Mendham Borough Public Schools
Mendham, New Jersey

*Curriculum and Instruction*

Course of Study

**Language Arts: Grade 5**                                            **August 23, 2016**

## I.      RATIONALE, DESCRIPTION AND PURPOSE

The Mendham Borough Schools seek to instill and cultivate a love of reading and writing; independent reading and writing for varied purposes, including individual genre and learning interests; and "readerly" and "writerly" lives in students' school and personal worlds. In addition to reading the literary genres, early adolescents read to learn. Students read and write to inquire and investigate, with increasing attention to nonfiction content-area texts. Fifth grade students recognize an author's purpose for writing, identify strategies in the service of this purpose, and write strategically to satisfy a given purpose and prospective audience (readership).

Language arts literacy embraces the integrated development of reading, writing, speaking, listening and viewing/media literacy skills in purposeful and meaningful contexts. Literacy skills develop within a continuum according to each student's readiness.

The Teachers College fifth grade reading and writing workshops cultivate reading and writing within fiction and nonfiction genres for authentic and engaging purposes. The Teachers College model proceeds on three premises. First, students are readers and writers who develop distinctive reading and writing identities that include preferences, strengths and needs. Readers and writers engage in reading and writing lives in the classroom and in their out-of-school worlds. Second, the fundamental goal of reading and writing is to develop a love of both interactions with text, ideas and the larger world. Third, readers and writers need tools and strategies to engage their craft purposefully and authentically. Teachers of reading and writing provide direct and explicit instruction in the development of these tools and strategies as meets readers' and writers' varying readiness levels.

## II.     DISTRICT OBJECTIVES

The district adopts the Anchor Standards set forth in the New Jersey Student Learning Standards, as objectives for all students to meet by the end of Grade 8.  Separate objectives for reading, writing, speaking and listening, and language, are as follows:

### Reading

1.  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific
    textual evidence when writing or speaking to support conclusions drawn from the text.
2.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting
    details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and
figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g.,
a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as
well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well
as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant
and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating
understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 tasks, purposes, and audiences.

**Speaking & Listening**

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding
of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
indicated or appropriate.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective
choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### III.    ALIGNMENT TO STANDARDS

Language arts literacy development in fifth grade aligns with the following **New Jersey Student Learning Standards:**

### Reading

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
- 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.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)
- 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. (RI.5.5)
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- 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.5.7)
- 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.5.8)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)
- 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. (RI.5.10)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
- 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.5.2)
- 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.5.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
- Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)

- 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). (RL.5.7)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)
- 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. (RL.5.10)

## **Writing**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)
    - 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.
    - Provide logically ordered reasons that are supported by facts and details.
    - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    - Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)
    - 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.
    - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)
    - 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.
- 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.5.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- 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.5.6)

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
- 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.5.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
    - 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]").
    - 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]").
- 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. (W.5.10)

**Speaking & Listening**

- 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. (SL.5.1)
    - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - Follow agreed-upon rules for discussions and carry out assigned roles.
    - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
    - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)
- 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.5.4)
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)

**Reading Foundational**

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

- Read with sufficient accuracy and fluency to support comprehension. (RF.5.4)
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1)
  - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.*
  - Use correlative conjunctions (e.g., either/or, neither/nor).

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2)
  - Use punctuation to separate items in a series.*
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed.
  - Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- 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. (L.5.4)
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
  - Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.

