize and correct inappropriate shifts in verb tense ● Demonstrate understanding of figurative language ● Spell grade-appropriate words correctly, consulting references as needed 		

(October-November)

<p>If/Then Unit 2: Journalism</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can we be journalists that write quickly, revise purposefully, and expose thoughtful observations about our community? 2. How can using many resources help us to learn about the world around us? 3. How can we write concise, focused news reports that give details about an event following the conventions of journalism writing? 4. How can we write an article that teaches about a topic and engages my reader? 		
<p>Understandings</p>	<p>Teaching Points (Possible Mini-Lessons)</p>	<p>Mentor Texts/Resources</p>
<p>Goals:</p> <ul style="list-style-type: none"> ● Apply and improve upon previously taught journalism skills ● Write information texts with more vigor and speed ● Revise information texts purposefully and swiftly ● Write from positions of thoughtful observation within their community ● Write news stories with independence ● Understand the importance of conducting interviews and the collection of observation notes ● Write an investigative piece of journalism <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Compose pieces with specific details that bring the story to life ● Produce multiple news stories ● Understand a journalist's craft ● Write about a specific incident they witnessed 	<p>Bend 1: Generate News Stories</p> <ol style="list-style-type: none"> 1. Stage a drama in the classroom that provokes a reaction from students 2. Channel students to write about the incident with more sophisticated details and share with a partner 3. Channel students to gather detailed notes and generate sophisticated ideas 4. Help students to understand what is newsworthy <p>Bend II: Revise News Stories for Structure and Tone</p> <ol style="list-style-type: none"> 1. Teach students to develop a lead by providing hard facts that grabs the reader's attention and desire to read on 2. Guide students as they move down the remainder of the inverted pyramid; following their lead with a more detailed description of the facts <p>Bend III: Cycle with a Purpose Through a</p>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Storyworks</p> <p>Time for Kids</p> <p>Super Science magazine</p> <p>News articles from www.newsela.com</p> <p>Gather news stories that highlight:</p> <ul style="list-style-type: none"> ● attention-grabbing headlines ● leads that convey the essential information ● organizational structure ● tone <p>Teacher Resources:</p> <p>www.heinemann.com</p> <p>If...Then...Curriculum: Assessment Based Instruction by Lucy Calkins</p>

	Journalist's Process	(pages 68-78)
<ul style="list-style-type: none"> ● Gather notes and create entries based on notes ● Craft engaging leads followed by in depth descriptions of events Understand the structure of a news story ● Conduct interviews to add accuracy and quotes to writing ● Create endings that bring closure Generate news stories with greater purpose and skill ● 	<ol style="list-style-type: none"> 1. Teach students how to conduct and incorporate interviews 2. Support students as they craft the news story <p>Bend IV: Edit and Publish</p> <p>Celebration: Students may come together in groups to create their own newspapers, Display newspapers in a prominent place</p>	<p>Assessment:</p> <p>News Articles/Newspapers scored with Writers Workshop Information Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Informational Writing for 3rd, 4th, and 5th</p> <p>Learning Progressions</p>

Writer’s Workshop Unit 3, The Research-Based Argument Essay
(November-December)

Unit 3: Research-Based Essay (Book 4)

Essential Questions:

1. What provocative questions will foster inquiry, understanding, and transfer of learning? How can we take a position and get readers to care about it, in writing an argumentative essay?
2. How can we understand different perspectives about a controversial issue, take a stand, and then write an argument—with reasons and examples—supporting our side?
3. How can we revise to create an appealing argument?
4. What writing strategies can we use to independently plan and develop a credible argument essay that focuses on an identified cause or issue?
5. How can we use the writing process to revise, rethink and rebuild our argumentative writing?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> ● Draw on previously acquired skills as writers in order to be successful argument writers ● Structure argument writing to include 	<p>Bend I: Establishing and Supporting Positions</p> <ol style="list-style-type: none"> 1. Investigating to Understand an Argument 2. Flash-Drafting Arguments 3. Using Evidence to Build Arguments 	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Article: “Nutrition in Disguise” (Online resources Starter Set)</p> <p>Article: “Chocolate Milk: More Harmful than</p>

