



Bristol Public Schools
Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p>

	<p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
Course	5th Grade ELA (Reading & Writing)

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
LITERATURE CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	P	S				
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or	P			P		P

drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						
CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	S	P				
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				S		
CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		S				
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.				P		
CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).				S		
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				P		P

<p>CCSS.ELA-LITERACY.RL.5.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	S					S
<p>INFORMATIONAL</p> <p>CCSS.ELA-LITERACY.RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		S	S			
<p>CCSS.ELA-LITERACY.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>		S	P			
<p>CCSS.ELA-LITERACY.RI.5.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>		P				
<p>CCSS.ELA-LITERACY.RI.5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>		S	S			
<p>CCSS.ELA-LITERACY.RI.5.5</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>			P			

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		P				
CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					P	
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					P	
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					P	
CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.		S			S	
WRITING CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	P			P		
CCSS.ELA-LITERACY.W.5.1.A				S		

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.						
CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.				P		
CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).				P		
CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.				P		
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		S	P			
CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			S			
CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			S			
CCSS.ELA-LITERACY.W.5.2.C		S				

Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).						
CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.		S				
CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.		S				
CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	P					P
CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	P	P				
CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	P	S				
CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	P	S				
CCSS.ELA-LITERACY.W.5.3.D	P	S				

Use concrete words and phrases and sensory details to convey experiences and events precisely.						
CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.	P	S				
CCSS.ELA-LITERACY.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.)	P					P
CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here .)	S		S			S
CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, 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.					P	S
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					P	
CCSS.ELA-LITERACY.W.5.8			S			

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.						
CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	S		S			
CCSS.ELA-LITERACY.W.5.9.A Apply <i>grade 5 Reading standards</i> 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]").		S				
CCSS.ELA-LITERACY.W.5.9.B Apply <i>grade 5 Reading standards</i> 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]").			S		S	
CCSS.ELA-LITERACY.W.5.10 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 discipline-specific tasks, purposes, and audiences.				S	P	

UNIT 1: Launching Readers' & Writers' Workshop through Character Analysis & Literary Essay

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL 5.2 Determine a theme of a story,drama,or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	x	Content Knowledge	Quote
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Accurately Text Explicitly Inferences
		Physical Skill	Theme
	x	Product Development	Poem Characters Challenges
	x	Learning Behavior	Topic compare / contrast Setting Events Details Internal character traits theory/theories relationships/ interactions Theme Recount Main points Summarize Struggles Turning point similarities/differences

			Identify
Writing Standards W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W 5. 3Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W 5. 3A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W 5. 3 BUse narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W 5.3 C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W 5.3 D Use concrete words and phrases and sensory details to convey experiences and events precisely. W 5.3 E Provide a conclusion that follows from the narrated experiences or events. W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	x	Content Knowledge	Opinion
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Point of view Coherent Development
		Physical Skill	Organization Task
	x	Product Development	Purpose Audience
	x	Learning Behavior	Narratives Imagined Technique Descriptive details Event sequence Situation Narrator Dialogue Description Pacing Responses Transitional words Transitional phases Concrete words Sensory details Conclusion Literary Analysis Reflection Planning Revising Editing Rewriting Conventions Literary essay Components

revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here .)			Craft Complex Thesis Claim Gather Text evidence Introduction Hook Elaborate Restate Feedback Publish
--	--	--	---

UNIT ESSENTIAL QUESTIONS

What does a text tell us about characters and how does this add to the meaning of the text? How can we use these elements in our literary essays?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can create and follow reader's workshop norms and log my reading and thinking to track my growth. I can identify internal character traits to help me understand the feelings and actions of a character. I can use details to support my inferences about a text. I can identify the actions or choices of a character to help make inferences about them.	x	Selected Response	<ul style="list-style-type: none"> Choosing behaviors and text wisely Inferencing text details and scenes Utilizing a repertoire of comprehension strategies Summarizing the main points and ideas aligned with authors' message Crafting writing and conversation in response to reading and thinking Attending to actions, choices, treatment and behaviors of characters Envisioning, the lives of character in order to predict and infer
	x	Constructed Response	
		Performance	
		Observation	