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

- 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). (L.5.6)

## IV.    CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES

Grade level benchmarks in fifth grade Language Arts Literacy are built into the following units of study:

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| Unit 1: Launching the Reading and Writing Workshops |
| Unit 2: People with Differences and Nonfiction Reading Workshop |
| Unit 3: Nonfiction Writing Workshop |
| Unit 4: Social Issues/Holocaust Reading Workshop |
| Unit 5: Persuasive Letters Reading Workshop |
| Unit 6: Persuasive Letters Writing Workshop |
| Unit 7: Speculative Writing/Textual Response Reading and Writing Workshops |
| Unit 8: Realistic Short Fiction Reading Workshop |
| Unit 9: Realistic Short Fiction Writing Workshop |
| Unit 10: Poetry Reading and Writing Workshops; Reflection and Planning Summer Reading and Writing |

**Unit 1: Launching the Reading and Writing Workshops**

This unit "launches" the reading and writing workshops. Readers determine independent "just right" reading levels; enact expectations and routines in the reading workshop; and read with stamina and comprehension. Writers enact expectations and routines in the writing workshop; demonstrate their accumulated knowledge of the writing process and the qualities of good narrative writing; and use the writing process to produce "published" pieces. Students and teacher create a community of readers, writers and storytellers within the classroom.

In unit 1, readers and writers will understand that:

1. Routines and expectations in the reading and writing workshops support independent, partner and small group ("book club") work; enable the development of text comprehension skills; and foster the recognition and cultivation of literacy interests, preferences and habits.

2. Stages of writing, writing "tools" and the craft of revision enhance the effectiveness of a writing piece; i.e., writer's purpose in light of prospective readership.

In unit 1, readers and writers will be able to:

1. Enact routines and expectations in the reading and writing workshops;
2. Read and write with increasing focus and stamina by setting goals for independent reading and writing;
3. Select "just right" books;

4. Read with accuracy, fluency, comprehension, intonation, expression and phrasing that reflect text comprehension;
5. Engage in accountable partner reading and book talk;
6. Recall texts with an emphasis on story elements (e.g., character, setting, conflict/problem, resolution);
7. Monitor for sense in reading;
8. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story elements; inferring about character and story; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading; interpreting unfamiliar words in context;
9. Collect, nurture and draft the "seeds" of writing (writer's notebook);
10. Recognize poetry as a genre and a tool for collecting the "seeds" of writing;
11. Navigate the stages of the writing process: collecting entries, choosing a "seed", nurturing, drafting, revising, editing and publishing;
12. Develop a sense of story and how to share and respond to stories;
13. Identify tools that enhance the effectiveness of narrative writing (e.g., dialogue, internal action, setting);
14. Explore different strategies of revision; e.g., perspectives through which to rewrite a given story, novel endings, novel beginnings.


**Unit 2: People with Differences and Nonfiction Reading Workshop**

Readers study people with differences with an emphasis on tolerance, understanding and empathy. They learn how to read nonfiction and use the essential nonfiction rhetorical pattern of main and supporting ideas in order to learn from their reading. Students learn how to use text features to support reading to learn.

In unit 2, writers will understand that:

1. Empathy allows us to connect with others' experiences with which we are unfamiliar.
2. Various reading strategies facilitate construction of meaning from nonfiction text.

In unit 2, readers will be able to:

1. Identify new learning and questions for ongoing study/inquiry in a given topic [KWL (know, want to know, learned) chart];
2. Apply distinctive features of nonfiction text to learn; i.e., author's purpose to teach or inform; "news report" vs. "story" tone and style; organizational levels of text (subheadings); typographical features of text (font); content features of text (maps, photographs, diagrams, graphs, charts) to support text comprehension; rhetorical organization of text (topic sentence, supporting details);
3. Accumulate information from text and add it to the KWL chart;
4. Paraphrase and summarize text on a KWL chart;
5. Determine the topic of a text by identifying ordinate/main ideas and subordinate ideas/subtopics;
6. Read with volume to compare and contrast information and note new learning on the same topic across texts;

7. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story and information elements; inferring about character, story and information; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading; interpreting unfamiliar words in context.

## Unit 3: Nonfiction Writing Workshop

Writers grow ideas from topics in their social studies and science courses, and focus their narrative nonfiction essays to "zoom in" on a specific aspect of an idea/topic. Students learn to provide evidence to support claims regarding a given topic. Writers use mentor texts to help them develop a well written nonfiction essay.

