

Unit 1 - Launching Reading and Writing with Experienced Readers Through Character Analysis and Narrative Craft

Essential Questions: How can I draw upon what I know about reading and writing in order to tackle more complex text? How can I analyze and compare characters to develop theories about theme, and plot in narrative text and reflect that in my own writing?

Reading Standards: RL5.1, RL5.2, RL5.3, RL5.4, RL5.5, RL5.6

Writing Standards: W5.3, (W5.4, W5.5, W5.6)

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● GoFormative Quizzes ● On Demand Writing <ul style="list-style-type: none"> ○ 6+1 - Weekly Quick Writes ○ Narrative Writing Guide Activities 	<ul style="list-style-type: none"> ● Common Assessments - Pre/Checkpoint/Post RL5.1-5.6 Assessment ● Personal Narrative ● POV Narrative ● Imagined Narrative ● Wordly Wise Vocabulary Assessments
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● The Miraculous Journey of Edward Tulane ● The Tiger Rising ● Daily 6-Trait Writing ● The Comprehensive Narrative Writing Guide ● FCRR 	<ul style="list-style-type: none"> ● Storyworks Magazine ● Personal Narrative Packet ● CommonLit - “Eleven” ● PARCC - “Lost and Found in the Black Hole”

12 Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus/Skill	Standards
1 (9/7) Write narrative for baseline	<ul style="list-style-type: none"> ● Teach, model, practice classroom procedures and ELA schedule ● IXL Diagnostic ● Review how to use context clues to determine unfamiliar words with first novel (Edward Tulane) 	Parts of a Narrative Practice generating ideas for writing stories. Supplement w/ 6+1: Developing Ideas (pg 10) Grammar: Capitalizing proper nouns	RL5.4
2 RL Pre-Assessment	<ul style="list-style-type: none"> ● Review the 7 comprehension strategies with first classroom novel (Edward Tulane) ● Develop plot mountain for whole class read aloud ● Understand and practice identifying how stories have a plot and follow a storyline with well developed characters, settings, and conflicts. 	Read mentor personal narratives then plan and develop personal narrative topics/ideas through pre-writing activities. Understand and practice identifying how stories have a plot and follow a storyline with well developed characters, settings, and conflicts. Supplement w/ 6+1: Developing Characters, Setting, and Plot Ideas (pg 22; <i>no day 4/5</i>) and Narrative Writing Guide	RL5.5 W5.3