<p>I can notice how the relationships and interactions between characters can teach me more about the characters and events in a story.</p> <p>I can determine the theme of a text by using what I know about characters thoughts, feelings, and actions.</p> <p>I can recount a text by noticing the main points or ideas to summarize.</p> <p>I can determine how and why characters acted in unexpected ways.</p> <p>I can accurately quote from a text to support my inference.</p> <p>I can build theories about characters and use text to support my ideas.</p> <p>I can reread texts to gain more knowledge and understanding of how character traits can support the theme of a text.</p> <p>I can notice how struggles and challenges can help me better understand characters and turning points in a story.</p> <p>I can compare and contrast the similarities of characters in the same text.</p> <p>I can compare and contrast the differences of characters in the same text.</p> <p>I can compare characters across texts.</p> <p>I can use what I know about characters to identify themes across multiple texts and locate relevant evidence to support my claim.</p>			<ul style="list-style-type: none"> ● Revising and confirming thinking as new information is learned ● Attending to details to better understand the characters ● Comparing challenges characters face in order to deepen understanding of character ● Reflecting on own lives to revisit themes in a text
---	--	--	---

<p>I can closely read and respond to texts using what I know about the analysis about characters, events and themes presented in texts.</p> <p>I can reread and revisit texts to learn more about actions, relationships, and lessons learned by characters in texts.</p>			
<p>I can understand the purpose and components of a literary essay.</p> <p>I can identify and craft complex thesis statements or claims.</p> <p>I can gather text evidence as support for my claim.</p> <p>I can further develop strong relevant evidence to continue planning my literary essay using a graphic organizer.</p> <p>I can state my claim and support it with specific text evidence.</p> <p>I can write an introduction that hooks my reader.</p> <p>I can elaborate on my details and evidence to compose the body paragraphs of my literary essay.</p> <p>I can write a conclusion that restates my claim.</p> <p>I can give and receive feedback to help make my writing more effective and clear to the reader.</p> <p>I can publish and share my writing with an audience.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Studying mentor text to understand the characteristics of literary essay ● Generating and rehearsing claims, reasons, and evidence ● Drafting many claims, reasons, and evidence ● Revising to make their literary essays more convincing ● Editing and publishing a selected piece with a claim that has reasons and evidence
	x	Constructed Response	
		Performance	
		Observation	

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Elements of Literary Essay	Literary/ Narrative text Story Structure	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	Student centered authentic tasks, Book Clubs, Buddy Reading and Editing
RESOURCES			
<p>Wonder by R.J. Palacio</p> <p>Student Rubric</p> <p>Teacher Rubric</p>			

UNIT 2: Historical Fiction & Explanatory Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. R.L. 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. R.L. 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. R.I 5.1 Quote accurately from a text when explaining what	x	Content Knowledge	Explain
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Relationships Interactions Events
		Physical Skill	Concepts Historical
	x	Product Development	Information Multiple accounts
	x	Learning Behavior	similarities/differences Point of view compare/contrast Characters Setting Events Specific details Interact Informational text History Quote accurately Inferences Structure Explicitly Main ideas Key details Summarize Domain-specific Resource Historical setting

<p>the text says explicitly and when drawing inferences from the text.</p> <p>R.I 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>R.I 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>			<p>Historical fiction</p> <p>Connections</p> <p>Identify</p> <p>Text evidence</p> <p>Analyze</p> <p>Reaction</p> <p>Metaphors</p> <p>themes</p>
<p>Writing Standards</p> <p>W.5.3A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W. 5.3C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W. 5.3D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W. 5.3E Provide a conclusion that follows from the narrated experiences or events.</p> <p>W. 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W. 5.2 C</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>W. 5.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W. 5.2E Provide a concluding statement or section related</p>	x	Content Knowledge	<p>Situation</p> <p>Introduce</p> <p>Characters</p> <p>Organize</p> <p>Narrator</p> <p>Event</p> <p>Sequence</p> <p>Transitional words</p> <p>Transitional phrases</p> <p>Sequence of events</p> <p>Sensory details</p> <p>Precisely</p> <p>Conclusion</p> <p>informative/explanatory</p> <p>Topic</p> <p>Categories</p> <p>Precise language</p> <p>Concluding statement</p> <p>Resource</p> <p>Historical setting</p> <p>Historical fiction</p> <p>Connections</p> <p>Identify</p> <p>Text evidence</p> <p>Analyze</p> <p>Reaction</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

to the information or explanation presented.			Metaphors Themes Introduction Sections Deliberate word choice Conclusion Explanatory essay Edit Revise
--	--	--	--