<p>claims that are supported by reasons and backed by evidence</p> <ul style="list-style-type: none"> ● Sort, weigh, and order evidence from an abundance of sources ● Think critically to note-take, develop an argument, revise, rethink and rebuild ● Continually assess writing using checklists and emulating mentor texts ● Engage in debate with classmates in order to understand how to argue with evidence and logic ● Work through multiple rounds of writing utilizing technology <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Structure writing to include claims that are supported by reasons backed by evidence ● Sort, weigh, and order evidence ● Suspend judgment ● Read critically ● Note-take ● Build an argument ● Revise, rethink, and rebuild ● Use a checklist to assess their writing ● Study and emulate the work of mentor writers ● Draw on a host of revision and editing strategies as well as knowledge of good writing to improve drafts ● Meet publishing deadlines ● Help each other in a community of writers 	<ol style="list-style-type: none"> 4. Using Quotations to Bolster an Argument 5. Letter to Teachers: Redrafting to Add More Evidence 6. Balancing Evidence with Analysis 7. Letter to Teachers: Signed, Sealed, Delivered <p>Bend II: Building Powerful Arguments</p> <ol style="list-style-type: none"> 8. Taking Arguments Up a Notch 9. Bringing a Critical Perspective to Writing 10. Rehearsing the Whole, Refining a Part 11. Rebuttals, Responses, and Counterclaims 12. Evaluating Evidence 13. Appealing to the Audience 14. Letter to Teachers: A Mini Celebration: Panel Presentations, Reflection, Goal-Setting 15. Letter to Teachers: Argument Across the Curriculum <p>Bend III: Writing for Real-Life Purposes and Audiences</p> <ol style="list-style-type: none"> 16. Taking Opportunities to Stand and Be Counted 17. Everyday Research 18. Letter to Teachers: Taking Stock and Setting Writing Tasks 19. Letter to Teachers: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful 20. Evaluating the Validity of Your Argument 21. Paragraphing Choices 22. Letter to Teachers: Celebration: Taking Positions, Developing Stances 	<p>Healthful” (Online resources Starter Set)</p> <p><u>Exemplars</u></p> <p>Student exemplar letter by Jack (Online resources Session 3)</p> <p>Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 3)</p> <p>Student exemplar letter by Clair (Online resources Session 5)</p> <p>Student exemplar essay by Jack (Online resources Session 6)</p> <p>Student exemplar letter by Kennedy (Online resources Session 7)</p> <p>Student exemplar notes by Nick (Online resources Session 8)</p> <p>Student exemplar essay “Why Chocolate Milk Should Stay” by Jack (Online resources Session 10 and 11)</p> <p>Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 19)</p> <p>Teacher Resources:</p> <p>Starter Resource Set: Chocolate Milk (Online resources)</p> <p>Text Set Bibliographies (Online resources)</p>
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Emily Post on Etiquette (Online resources Session 7)

	<p>Celebration: Set students up in small groups to share their arguments with each other. Reading to emphasize their point and what they have learned.</p>	<p>A House of Cards Collapsing (Online resources Session 12)</p> <p>Scenes from the movie, The Great Debaters (Online resources Session 22)</p> <p>Assessment:</p> <p>Research-Based Essay scored with Writers Workshop Information Writing Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Information Writing for 4th, 5th, and 6th Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Using quotations to bolster an argument ● Use a comma to separate an introductory element from the rest of the sentence ● Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences ● Spell grade-appropriate words correctly, consulting references as needed 		

Writer’s Workshop Unit 4, Literary Essay: Opening Texts and Seeing More (if, then)
(January-February)

If/Then Unit 4: Literary Essay

Essential Questions:

1. What provocative questions will foster inquiry, understanding, and transfer of learning through writing a Literary Essay?
2. How can we read closely, and write structured, evidenced-based interpretive essays, including a compare and contrast essay?
3. How can we draw on everything we know about writing, reading, and essays to create a literary essay about a story?
4. How can we grow ideas that are central to the story and use evidence from the text to support our claim?
5. How can we transfer what we know about writing a literary essay to the challenge of writing a comparative literary essay?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> ● Write literary essays using short texts. ● Develop thesis statements to support essays ● Analyze character development, the author’s purpose, craft, and thematic development within and across texts and/or genres. ● Practice a variety of writing methods ● Create an argumentative essay <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Use literary essays to express the meaning understood from their analysis of a text. ● Write about what they are reading in meaningful ways to explore important ideas and create claims. 	<p>Bend 1: Crafting a Literary Essay around a Shared Text</p> <ol style="list-style-type: none"> 1. Inquiry into essay 2. Growing ideas means reading with a Writerly Wide-Awakeness 3. Trying on various themes for size 4. Angling mini-stories to support a point 5. Flash-Drafting a literary essay <p>Bend 2: Lifting the level of interpretive essay(and writing one from start to finish)</p> <ol style="list-style-type: none"> 6. Writing to grow ideas 7. Analyzing how characters respond to trouble 8. Developing strong thesis statements 9. Choosing and setting up quotes 10. Supporting a claim with an analysis of craft 11. Beginnings and endings 12. Editing seminar stations 13. Celebration: Selecting a piece, or pieces of writing that represent their best piece 	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Eleven by Sandra Cisneros</p> <p>Every Living Thing by Cynthia Rylant</p> <p>Fly Away Home by Eve Bunting</p> <p>Freedom Summer by Deborah Wiles</p> <p>Marshfield Dreams by Ralph Fletcher</p> <p>The Other Side by Jacqueline Woodson</p> <p>Baseball in April by Gary Soto (anthology)</p> <p>House on Mango Street by Sandra Cisneros (collection of short stories)</p> <p>Papa Who Wakes Up Tired in Dark by Sandra Cisneros</p>