		(80-85) for small group work. Grammar: Quotation Marks	
3	<p>Readers read actively, relying on knowledge of how stories go; understanding and analyzing plot, storylines, and characters.</p> <ul style="list-style-type: none"> • Students understand that stories, poems, dramas, and informational text have different organizational elements. • Identify and understand the message of the story is found across chapters <p>Understand that stories have beginnings, conflicts/problems and conclusions (plot mountain).</p>	<p>Supplement w/ Personal Narrative Packet and Narrative Writing Guide (pg 45/46)</p> <p><i>Note: rough draft should be written by the end of the week.</i></p> <p>Grammar: Dialogue</p>	<p>RL5.1</p> <p>W5.3</p> <p>W5.4</p>
4 Structure Quiz	<p>Analyze and cite evidence from the text to explain and support inferences.</p> <ul style="list-style-type: none"> • RACE responses w/ a focus on explaining inferences. • Case Files 1-10 or inference activity w/ constructed responses 	<p>Practice and learn how to write engaging leads and hooks to capture the reader’s attention.</p> <p>Supplement w/ Narrative Writing Guide: Section 2 (pg 47-78)</p> <p><i>Note: Finalize hooks.</i></p> <p>Grammar: Onomatopoeia</p>	<p>RL5.5</p> <p>W.5.3</p>
5 Summary Quiz	<p>Readers understand that they need to remember and summarize information over chapters, a series of short stories, or sequels in order to understand larger themes.</p> <ul style="list-style-type: none"> • Narrative Writing Guide Summarizing Frameworks • SWBST summaries. • Introduce common theme topics and start discussing what we see across chapters in Edward Tulane 	<p>Identify the difference between showing and telling and understand the power of specific detail.</p> <p>Supplement w/ 6+1: Word Choice Verbs (pg 70) Narrative Writing Guide (pg 86- 89)</p> <p><i>Note: Have students begin revising “the middle” of their personal narratives.</i></p> <p>Grammar: Simile</p>	<p>RL5.2</p> <p>W.5.3</p>
6 Character Analysis Quiz	<p>Readers understand character development (STAR) and use evidence to support their ideas about characters. They think deeply about character conflicts and how characters respond to the challenges they face.</p> <ul style="list-style-type: none"> • Demonstrate understanding of characters, their traits, how and why they react to challenges by using text evidence to support statements. • Find details to describe the conflict or challenges the character faces and understand the issues making them real and purposeful. • Compare and contrast the characters through RACE responses, graphic organizers, sorts, etc. 	<p>Strengthening stories through word choice, descriptive writing, and dialogue.</p> <p>Supplement w/ 6+1: Word Choice Descriptive Language (pg76) and Narrative Writing Guide (pg 90) Use a sense of Autumn, Jack-O-Lantern, and Tiger activities.</p> <p><i>Note: By the end of the week students should be done writing “the middle” of their personal narratives.</i></p> <p>Grammar: Metaphor</p>	<p>RL5.2</p> <p>RL5.3</p> <p>W5.3</p>

	<ul style="list-style-type: none"> ● Touch upon how character’s learning lessons in the text, help us draw themes from the story. 		
7 RL Checkpoint Compare/Contrast Quiz Personal Narrative (add to Data Folder)	<p>Readers analyze and compare characters, settings, and events. They notice similarities and differences between the characters and how setting is used to convey the mood of a story.</p> <ul style="list-style-type: none"> ● Identify details comparing the main and secondary characters in the story ● Compare and contrast the way characters interact with each other including dialogue, body language and actions. ● Compare and contrast the causes of events in the text and how these affect the multiple storylines differently. ● Determine the meaning of figurative language to develop a stronger understanding of how characters, settings, and events are being described. 	<p>Write reflective endings that display introspection. Supplement w/ Personal Narrative Packet and Narrative Writing Guide Section 6 (pg 305)</p> <p><i>Note: Students should complete their personal narratives by the end of the week.</i></p> <p>Grammar: Imagery</p>	<p>RL5.3</p> <p>W5.3</p>
8 Narrator Quiz	<p>Recognize that different characters see the same situations differently. Consider how stories or parts of stories would be different from another perspective. Consider why the author chose to use a specific perspective.</p> <ul style="list-style-type: none"> ● Identify the person who is telling the story ● Know that the way a person tells a story is influenced by their role and the outcomes of the story. ● Explain how a narrator’s background or experiences influences her descriptions of events. ● Understand and discuss the different perspectives represented in the text. 	<p>Using the different character’s from Edward Tulane or The Tiger Rising, rewrite events or chapters from different perspectives.</p> <ul style="list-style-type: none"> ● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ● Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ● Use concrete words and phrases and sensory details to convey experiences and events precisely. 	<p>RL5.6</p> <p>W5.3</p>
9 Theme Quiz	<p>Determine and provide a statement of theme.</p> <ul style="list-style-type: none"> ● Infer the big ideas or themes of the text and discuss how they are applicable to people’s lives today ● Demonstrate understanding of characters, their traits, how and why they change by using evidence to support statements. ● Find details to describe the conflict or challenges the character faces understanding that issues are real and purposeful. ● Look for reflection or introspection in the text. ● Discuss and review popular themes found in literature. 	<p><i>Note: Students should practice editing and revising these stories through peer conferencing.</i></p> <p>Supplement w/ 6+1: Similes, Metaphors, and Personification (pg 82)</p>	<p>RL5.2</p> <p>W5.3</p>