UNIT ESSENTIAL QUESTIONS			
What can we learn from studying historical fiction text and comparing information to informational text in order to write an explanatory essay?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explore resources to make an inference about the topic of this unit. I can closely read and summarize. I can describe the geographical and historical setting of a historical fiction text. . I can analyze the UDHR and make connections to Chapter 3 of Esperanza Rising. I can determine the main idea and summarize Articles of UDHR. I can identify the main idea and summarize Articles of UDHR by reading closely. I can answer text dependent questions by citing text evidence. I can analyze the reaction of the characters.	x	Selected Response	<ul style="list-style-type: none"> Analyzing the text Applying their new learning through the lens of human right Closely reading Identify themes Interpreting metaphors Responding in writing Aligning articles from UDHR to events in Esperanza Rising Literary IAB
	x	Constructed Response	
		Performance	
		Observation	

<p>I can interpret metaphors.</p> <p>I can analyze a chapter and write about the characters' reactions.</p> <p>I can identify themes in Esperanza Rising.</p> <p>I can analyze reactions of characters.</p> <p>I can identify themes.</p>			
<p>I can write an introduction for my explanatory essay describing what Human Rights are and why they are important.</p> <p>I can organize my writing into sections and add details to each section.</p> <p>I can add deliberate word choice and exact phrases to my essay.</p> <p>I can write the conclusion of my explanatory essay.</p> <p>I can edit and revise my essay based on my partner's feedback.</p>	x	Selected Response	<ul style="list-style-type: none"> • Writing routinely • Explanatory writing • Interpreting concrete details • Interpreting quotations from the book • Analyzing characters' responses to challenges • Analyzing new chapters • Focusing on challenges • Comparing and Contrasting characters
	x	Constructed Response	
		Performance	
		Observation	

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Elements of Literary Essay vs. Explanatory Essay</p>	<p>Literary/ Narrative text Story Structure</p> <p>Informational text structure</p>	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p>	<p>Student centered authentic tasks, Book Clubs, Buddy Reading and Editing</p>

		Provide text with a higher lexile level so that students can practice skills and strategies with complex text	
RESOURCES			
Esperanza Rising by Pam Munoz Ryan Explanatory Student/ Peer Editing checklist Teacher Informative/ Explanatory Writing Rubric			

UNIT 3: Informational Reading & Writing			
UNWRAPPED STANDARDS			
Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Informational Standards RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. RI. 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI. 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a	x	Content Knowledge	Determine
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Main idea
		Physical Skill	Text
	x	Product Development	Explain
	x	Learning Behavior	Support
			Key details
			Summarize
			compare/contrast
			cause/effect
			Problem/solution
			Quote accurately
			Explicitly
			Inferences
			Determine meaning
			Domain-specific words/phrase
			Distinguish

grade 5 topic of subject area.			Characteristics Narrative History Important information Synthesize Text features Unfamiliar words/phrases Specific vocabulary Text features
Writing Standards W.5.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.5.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	Content Knowledge	Informative/explanatory Complex ideas Accurately Organization Analysis Planning Revising Editing Rewriting Digital sources Credibility Plagiarism literary /informational text Reflection Research Historical figure Informative essay Explore Mentor text Generate ideas Topic Organizer Develop Section Paragraph Cite sources Gather information
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

			Introduction Elaborate Construct Conclusion Summarize Revise Edit Domain specific Publish
--	--	--	---