In unit 3, writers will understand that:

1. They adopt the perspective of prospective readers in planning and crafting a narrative nonfiction essay.
2. They apply the distinctive features of nonfiction text to support their readers' learning about their topic.

In unit 3, writers will be able to:

1. Develop ideas by rereading a text and making connections to prior knowledge (text to text, text to world, text to self);
2. Gather entries in the writer's notebook about content/ideas in social studies and science;
3. Use the writer's notebook to "zoom in" on and think more deeply (i.e., nurturing, drafting) about social studies and science "seeds";
4. Integrate distinctive features of nonfiction text; i.e., author's purpose to teach or inform; "news report" vs. "story" tone and style; organizational levels of text (subheadings); typographical features of text (font); content features of text (maps, photographs, diagrams, graphs, charts) to support text comprehension; rhetorical organization of text (topic sentence, supporting details);
5. Use graphic organizers to articulate connections between and among nonfiction concepts;
6. Explore purposes for nonfiction writing; e.g., to inform, to advance content-area learning through substantiated claims and generalizations about a given topic, to explore affective and subjective responses to content-area learning;
7. Substantiate claims and generalizations about a given topic with evidence;
8. Identify and use additional informational texts as mentors;
9. Write introductions that "hook" the reader's interest;
10. Write creative "leads" for nonfiction writing that "hook" the reader's interest; e.g., historical setting, quotation; interesting fact;
11. Write informational "leads" for nonfiction writing that establish the direction and intent of the essay; e.g., thesis, "angle", main idea;
12. Prioritize arguments and evidence to make nonfiction writing more convincing and compelling;
13. Write a strong ending for nonfiction writing; e.g., circular, poignant or questioning endings that conclude and summarize.

## Unit 4: Social Issues/Holocaust Reading Workshop

Readers explore societal issues that alienate, isolate and create power imbalances. Students read multi-genre texts independently and in book clubs to develop an understanding of the roots of current social issues in historical experience.

In unit 4, readers will understand that:

1. They actively engage the social, political and ethical issues that encircle their personal experience.
2. They respond to text affectively and empathize with perspectives and experiences that are not their own.

In unit 4, readers will be able to:

1. Define a "social issue" as one that affects many people, and one in which the group to which a person belongs becomes a defining force without consent, and causes, in many cases, a power imbalance, a limiting or expanding of people's opportunities and freedoms, or unjust and unfair actions;
2. Record observations and insights regarding the social, political and ethical issues that encircle their personal experience (reader's notebook);
3. Record insights gained regarding people with differences and understanding of the Holocaust (reader's notebook);
4. Recognize important or provocative ideas within and across texts ("post-it" notes);
5. Apply various accountable talk moves or prompts to sustain conversation in which readers expand on one another's ideas within and across texts;
6. Empathize with perspectives that are not their own;
7. Respond to text affectively;
8. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story and information elements; inferring about character, story and information; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading.

**Unit 5: Persuasive Letters Reading Workshop**

Readers read a variety of persuasive texts, including editorials, to understand the genre of persuasion and the strategies of persuasive writing.

In unit 5, readers will understand that:

1. They actively engage the social, political and ethical controversies that encircle their personal experience.

2. The persuasive writer adopts the prospective reader's perspective in crafting convincing claims and compelling evidence, and in anticipating plausible counter-arguments.

In unit 5, readers will be able to:

1. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing information elements; inferring; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading;
2. Identify distinctive elements of the genre of persuasion;
3. Use and develop graphic organizers to analyze an author's use of claims/arguments, evidence (i.e., logic, facts, statistics, anecdotes, universal truths) and counter-arguments;
4. Analyze the effectiveness with which an author frames claims/arguments, evidence and counter-arguments from the perspective of a prospective audience (readership);
5. Evaluate the strength of an author's claims/arguments, evidence and counter-arguments *per se* and from the perspective of a prospective audience (readership);
6. Analyze the devices with which an author cultivates a persuasive voice/tone.