10	Extra week needed for instruction overflow (if extra time is not needed, assess and move into unit 2)	<p style="text-align: center;">Writers Workshop</p> <p>Write narratives to develop imagined experiences or events using effective techniques, descriptive details, and clear sequences.</p> <ul style="list-style-type: none"> ● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ● Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ● Use concrete words and phrases and sensory details to convey experiences and events precisely. ● Provide a conclusion that follows from the narrated experiences or events. 	<p style="text-align: center;">RL5.2</p> <p style="text-align: center;">W5.3</p>
11	Extra week needed for instruction overflow (if extra time is not needed, assess and move into unit 2)	<p><i>Note: Use “Eleven” as mentor text.</i></p>	
12 (11/22) RL Post-Assessment Final Narrative (add to Data Folder)	Review standards RL5.1-RL5.5	Host an Author’s Chair Celebration with parents over Google Meet (District Goal)	

Unit 2 - Understanding Themes, Topics, and Patterns found in a Variety of Traditional Literature from Different Cultures

Essential Questions: How do the unique patterns and qualities found within traditional literature from different cultures compare to one another? How can I draw on everything I know about reading and about essays to go through the entire process of writing a literary essay making sure to use evidence from the text and reflection to support my claim?

Reading Standards: RL5.5, RL5.7, RL5.9

Writing Standards: W5.2, W5.9 (W5.4, W5.5, W5.6, W5.7)

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● Pre-Writing Essay Process ● On Demand Writing <ul style="list-style-type: none"> ○ 6+1 Weekly Quick Writes ○ Expository Writing Guide 	<ul style="list-style-type: none"> ● Wordly Wise Vocabulary Assessments ● LAT Essay ● RL5.5, RL5.7, RL5.9 Assessments
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Thor/Medusa ● Fox/Goat ● Anansi/Coyote ● Readworks - “Casey at the Bat” 	<ul style="list-style-type: none"> ● Dramas & Poems in Storyworks Magazine ● Daily 6-Trait Writing ● Expository Writing Guide

4 Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus Lesson/Skill	Standards
1 (11/29)	Recognizing, comparing, and contrasting the structural elements of prose, dramas, and poems. <ul style="list-style-type: none"> ● Students understand that stories, poems, and dramas have different organizational elements ● Understand that stories have beginnings, conflicts/problems and conclusions (Edward Tulane, Tiger Rising) ● Understand that often poems have stanzas or verses (Casey at Bat) ● Identify and understand the message/theme of the story, poem, or drama across the chapters, stanzas, or scenes 		RL5.5
2 RL5.5, RL5.9 quiz	<p style="text-align: center;"><u>Dramas & Myths</u> (storyworks)</p> Use and identify how visuals and multimedia elements help increase the understanding of text. <ul style="list-style-type: none"> ● Explain how images, sounds and movements contribute to the tone of the text. ● Explain how photos, animations, and sounds are used to create beauty in a multimedia presentation of a print text. 	Begin modeling and teaching essay structure for LAT* Supplement w/ 6+1: Topic Sentences and Ideas (pg 18) and Expository Writing Guide: Section 5 (pg 301) <ul style="list-style-type: none"> ● Break down prompt and determine what we need to write about ● Introduction restates prompt and has a thesis statement ● Body paragraphs address the prompt by citing and explaining your thinking. 	RL5.7 W5.9