		Teacher Resources:
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	<p>of work to place in student folder.</p> <p>Bend 3: Writing for transfer: carrying what you know about literary essay across your day, your reading, your life</p> <ol style="list-style-type: none"> 14. Transferring what you know to any opinion text 15. Tackling any challenges that come your way 16. Logically ordering reasons and evidence 17. Analyzing your past learning to today's work 18. Analyzing writing and goal-setting 19. Becoming essay ambassadors 	<p><u>DOK Depth of Knowledge UNITS of STUDY</u> for Teaching Reading Lucy Calkins If..Then.. Curriculum</p> <p>www.heinemann.com</p> <p>(use registration code and select My Online resources for grade level.)</p> <p>Professional Resources:</p> <p><u>New Jersey Learning Standards 2016 Writing Strategies- Jennifer Serravallo Teaching Channel</u></p> <p><u>TC Units of Study Resources</u></p> <p><u>Linda Hoyt- Free Lesson and Tools CCS ELA Standards</u></p> <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 3 Writing Pre-Assessment ● Unit 3 Writing Post-Assessment <p>Rubric: Units of Study Teachers College Opinion Rubric</p>
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Writer's Workshop Unit 5, Test Prep
(March)

Unit 5: Test Prep

Essential Questions:

1. What strategies can we use to write over long periods of time as well as in short time-sensitive settings?
2. How can we make our writing the best it can be?
3. How can we use evidence effectively to support our claims?

4. How can we organize our writing for different tasks?
5. How can we arrange ideas in a logical progression?
6. How can we use narrative techniques and pacing to develop experiences?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> ● Understand test-taking strategies ● Understand how to interpret grade-level standardized test questions ● Understand how to determine the elements to include in responses to standardized test questions ● Practice composing written responses to grade-level standardized-test questions on computer-based assessments ● Understand how to use text evidence to support written responses <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Address all parts of the prompt ● Provide comprehensive development of the topic or narrative through the use of clear reasoning, details, textual evidence, and/or description ● Respond in an appropriate manner to the task, purpose, and audience ● Include a strong introduction and conclusion ● Write with effective coherence, organization, and clarity ● Include concrete words and phrases, sensory details, voice, transitional words, and domain-specific vocabulary to communicate ideas 	<p>Cross Content:</p> <ul style="list-style-type: none"> ● Writing from sources ● Producing extended writing ● Producing on-demand writing in a single sitting ● Editing for conventions: capitalization, punctuation, and spelling <p>Informational:</p> <ul style="list-style-type: none"> ● Presenting information and explaining ideas and concepts ● Organizing by category ● Teaching others <p>Persuasive/Opinion:</p> <ul style="list-style-type: none"> ● Presenting a side, stance or claim ● Providing evidence to support that claim or refute counter argument ● Organizing by supporting and reasoning ● Proving a side <p>Narrative:</p> <ul style="list-style-type: none"> ● Recounting a story (true or fictional) ● Organizing writing using a series of events ● Engaging audience in the tale of the characters <p>Technology:</p> <ul style="list-style-type: none"> ● Keyboarding skills ● Drag & Drop ● Reading on a screen ● Note-taking 	<p>Recommended Resources:</p> <p>www.literacycookbook.com</p> <p>www.achievethecore.org</p> <p>https://parcc.pearson.com/practice-tests/</p> <p>https://storyworksjr.scholastic.com</p> <p>http://www.readinga-z.com/</p> <p>http://www.readwritethink.org/</p> <p>https://www.readworks.org/</p> <p>https://parcc-assessment.org/released-items/?fwp_subject_facet=english-language-arts&fwp_grades_facet=grade-3-grade-4-grade-5-grade</p>
<ul style="list-style-type: none"> ● Demonstrate understanding of language conventions with few grammatical and usage errors 	<ul style="list-style-type: none"> ● Scrolling multiple windows ● Navigating multiple screens ● Using online writing tools 	