**Unit 6: Persuasive Letters Writing Workshop**

Readers apply the features of the persuasive genre to enact the strategies of persuasive writing within personally meaningful contexts. Students will articulate clear and convincing claims; provide compelling evidence to support each claim; and anticipate and respond to counter-arguments.

In unit 6, writers will understand that:

1. They actively engage the social, political and ethical controversies that encircle their personal experience.
2. The persuasive writer adopts the prospective reader's perspective in collecting incontrovertible evidence (i.e., logic, facts, statistics, anecdotes, universal truths) to craft convincing claims and anticipate plausible counter-arguments.

In unit 6, writers will be able to:

1. Collect writer's notebook "seed" entries and "grow" one or more entries to a persuasive thesis;
2. Develop appropriate graphic organizers to organize claims/arguments, evidence (i.e., logic, facts, statistics, anecdotes, universal truths) and counter-arguments;
3. Frame claims/arguments, evidence and counter-arguments from the perspective of a prospective audience (readership);
4. Evaluate the strength of claims/arguments, evidence and counter-arguments *per se* and from the perspective of a prospective audience (readership);
5. Cultivate a persuasive voice.


**Unit 7: Speculative Writing/Textual Response Reading and Writing Workshops**

Readers and writers analyze speculative text to understand features of the genre and enact strategies for speculative writing. Writers develop strategies to respond to texts.

In unit 7, readers and writers will be able to:

1. They read and write to demonstrate and synthesize the skills that they have been developing all year.
2. Specific strategies will help them read and write effectively.

In unit 7, readers and writers will be able to:

1. Self-monitor comprehension by asking, "Does this make sense?";
2. Self-monitor their use of time in a timed task;
3. Determine the theme or main idea by asking, "What is this [narrative story or nonfiction text] mainly about?";
4. Identify supporting details for the main idea in a narrative story by paying attention to story elements (e.g., character, setting, plot);
5. Identify the supporting details and main idea in a narrative story by paying attention to character (i.e., setting, plot, conflict and resolution) and author's craft in structure (i.e., foreshadowing, flashback, theme) and language choice (i.e., descriptive detail, "setting the scene");
6. Identify supporting details (i.e., evidence) for the main idea ("big ideas") in nonfiction text by paying attention to structure, headings, textual features (e.g., bold, italics, charts, graphs, photographs) and topic sentences (paragraphs) to locate and refer to details;
7. Read the questions before reading the passage to be alert to key portions of the text;
8. Reread and use key words to locate the part of the text to which a question directly refers;
9. Focus on the main character in a narrative story with attention to motivation and sequence of actions/events;
10. Attend to the characters and their inter-relationships in a narrative story;
11. Apply context clues to interpret new words and difficult text in nonfiction text;
12. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story elements; inferring about character, story and information; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading; interpreting unfamiliar words in context;
13. Incorporate evidence from the text to answer questions;
14. Connect their personal opinion to the author's text and write with their own opinion about the story in mind;
15. Read all parts of the question before answering;
16. Plan their answers using graphic organizers;
17. Provide evidence/ details from the text to support their answers;
18. Apply sequencing and transitional words and phrases to answer questions effectively;
19. Reread their answers to check for clarity and that all parts of the question are answered.

## Unit 8: Realistic Short Fiction Reading Workshop

This unit introduces readers to the distinctive elements of realistic short fiction and provides mentor texts to inform their writing of realistic short fiction in unit 9.

In unit 8, readers will understand that:

1. Distinctive elements of realistic short fiction define the genre and distinguish it from the story genre.
2. The crux of realistic short fiction is a real-life character who enacts a plausible solution in response to an authentic problem.