		<ul style="list-style-type: none"> Conclusion paragraph wraps up ideas and restates thesis <p>Grammar: Verbs</p>	
3 RL5.5, RL5.7 and RL5.9 quiz	<p>Compare and contrast the treatment of similar themes, topics, and patterns of events, in stories, myths, and literature from different cultures.</p> <ul style="list-style-type: none"> Identify an author’s approach/perspective/beliefs by analyzing two or more texts on similar themes Compare repeated objects/episodes in the story to illustrate themes Identify patterns in each story that identify the theme in each story <p>Guided LAT Essay writing. Supplement w/ Expository Writing Guide: Section 4 (pg 185) <i>Note: Use two Myths or two Fables and LAT prompt to guide students through writing a LAT essay.</i></p> <p>Grammar: Titles</p>		<p>RL5.9</p> <p>W5.9</p>
4 (12/22) RL5.5, RL5.7 and RL5.9 quiz (add best LAT to Data Folder)	<p>Compare and contrast the treatment of similar themes, topics, and patterns of events, in stories, myths, and literature from different cultures.</p> <ul style="list-style-type: none"> Close reading of two texts and determine similarities and differences based on prompt questions. <p>Guided LAT Essay writing. Supplement w/ Expository Writing Guide: Section 4 (pg 185) <i>Note: Use two Myths or two Fables and LAT prompt to guide students through writing a LAT essay.</i></p> <p>Grammar: Citations</p>		<p>RL5.9</p> <p>W5.9</p>

Unit 3 - Informational Text Analysis and Writing

Essential Questions: How can I read high-interest nonfiction texts in order to gain new knowledge? How can I understand not just the content of what I read, but also the reasons why certain structures are good for carrying certain content? How can I organize myself to allow me to read across multiple texts, learn from multiple perspectives, and build theories both literally and inferentially?

Reading Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8

Writing Standards: W.5.2, W.5.9 (W.5.4, W.5.5, W.5.6, W.5.7)

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● On Demand Writing <ul style="list-style-type: none"> ○ 6+1 Weekly Quick Writes ○ RACE Responses ● GoFormative Checkpoints <ul style="list-style-type: none"> ○ Text Structure ○ Main Idea 	<ul style="list-style-type: none"> ● Common Assessments - Pre/Post Informational ● Expository Research Essay ● Wordly Wise Vocabulary Assessments
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Storyworks Magazine ● Daily 6-Trait Writing ● Invasive Species Unit ● Natural Disaster Unit 	<ul style="list-style-type: none"> ● NEWSELA ● Readworks ● CommonLit ● Roanoke, King George, Boston Massacre, Westward Expansion Readings

9 Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus Lesson/Skill	Standards
1 (01/03) RI Pre-Assessment	Introduce Informational Text <ul style="list-style-type: none"> ● 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 (text features). ● Use multimedia texts, including maps and photos, to add to understanding of texts. ● Show understanding of how to best use features of expository texts. 		RI.5.7
2	<ul style="list-style-type: none"> ● Determine two or more main ideas of a text and explain how they are supported by key details ● Quote details that explicitly refer to a main idea or topic of a paragraph, multiple paragraphs, or multiple texts. 	Summarize the text using the main idea and key details using linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	RI.5.1 RI.5.2

3	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; especially when explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <ul style="list-style-type: none"> ● Synthesize clues about what is important in the text and quote any details that help explain relationships or reader inferences. ● Cite specific examples and details to support inferences and relationships. ● Base conclusions off details cited in the text. 	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (RACE Responses).</p> <ul style="list-style-type: none"> ● Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text. ● Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text. ● Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text. 	<p>RI5.1 RI5.3</p> <p>W5.4</p>
4	<ul style="list-style-type: none"> ● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Roanoke, King George, Boston Massacre, Westward Expansion) ● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (RACE Responses).</p> <ul style="list-style-type: none"> ● Provides an analysis of multiple accounts of the same event; noting important similarities and/or differences in the point of view they represent. ● Provides an analysis of multiple accounts of the same topic; noting important similarities and/or differences in the point of view they represent. 	<p>RI5.1 RI5.6 RI5.9</p> <p>W5.4</p>
5	<p style="text-align: center;"><u>Invasive Species or Natural Disaster Task</u></p> <p>Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> ● Identify the different ways information is presented to gain a better understanding of the information in a text ● Share how the organizational structure is used to convey information: description, chronology, comparison, cause/effect, problem/solution, etc. ● Discover and name specific words that help identify the structure ● 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>Produce clear and coherent writing when writing in different text structures</p> <ul style="list-style-type: none"> ● Recall and gather relevant information from print and digital sources ● Summarize or paraphrase information in notes (students will use a graphic organizer for each structure) and their finished work. ● Introduce a topic clearly and group related information in paragraphs or sections. ● Develop paragraphs with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● Use linking words to connect ideas within categories of information. 	<p>RI5.5 RI5.8</p> <p>W5.2 W5.4 W5.7 W5.8</p>
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7			