UNIT ESSENTIAL QUESTIONS			
What are elements of informational reading and how can we use these in informational essay writing?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can distinguish characteristics of a literary (narrative) and informational text. I can read narrative informational text to learn about what occurred in history (people/events). I can look closely at a text to determine main ideas and supporting details. I can determine important information in what I am reading. I can synthesize what I am reading. I can identify and utilize text features to comprehend text. I can use topic specific vocabulary to teach others. I can identify text structures (descriptive, chronological, comparison, cause/effect,	x	Selected Response	<ul style="list-style-type: none"> • Comparing and contrasting text features to organize thinking • Applying reading strategies • Synthesizing to determine importance • Problem solving vocabulary and concepts • Connecting what is known about literary (narrative) and informational text • Reading and understanding literary (narrative) informational text • Informational IAB
	x	Constructed Response	
		Performance	
		Observation	

problem/solution).			
I can write an informative essay about a historical figure.	x	Selected Response	<ul style="list-style-type: none"> Studying mentor text to understand the characteristics of informational text and to generate ideas Generating topics and planning the structure of informational writing Drafting through planning in a logical structure Revising through elaboration and craft by gathering relevant information and giving credit Editing and publishing best pieces to share and teach others
I can explore mentor texts to generate ideas for my writing.	x	Constructed Response	
I can select a topic and use an organizer to develop a plan for my writing.		Performance	
I can outline what information to write in each section/paragraph. I can conduct research to gather information for my writing and cite sources I will use in my work. I can construct an introduction that will engage readers with a lead, clear main idea, and supporting details to begin my writing. I can construct paragraphs/sections to support my main idea statement and include quotations and details to elaborate. I can construct a conclusion to summarize my writing piece. I can revise my writing to include elaborate details, correct sentence formation, transitional phrases/sentences, and domain-specific vocabulary. I can edit my writing to include proper capitalization, punctuation, grammar, and spelling. I can publish and share my informational writing.		Observation	

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT

Narrative Informational text	Elements of Informative text Elements of Narrative text	Use of Race Rubric and Writing Rubric at level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered authentic tasks, Book Clubs, Buddy Reading and Editing
------------------------------	--	--	---

RESOURCES

Early American Alliances by Catherine DiMartino (Social Studies)

My Brother Martin by Christine King Farris

[Teacher Informative Writing Rubric](#)

[Student Information Writing Checklist](#)

UNIT 4: Interpretative & Analytic Reading and Opinion Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	x	Content Knowledge	Determine Theme Characters Summarize Narrator
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	x	Product Development	Point of view
	x	Learning Behavior	<p>Speaker</p> <p>compare/contrast</p> <p>Similar themes</p> <p>Similar topic</p> <p>Meaning of words/phrase</p> <p>Figurative language</p> <p>Metaphors</p> <p>Similes</p> <p>Analyze</p> <p>Strong emotions</p> <p>Life lessons</p> <p>Importance of symbols</p> <p>Message</p> <p>Significance</p> <p>Titles</p> <p>Symbolic</p> <p>Recognize</p> <p>Illustrations</p> <p>Strong adjectives</p> <p>Mood</p> <p>Determine</p> <p>Theme</p> <p>Infer</p>
<p>Writing Standards</p> <p>W.5. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d. Provide a concluding statement or section related</p>	x	Content Knowledge	Opinion
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Supporting
		Physical Skill	Point of view
	x	Product Development	Reasons
	x	Learning Behavior	Information
			Logical
			Order
			Reasons
			Facts
			Details
			Link
			phrases

to the opinion presented.			Concluding statement Identify Characteristics Multiple sources Relevant information Gather Logical categories Domain specific vocabulary Plan Introduction Hook Draft Topic sentence Cite relevant evidence Factual evidence Incorporate Conclusion Revise Edit publish
---------------------------	--	--	--

UNIT ESSENTIAL QUESTIONS			
What literature elements do we analyze and interpret in order to form opinions about what we read?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can analyze characters' strong emotions and choices to learn life lessons. I can understand the importance of a symbol and determine how it affects the overall message or feeling in a story/text. I can identify and explain the significance/meaning of a symbol in a text.	x	Selected Response	<ul style="list-style-type: none"> Interpreting complex ideas in text, Analyzing similarities and differences in text Attending to literary devices to identify themes in text Utilizing strategies to interpret and analyze text
	x	Constructed Response	
		Performance	
		Observation	