In unit 8, readers will be able to:

1. Identify the elements of story (e.g., setting, character, conflict/problem, resolution);
2. Apply the elements of story to realistic short fiction and identify distinctive elements of this genre;
3. Analyze an author's use of the distinctive elements of the genre to convey meaning (realistic characters' external and internal traits; characters' motivations and struggles; author's construction of realistic setting, action and dialogue; inner thinking; development of the story over time; main character's story climax; strong ending that provides a realistic and reasonable solution);
4. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story elements; inferring about character and story; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading; interpreting unfamiliar words in context;
5. Analyze the text's plotline (i.e., problem/conflict, tension, resolution);
6. Recognize what writers of realistic short fiction do well (e.g., writing a "lead", writing a powerful ending, "fleshing out" characters);
7. Recognize that problems prompt solutions and that characters change as a result;
8. Recognize that movement through time may play a large role in the degree of change that a particular character may reasonably experience;
9. Interpret the author's thematic meaning; e.g., "What is this story really about?";
10. Analyze the multiple strategies or devices used by an author to convey content, mood, tone and feelings of the writing.

**Unit 9: Realistic Short Fiction Writing Workshop**

In this unit, writers develop the craft of realistic short fiction. They incorporate the elements of story as they distinctively define this genre, and return to mentor texts studied in unit 8 for guidance regarding specific challenges encountered in their own writing.

In unit 9, writers will understand that:

1. The foundational work of the realistic fiction writer is to craft a believable character who confronts an authentic problem and enacts a plausible solution.

2. They can study mentor texts to analyze the author's use of distinctive elements of the genre to convey meaning, and that they can import these lessons into their own writing.

In unit 9, writers will be able to:

1. Gather "seeds" for realistic short fiction by rereading their notebooks, thinking about true stories in their own lives, and rereading previous writing;
2. Nurture the "seed" of a true story by fictionalizing one or more of its story elements;
3. Nurture the "seed" from their notebooks or previous writing by identifying the story elements on a story map;
4. Develop realistic characters by creating external and internal traits;
5. Develop characters' motivations and struggles, and create scenes that illustrate these ("show, don't tell");
6. Develop one or more possible plotlines using a "story mountain" graphic organizer;
7. Plan and write scenes that are similar to "small moments", in which characters become realistic through actions and dialogue ("show, don't tell");
8. Vividly imagine the drama (problem/conflict, resolution) of the plot to "flesh out" the story;
9. "Stay in the scene" to write realistic setting, action and dialogue;
10. Slow the climax of the story so that the reader experiences the high point empathically with the main character;
11. Plan, pace and show how the story moves through time;
12. Study mentor texts to notice what other writers of realistic short fiction do well (e.g., writing a "lead", writing a powerful ending, "fleshing out" characters);
13. Apply crafts to enrich the story (e.g., inner thinking, adding voice to characters, using adjectives and adverbs to further modify nouns and other adjectives, foreshadowing, flashback);
14. Write strong endings that are realistic and provide a reasonable solution to the character's story (problem);
15. Recognize that problems prompt solutions and that characters change as a result;
16. Recognize that movement through time may play a large role in the degree of change that a particular character may reasonably experience;
17. Study mentor texts for guidance with a specific writing challenge;
18. Revise ("re-see") by rereading with a lens; e.g., "What is this story really about? Have I brought out that deeper story? Have I made my characters vulnerable or flesh-and-blood enough to seem human?";
19. Edit by rereading with a lens ("listening ear") to convey content, mood, tone and feelings of the writing.

**Unit 10: Poetry Reading and Writing Workshops; Reflection and Planning Summer Reading and Writing**

This unit introduces readers and writers to the genre of poetry. They read and study mentor texts to inform their own poetry. Students reflect on their year as readers and writers, share these reflections with reading and writing partners, and plan summer reading and writing to include a product to share with their new classmates in September of sixth grade.

In unit 10, readers will understand that:

1. The poet's work is to convey a "big idea" through the distinctive elements of the genre (i.e., forms, sound and language patterns, feelings, symbols, words, images, figurative language, economy of language, punctuation, repetition).
2. They can continue to cultivate their "readerly" and "writerly" lives (i.e., interests, habits, preferences) during the summer.