		<ul style="list-style-type: none"> ● Provide a list of sources. ● Add an introduction and conclusion to structure paragraphs. 	
8	Extra week needed for instruction overflow (if extra time is not needed, assess and move into unit 4)		
9 (02/28) RI Post-Assessment Research Essay (add to Data Folder)	Extra week needed for instruction overflow (if extra time is not needed, assess and move into unit 4)	Finalize Research/Structure Essay	

Unit 4 - Historical Fiction Book Clubs and Related Informational Reading & Research

Essential Questions: How can I develop a deeper understanding of characters and setting by learning about a specific time period? How can I read across multiple texts and draft complex interpretations based on my growing understanding of both the fictional story and the time period itself?

Reading Standards: All Standards

Writing Standards: All Standards

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> Number the Stars Literacy Unit 	<ul style="list-style-type: none">
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> Storyworks Magazine Number the Stars The Big Lie Holocaust Novels 	<ul style="list-style-type: none"> Readworks CommonLit

10 Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus Lesson/Skill	Standards
1 (03/07)	Pre-Reading Research and Tasks <ul style="list-style-type: none"> Gather relevant information from print and digital sources; take notes. 		RI5.2
2	Anne Frank Research and Articles <ul style="list-style-type: none"> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes for explanatory essays. Anne Frank Virtual Field Trip/Webquest <ul style="list-style-type: none"> 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 	Provides an explanation of the relationships or interactions between two or more individuals in a historical text <ul style="list-style-type: none"> Explanatory Essay 	RI5.1 RI5.2 RI5.3 RI5.7 W5.2 W5.8

3	<p>Read The Big Lie</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <p>Begin Reading Number the Stars</p> <ul style="list-style-type: none"> Story Structure (plot mountain) vs. Informational Text Character Analysis and Character Comparison - compare and contrast two or more characters or events in a story or drama, drawing on specific details in the text 	<p>POV Narrative</p> <ul style="list-style-type: none"> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Describe how a narrator’s or speaker’s point of view influences how events are described. <p>RACE Response</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<p>RI5.6</p> <p>RL5.5 RL5.3 W5.3 W5.4</p>
4		<p>Jewish Holiday Research Task</p> <ul style="list-style-type: none"> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<p>w5.7</p>
5	<p>Setting Comparison (Copenhagen vs Gilleleje)</p> <ul style="list-style-type: none"> Compare and contrast two or more settings in a story or drama, drawing on specific details in the text 		<p>RL5.3</p>
6	<p>Informational Text</p> <ul style="list-style-type: none"> Danish Resistance - Readworks <p>Graphic Novel</p> <ul style="list-style-type: none"> 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) 		<p>RI5.2 RI5.3</p> <p>RL5.7</p>
7	<p>Perspective</p> <ul style="list-style-type: none"> Describe how a narrator’s or speaker’s point of view influences how events are described. 	<p>Script Writing</p> <ul style="list-style-type: none"> Use dialogue and description to develop experiences and events or show the responses of characters to situations. 	<p>RL5.6 W5.3</p>
8	<p>Compare and Contrast Little Red Riding-hood w/ Number the Stars</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text 	<p>Ellen’s Diary Entry</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 	<p>RL5.3 W5.3</p>
9	<ul style="list-style-type: none"> Theme - 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; The True Story of Number the Stars - Informational Text - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. LAT on Theme - Draw evidence from literary or informational texts to support analysis, reflection, and research. 		<p>W5.9</p> <p>RI5.6</p>
10 (05/16)	<p>Number the Stars Project and Movie</p>		

Unit 5 - Analyzing Topics to Learn Persuasive Techniques

Essential Questions: How can I use words to persuade and express my opinions clearly? How do writers express their opinions through a thesis statement and use details to support this thesis?