Writer’s Workshop Unit 6, The Lens of History: Research Reports
(April-May)

<p>Unit 6: The Lens of History (Book 6)</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What provocative questions will foster inquiry, understanding, and transfer of learning? 2. How can we raise the level of our information writing, in particular our research report writing? 3. How do writers, write to persuade and /or inform? 4. How does technology enhance research and reporting? 5. How do we summarize and paraphrase information effectively? 		
Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> ● Learn that focus is as important in informational writing as it is in narrative writing ● Utilize prior knowledge about writing well to compose texts that teach readers ● Transition from writing about very broad, generic topics to more specific topics and write with a greater focus and purpose ● Write more structured, detailed, and further researched articles ● Determine which information in writing is most important and why 	<p>Bend 1: Writing flash-drafts about Westward Expansion</p> <ol style="list-style-type: none"> 1. Organizing for the journey ahead 2. Writing flash drafts 3. Note-taking and idea making for revision 4. Writers of history pay attention to geography 5. Writing to think 6. Writers of history draw on an awareness of timelines 7. Letter to teachers: assembling and thinking about information 8. Redrafting our research reports 9. Letter to teachers: celebrating and reaching toward new goals 	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Who Settled the West? (Life in the Old West) by Bobbie Kalman (Crabtree) Trade book pack</p> <p>Exemplars:</p> <p>Student exemplar report by Kayleigh (Online resources Sessions 2 and 20) Student exemplar: Ashley’s cut-and-paste revision (Online resources Session 3)</p> <p>Teacher Resources:</p> <p>Additional Texts and Resources:</p> <p>Westward Expansion Map (Online resources</p>

<p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Plan how a text will go, making sure that their information is organized logically with a progression of information ● Use all that they know about informational writing to draft and rewrite chapters that teach readers about their subtopics ● Write and expand their ideas using specific information ● Use precise details, factual information, terminology, and definitions related to their topic. ● Have the opportunity to choose to write articles with subheadings instead of chapters. 	<p>Bend 2: Writing focused research reports that teach and engage readers</p> <ol style="list-style-type: none"> 10. Drawing inspiration from mentor texts 11. Primary source documents 12. Letter to teachers: organizing information for drafting 13. Finding a structure to let writing grow into 14. Finding multiple points of view 15. Creating cohesion 16. Using text features to write well 17. Crafting introductions and conclusions 18. Letter to teachers: Mentor texts help writers revise 19. Adding information inside sentences 20. Letter to teachers: Celebration 	<p>Session 4)</p> <p>Westward Expansion Master Timeline (Online resources Session 6)</p> <p>Suggested Texts to Read Aloud (Online resources Session 10)</p> <p>Transcontinental Railroad video link (Online resources Session 10)</p> <p>William Swain Letter (online resources Session 11)</p> <p>Online Sources for Gathering Primary Document Resources (Online resources Session 11)</p> <p>Pony Express Rider photograph (Online resources Session 14)</p> <p>Transcontinental Railroad / Golden Spike photograph (Online resources Session 14)</p> <p>Suggested Texts and Resources Information Books Daily Life in a Covered Wagon by Paul Erickson (Penguin)</p> <p>Westward Expansion (The Story of America) by Greg Roza (Gareth Stevens Publishing)</p> <p>Information Books – Narrative Structure They’re Off! The Story of the Pony Express by Cheryl Harness (Simon & Schuster)</p> <p>Amazing Impossible Erie Canal by Cheryl Harness (Simon & Schuster)</p>
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Information Book – Ideas on Formats Castle by
David Macaulay (Houghton Mifflin Harcourt)

		<p>Information Books – Text Features They’re Off! The Story of the Pony Express by Cheryl Harness (Simon & Schuster)</p> <p>Life of a Miner (Life in the Old West) by Bobbie Kalman (Crabtree)</p> <p>Assessment:</p> <p>Research-Based Report scored with Writers Workshop Information Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Information Writing for 4th, 5th, and 6th</p> <p>Learning Progressions</p>
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Grammar Skills Infused Into Mini-Lessons:

- Use underlining, quotation marks, or italics to indicate titles of works
- Use punctuation to separate items in a series
- 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, Steve?)
- Spell grade-appropriate words correctly, consulting references as needed

Writer’s Workshop Unit 7, Shaping Texts: From Essay, to Narrative, to Memoir
(May-June)

Unit 7: Shaping Texts (Book 3)

Essential Questions:

1. How do writers develop ideas for literary essays?
2. How do writers engage their readers when writing literary essays?
3. How do writers use evidence to support thesis statements?