<p>I can notice that titles can be symbolic.</p> <p>I can recognize and analyze different words, phrases, messages and illustrations that add meaning to a text.</p> <p>I can notice the strong adjectives and phrases that the author uses to add meaning to the text.</p> <p>I can notice how illustrations can add to the message or mood of a text.</p> <p>I can notice how illustrations can add to the message or mood of a text.</p> <p>I can determine the theme in texts.</p> <p>I can determine how a character's point of view influences how events are described.</p> <p>I can identify what would cause characters to have varying points of view of the same event.</p> <p>I can identify the narrator or character's point of view about a topic by noticing what he/she does or says.</p> <p>I can analyze how the narrator or speaker's point of view influences how events are described.</p> <p>I can infer two characters' point of view on a topic in various texts.</p> <p>I can identify and compare texts with similar themes.</p>			
I can identify the characteristics of quality opinion writing.	x	Selected Response	<ul style="list-style-type: none"> Studying mentor text to understand the characteristics of opinion essays Generating ideas that support their opinion Drafting many claims with reasons
I can form an opinion on a topic by reading and viewing multiple sources of information.	x	Constructed Response	
		Performance	

<p>I can closely read/view sources to gather relevant information which supports my opinion.</p> <p>I can organize the information I've gathered into logical categories.</p> <p>I can make decisions about important, domain specific vocabulary I will include in my writing.</p> <p>I can plan an introduction by hooking the readers and clearly stating my opinion.</p> <p>I can draft an introduction by hooking the readers and clearly stating my opinion.</p> <p>I can begin to draft reason paragraphs by using topic sentences.</p> <p>I can continue to draft my reason paragraphs by citing relevant evidence to support the topic sentence.</p> <p>I can continue to draft my reason paragraphs by elaborating how my factual evidence supports my opinion.</p> <p>I can incorporate domain specific vocabulary into my writing.</p> <p>I can write a conclusion paragraph, restating my claim and calling the readers to action.</p> <p>I can revise to ensure that my opinion is clear for my audience throughout my writing, by using a convincing tone.</p> <p>I can revise my writing to make its organization clearer, by incorporating transition words and phrases.</p> <p>I can edit my writing to make sure I have used appropriate capitalization, punctuation, and spelling of 5th grade words and domain specific vocabulary, and use of commas.</p>		<p>Observation</p>	<p>and evidence</p> <ul style="list-style-type: none"> ● Revising through rereading to elaborate and strengthen their claim ● Editing and publishing a selected piece with a strong claim that has reasons and evidence
---	--	--------------------	---

<p>I can edit and revise my opinion writing piece with a partner, and use their feedback to make improvements.</p> <p>I can publish the most polished version of my opinion writing piece.</p>			
--	--	--	--

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
<p>Narrative writing structure</p> <p>Revision process</p>	<p>Elements of Narrative text</p>	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	<p>Student centered authentic tasks, Book Clubs, Buddy Reading and Editing</p>

RESOURCES

<p>The Day You Begin by Jacqueline Woodson</p> <p>Queen of the Falls by Chris Van Allsburg</p> <p>Opinion Teacher Rubric</p> <p>Opinion Student Checklist</p>

UNIT 5: Informational Reading & Writing Research

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Informational Standards RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	x	Content Knowledge	Multiple print Digital sources Locate Explain Reasons Evidence Support Identify Reasons Support Integrate Topic
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Writing Standards W.5.6: With some guidance and support from adults, 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. W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	x	Content Knowledge	Produce Publish Collaborate Research project Topic Revision
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

W.5.10: 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 discipline-specific tasks, purposes, and audiences.			
---	--	--	--