Reading Standards: All RI Standards

Writing Standards: W5.1 (W5.4, W5.5, W5.6, W5.7)

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> Water Bottle Opinion Essay 	<ul style="list-style-type: none"> Storyworks Weekly Opinion Essays and Debates The Comprehensive Persuasive Writing Guide
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> Storyworks Magazine 	<ul style="list-style-type: none"> Readworks CommonLit

4 Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus Lesson/Skill	Standards
(05/23)	<ul style="list-style-type: none"> Distinguish facts from opinions Debate first opinion topic from Storyworks “Debate It” Explain how an author uses reasons and evidence to support their particular points in a text, identifying which reasons and evidence support which point(s). Explain the author’s perspective on the topic State the reasons or support an author has given to support a specific topic Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts 		W5.1
(05/30)	<p>Write teacher guided opinion essay using Storywork/Scope Articles:</p> <p>Supplement w/ 6+1: Organize to persuade (pg 58) and Storyworks Graphic Organizers</p> <p>Grammar: interjections</p>		
(06/06)	<p>Draft a second opinion essay using Water Bottle Resources:</p> <p>Supplement w/ Persuasive Writing Guide and Storyworks Graphic Organizers</p> <p>Grammar: Commas</p>		

(06/13)	Strengthen Opinion Essay: Supplement w/ Persuasive Writing Guide and Storyworks Graphic Organizers Grammar: Apostrophes showing possession	
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Opinion Essay Teaching Requirements:

- Explain the author’s perspective on the topic and state the reasons or support an author has given to support a specific topic (create a thesis statement)
- Organize information into categories
- Express an opinion effectively
- Locate information from print and digital sources
- Integrate information from personal experiences
- Use transitional words and phrases to help the reader follow the information
- Group related ideas in an appropriate way
- Recognize when ideas are not expressed logically
- Take notes on information gathered from the sources to support the topic
- Write concluding statements

<https://sites.google.com/site/5thgradepersuasivewriting/lesson-1-1>

Natural Disaster Research Project (Extra)

Essential Questions: How can I use all that I know about nonfiction reading and research to learn about natural disasters?

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● On Demand Writing <ul style="list-style-type: none"> ○ 6+1 Weekly Quick Writes ○ Expository Writing Guide 	<ul style="list-style-type: none"> ● Natural Disaster Flip Books ● Natural Disaster Poster
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Storyworks Magazines ● TPT Natural Disaster Unit ● Daily 6-Trait Writing ● The Comprehensive Expository Writing Guide 	<ul style="list-style-type: none"> ● NewsELA