4. How do writers incorporate narrative techniques into memoir writing?
5. What strategies do writers use to develop a memoir that is personal and engaging?
6. How do writers reflect on previous writing and reading to form new ideas?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> ● Write about connections between texts and self ● Write essays to interpret characters ● Link opinions and evidence. ● Transition elements of personal essay writing to memoir ● Increase writing stamina independently ● Merge learning with narrative and opinion writing ● Write for extended time periods using topic choices <p>Outcomes - Students will:</p> <ul style="list-style-type: none"> ● Gather memories in a writer's notebook ● Write periods with time for research, frequently over extended time reflection, and revision ● Write for shorter time frames such as a single sitting or a day or two ● Use notebooks to research their own lives, collecting entry ideas. ● Be encouraged to write "big" and "small" about large ideas or theories and then focus in to write about one time when that idea was true. 	<p>Bend 1: Generating ideas about our lives and finding depth in the moments we choose</p> <ol style="list-style-type: none"> 1. What makes a memoir? 2. Interpreting the comings and goings of life 3. Writing small about big topics 4. Reading literature to inspire writing 5. Choosing a seed idea 6. Expecting depth from your writing <p>Bend 2: Structuring, drafting, and revising a Memoir</p> <ol style="list-style-type: none"> 7. Studying and planning structures 8. The inspiration to draft 9. Letter to teachers: being your own teacher 10. Revising the narrative portion of the memoir 11. Letter to teachers: editing for voice <p>Bend 3: A second memoir</p> <ol style="list-style-type: none"> 12. Seeing again, with new lenses: interpreting your own story 13. Letter to teachers: Flash-drafting 14. Revising the expository portions of a memoir 15. Reconsidering the finer points 16. Rereading the draft and drawing on all you know to revise. 17. Metaphors can convey big ideas 18. Editing to match sound to meaning 19. Letter to teachers: An author's final 	<p>Mentor Texts (Instructional Read Alouds):</p> <p>When I Was Your Age: Original Stories About Growing Up, Vol. 1 by Amy Ehrlich, ed. (Candlewick Press) Trade book pack</p> <p><u>Exemplars:</u></p> <p>Exemplar memoir/essay "Quietly Struggling" by Kelly Boland Hohne (Online resources Sessions 1, 7, and 14)</p> <p><u>Student Exemplars:</u></p> <p>Max's entry about pressure (Online resources Session 6)</p> <p>Max's entry about his grandma (Online resources Session 6)</p> <p>FIG. 6-3 Emily's entry about childhood (Online resources Session 6)</p> <p>Adam's draft essay about his brother (Online resources Session 8)</p> <p>FIG. 10-1 Tyler's draft about riding a roller coaster (Online resources Session 10)</p> <p>FIG. 14-6 Claudia's draft about a visit to the nurse's office (Online resources Session 14)</p> <p>Excerpt from Miles's memoir, "A Family Portrait" (Online resources Session 15)</p>
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	<p>celebration: placing our writing in the company of others</p>	<p>Teacher Resources:</p> <p>Suggested Texts and Resources</p> <p><u>Alternate Mentor Texts for Young Memoir Writers</u></p> <p>Been to Yesterdays: Poems of a Life by Lee Hopkins (Boyd's Mills Press)</p> <p>What You Know First by Patricia MacLachlan (HarperCollins)</p> <p>The Relatives Came by Cynthia Rylant (Simon & Schuster)</p> <p>"Statue," "Last Kiss," and "Eating the World" from Marshfield Dreams:</p> <p>When I Was a Kid by Ralph Fletcher (Henry Holt & Company)</p> <p>"Everything Will Be Okay" by James Howe and other stories from When I Was Your Age:</p> <p>Original Stories about Growing Up edited by Amy Ehrlich (Candlewick Press)</p> <p>"Mr. Entwistle," from Little by Little by Jean Little (Penguin)</p> <p>"Alone" from From the Notebooks of Melanin Sun by Jacqueline Woodson (Penguin)</p>
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		<p><u>Memoirs that Incorporate Storytelling and Exposition</u></p> <p>“Last Kiss,” from Marshfield</p> <p>Dreams:</p>
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		<p>When I Was a Kid by Ralph Fletcher (Henry Holt & Company)</p> <p>“Mr. Entwistle,” from Little by Little by Jean Little (Penguin)</p> <p>“Everything Will Be Okay” by James Howe from When I Was Your Age: Original Stories about Growing Up edited by Amy Ehrlich (Candlewick Press) Trade book pack</p> <p>“Eleven,” from Woman Hollering Creek And Other Stories by Sandra Cisneros (Knopf Doubleday)</p> <p><u>Powerful Fiction That Has Memoir-Like Qualities</u></p> <p>Journey by Patricia MacLachlan (Random House)</p> <p>The Monument by Gary Paulsen (Random House)</p> <p><u>Memoir and Structure</u></p> <p>The Invention of Solitude by Paul Auster (Penguin)</p> <p>The House on Mango Street by Sandra Cisneros (Knopf Doubleday)</p> <p>“Quietly Struggling” by Kelly Boland Hohne (Online resources Sessions 1, 7, and 14)</p> <p><u>Memoir: Internal and External Story Lines</u></p> <p>“Mama Sewing,” from Childtimes: A Three-Generation Memoir by Eloise Greenfield</p>
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		<p>(HarperCollins)</p> <p><u>Memoir: Powerful Metaphors What You Know</u> First by Patricia MacLachlan (HarperCollins)</p>
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		<p><u>Resources for Teachers</u> Choice_ Words: How Our Language Affects _____ Children’s Learning by Peter Johnston (Stenhouse)</p> <p>Writing about Your Life: A Journey into the Past by William Zinsser (Avalon Publishing Group)</p> <p>For Teachers: Suggested Authors of Memoirs Joan Didion Barbara Kingsolver David Sedaris</p> <p>Assessment:</p> <p>Memoir scored with Writers Workshop Narrative Rubric (available on website and in Writing Pathways)</p> <p>Checklist for Narrative Writing for 4th, 5th, and 6th</p> <p>Learning Progressions</p>
<p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Use correlative conjunctions (e.g., either/or, neither/nor) ● Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses ● Spell grade-appropriate words correctly, consulting references as needed 		