UNIT ESSENTIAL QUESTIONS

How can we gather information from informational reading sources and then use this information for our research writing reports?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can build my background knowledge about the topic I will research.</p> <p>I can ask questions about my research topic and use those questions to form my subtopics.</p> <p>I can identify the appropriate source for the information needed to write my research report.</p> <p>I can take notes on the most important information, putting information read into my own words (paraphrasing).</p> <p>I can identify domain specific vocabulary that I located in my research.</p> <p>I can add to my research by identifying areas of improvement after peer discussions.</p> <p>I can analyze the structure of a research report.</p> <p>I can grab the reader's attention by creating a catchy title and introduction paragraph based on my research topic, to hook my reader.</p>	x	Selected Response	<ul style="list-style-type: none"> Using research to build background knowledge Researching through note-taking about a topic Synthesizing and analyzing to determine important information Sharing through presenting and/or writing about knowledge learned by others Research IAB
	x	Constructed Response	
		Performance	
		Observation	

<p>I can use my research notes to develop paragraphs to teach others about my topic.</p> <p>I can write a conclusion to summarize the information I learned about my topic.</p> <p>I can revise my work by adding transition words and phrases to show how information is connected.</p> <p>I can revise areas of my work that need elaboration.</p> <p>I can self-edit my report for language conventions.</p> <p>I can provide feedback on my partner's work.</p> <p>I can create a presentation to share my research with an audience.</p>			
---	--	--	--

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Informational reading	Informational writing	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	Student centered authentic tasks, Book Clubs, Buddy Reading and Editing

RESOURCES

- What If There Were No Bees? A Book About the Grassland Ecosystem By Suzanne Buckingham
- [Student Research Writing Checklist](#)
- [Teacher Rubric](#)

UNIT 6: Reading and Writing Memoirs

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text	x	Content Knowledge	Determine
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Theme Reflects Summarize
		Physical Skill	compare/contrast Genre
	x	Product Development	Similar themes Topics
	x	Learning Behavior	Explain Elements Emotional connections Theme Identify Purpose Statement compare/contrast Memoirs Determine
Writing Standards W.5.3 Write narratives to develop real or imagined	x	Content Knowledge	Narratives Imagined

<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>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.</p> <p>W.5.6 With some guidance and support from adults, 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.</p>		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<p>Techniques</p> <p>Descriptive details</p> <p>Sequence</p> <p>Coherent</p> <p>Development</p> <p>Organization</p> <p>Purpose</p> <p>Planning</p> <p>Revising</p> <p>Editing</p> <p>Rewriting</p> <p>Generate ideas</p> <p>Memorable</p> <p>Plan</p> <p>Draft</p> <p>Internal feelings</p> <p>Precise language</p> <p>Strong hook</p> <p>Edit</p> <p>Revise</p> <p>Illustrate</p> <p>Enhance</p>
		Physical Skill	
		Product Development	
		Learning Behavior	

UNIT ESSENTIAL QUESTIONS			
What can we learn from reading memoirs and how can we use what we learn in our own memoirs?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can explain the elements of a memoir.</p> <p>I can explain the importance of emotional connections when reading a memoir text.</p> <p>I can identify the theme in a memoir by identifying a purpose</p>	x	Selected Response	<ul style="list-style-type: none"> Immersing students in mentor text Studying the purpose, structure and characteristics of memoir Drafting and studying craft tools of memoir for elaboration and development
	x	Constructed Response	
		Performance	
		Observation	

<p>statement.</p> <p>I can compare and contrast memoirs.</p> <p>I can determine my life themes for my memoir.</p> <p>I can generate ideas based on memorable or emotional moments in my own life.</p> <p>I can plan a time frame for my memoir and begin drafting.</p> <p>I can add internal feelings with precise details.</p> <p>I can begin my memoir with a strong hook.</p> <p>I can reread my memoir to edit and revise my writing.</p> <p>I can illustrate a cover to enhance my reader's understanding and experience.</p>			<ul style="list-style-type: none"> • Re-reading and revising memoir using a toolbox of strategies related to memoir writing • Preparing to publish memoir through further revision and editing
--	--	--	--

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Personal narrative vs. Memoirs	Personal narrative	<p>Use of Race Rubric and Writing Rubric at level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile</p>	Student centered authentic tasks, Book Clubs, Buddy Reading and Editing

		level so that students can practice skills and strategies with complex text	
RESOURCES			
<ul style="list-style-type: none">• Student Checklist• Teacher Rubric			