Weeks	Primary Reading Focus Lesson/Skill	Primary Writing Focus Lesson/Skill	Standards
	<ul style="list-style-type: none"> ● Define research topic and build background on natural disasters through “Natural Disaster Tasting” ● Create questions, semantic map on Natural Disaster ● Read through the Natural Disaster article and answer comprehension questions on assigned Natural Disaster (RI5.1, RI5.2, RI5.3) ● Add to semantic map 	<p>Write and organize information logically. Supplement w/ 6+1: Organization - Sequencing (pg 40) <i>Note: Students will write short “biography” essay on a classmate</i></p> <p>Grammar: two/too/to</p>	<p>RI5.1, RI5.2, RI5.3</p> <p>W5.2, W5.7</p>
	<p>Small Group Reading on Assigned Natural Disasters:</p> <ul style="list-style-type: none"> ● Identify details that help students understand why things happen and how they connect ● Explain the sequence of how things happen ● Share details that give information about/insight about the author and why he/she wanted the reader to know it ● Compare and contrast the effect of the interaction of people, ideas, events, or concepts on history, science, or technology 	<p>Write and organize information logically. Supplement w/ 6+1: Organization - Logical Organization (pg 46) <i>Note: Students will pre-plan and then write a short essay about “Day 4” in 6+1</i></p> <p>Grammar: sentence fragments</p>	<p>RI5.3</p> <p>W5.2, W5.7</p>
	<ul style="list-style-type: none"> ● Locate information and paraphrase information in order to take notes <p><i>Note: Students will practice this skill by working on flipbooks and research using their natural disaster resources</i></p>	<p>Write and organize information logically. Supplement w/ 6+1: Organization - Compare and Contrast (pg 52) <i>Note: Only teach one compare and contrast strategy. Students will do guided research and write a short essay about two places. Make sure they plan their essay.</i></p> <p>Grammar: Commas in locations</p>	<p>RI5.1, RI5.2, RI5.7</p> <p>W5.2, W5.7</p>
	<p>Students will read about first hand accounts from survivors:</p> <ul style="list-style-type: none"> ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective ● Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts ● Explain the author’s perspective on the topic ● State the reasons or support an author has given to support a specific topic 	<p>Determine what text structure should be used when writing. Supplement w/ 6+1: Organizing your writing (pg 64)</p> <p>Grammar: run-on sentences</p>	<p>RI5.6, RI5.8</p> <p>W5.2, W5.7</p>

	<p>Use text to begin planning essays and posters:</p> <ul style="list-style-type: none"> ● Make connections between the text and other texts that have been read or heard ● Compare text to find ideas and details which are different ● Find common details about a topic when reading different texts ● Access and organize information about a topic from several sources ● Use sentence prompts to begin referencing outside sources (as needed) ● Locate similar information from two different sources around the same topic <p><i>Note: Students will work on poster information and essays.</i></p>	<p>Plan and write an expository essay on assigned natural disaster. Supplement w/ Expository Writing Guide. <i>Note: Students will begin planning their essay; developing topics and organizing facts and evidence to support their ideas.</i></p>	<p>RI.5.9 W.5.2, W.5.7</p>
	<ul style="list-style-type: none"> ● Use multimedia texts, including maps and photos, to add to understanding of texts ● Use online sources judiciously to further gather information ● Evaluate sources to determine credibility ● <p><i>Note: Students will write and complete their essays and posters</i></p>	<p>Write and develop expository essay on specific natural disasters. Supplement w/ Expository Writing Guide <i>Note: Students will write their essay using their essay plan from previous week. They will complete their essays and posters</i></p>	<p>RI.5.7 W.5.2, W.5.7</p>

Natural Disaster Project: Tsunami (High), Hurricane (High/Mid), Volcanoes (Mid/Low) Tornado (Low)

Each disaster needs to have:

- Photographs and Videos
- Informational Text
- First hand accounts

Expository Writing:

- Write an introduction that includes a topic sentence
- Develop a topic
- Know that illustrations, headings, pictures can make the writing understandable
- Group information logically so that the writing remains focused
- Format and include facts, definitions, quotes and examples to help convey information
- Support the topic with facts
- Use appropriate vocabulary
- Provide an effective conclusion

Steps for writing a research paper:

- Define a topic - Natural Disasters
- Make a list of questions/resources
- Make notes or create a graphic organizer
- Write the first draft
- Seek help to edit and revise from peers
- Publish
- Use reference materials such as encyclopedias, search engines or databases
- Use keywords for Internet searches
- Cite a variety of sources
- Use organizational structures when writing a research project
- Synthesize and write information from various perspectives or authors
- Create a bibliography