Fifth Grade Writing Scope and Sequence At-A-Glance

(as it correlates with the PTHSD District Approved Reading Scope and Sequence)

	READING	WRITING/GRAMMAR
Sept. - Oct	I. Interpretation Book Clubs: Analyzing Themes (Book 1)	<p>I. The Narrative Craft (Book 1)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Use verb tense to convey various times, sequences, states, and conditions ● Recognize and correct inappropriate shifts in verb tense ● Demonstrate understanding of figurative language ● Spell grade-appropriate words correctly, consulting references as needed
Oct. - Nov.	II. Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)	II. Journalism (if, then)
Nov.- Dec	III. Argument and Advocacy: Researching Debatable Issues (Book 3)	<p>III. The Research Based Argument Essay (Book 3)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Using quotations to bolster an argument ● Use a comma to separate an introductory element from the rest of the sentence ● Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences ● Spell grade-appropriate words correctly, consulting references as needed
Jan. - Feb.	IV. Reading Like a Fan (If ...Then Book)	IV. Literary Essay: Opening Texts and Seeing More (if, then)
March	V. Test Prep	V. Test Prep
April – May	VI. Learning Through Reading (If...Then Book)	<p>VI. The Lens of History Research Reports (Book 2)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> ● Use underlining, quotation marks, or italics to indicate titles of works ● Use punctuation to separate items in a series ● Use a comma to set off the words yes and no (e.g., Yes, thank you), to set

		<p>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, Steve?)</p> <ul style="list-style-type: none"> • Spell grade-appropriate words correctly, consulting references as needed
May - June	VII. Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)	<p>VII. Shaping Texts: From Essay and Narrative to Memoir (Book 4)</p> <p>Grammar Skills Infused Into Mini-Lessons:</p> <ul style="list-style-type: none"> • Use correlative conjunctions (e.g., either/or, neither/nor) • Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses • Spell grade-appropriate words correctly, consulting references as needed