In unit 10, readers and writers will be able to:

1. Recognize the form of poetry; e.g., shape, textual features;
2. Recognize with their "listening ear" how poetry sounds;
3. Identify distinctive elements of the poetry genre (i.e., forms, sound and language patterns, feelings, symbols, words, images, figurative language, economy of language, punctuation, repetition);
4. Identify line breaks in a poem as a device to create mood and tension;
5. Analyze the poet's use of punctuation to convey meaning (e.g., emotion);
6. Analyze the poet's use of the distinctive elements of the genre to convey meaning;
7. Apply reading strategies to construct meaning; e.g., reading with stamina and engagement; retelling; envisioning; synthesizing story elements; inferring about character and story; empathizing with characters; determining importance; questioning; interpreting (e.g., theme, author's purpose, main idea); predicting; revising meaning during reading;
8. Self-monitor comprehension by asking, "Does this make sense?";
9. Apply their physical senses, hearts, minds and imaginations to notice the details of their lives and the world around them in "fresh" ways ("seeing with poets' eyes");
10. Gather "seeds" for writing poetry by recording experiences (e.g., #9), rereading their notebooks and rereading previous writing;
11. Nurture a poetry "seed" by noting small details about big topics;
12. Nurture a poetry "seed" by using strong feelings to develop a poem;
13. Convey ideas and emotions with vivid images ("show, not tell");
14. Sketch the layout of their poems to achieve an intended purpose;
15. Use line breaks to shape the sound of a poem;
16. Reflect on their reading and writing lives in fifth grade: read alouds, genre, partner work, artifacts from reading work (i.e., post-its, notebook), artifacts from writing work (i.e., notebook, drafts, published pieces), habits and preferences;

17. Reflect in writing and in partner talk on their achievements and difficulties as readers and writers:
    - What was hard about reading/writing this year?
    - What do I feel good about as a reader/writer?
    - What is still hard for me as a reader/writer?
    - What do I still want to learn as a reader/writer?
    - What can I go out and do in the world as a reader/writer?
18. Plan summer reading and writing as follows:
    - What's my goal?
    - What materials will I need?

- How would I share this work with others?
- How much time do I have?
- How much can I realistically do each day?
- How will I know when I'm finished?
- What other projects do I want to do?

## V.   INSTRUCTIONAL TECHNIQUES

The reading and writing workshops incorporate a variety of instructional techniques to meet the continuum of learners' interests, learning profiles and readiness levels. Differentiation is the commitment and mechanism through which the developmental needs of a range of readiness levels are met. Differentiated instruction is accomplished through pre-assessment and ongoing formative assessment that inform independent work, the small group strategy lesson and the individual conference. Differentiation in content, product and/or process addresses the needs of exceptionally able students, and scaffolding of varying degree is provided to support less ready students in meeting worthy and appropriately rigorous learning outcomes. Instructional objectives, strategies and materials emphasize relevance, authenticity, and student-centered learning.

Instructional techniques in the reading workshop include the following:

- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent reading
- Partnership and book club talk (including retelling and accountable talk)
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk", "stop and jot")
- Small group strategy lesson
- Individual reading conference
- Using a double-entry reading log
- Using a reading notebook
- Writing about reading (cognitive and affective reader's response)
- Reading of short text and reader's response ("quick read")

Instructional techniques in the writing workshop include the following:

- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent writing
- Mid-workshop interruption
- Partnership talk
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk", "stop and jot")

- Small group strategy lesson
- Individual writing conference
- Using a writing folder
- Written prompt response ("quick write")

## VI.    <u>ASSESSMENT</u>

Assessment in the reading workshop includes **interim/formative assessments of the reading life, including performance assessment:**
- Periodic teacher-student reading conferences to assess development of unit skills (performance assessment of fluency, thinking during reading, decoding and comprehension problem-solving skills)

- Periodic review of the reading log ("think marks") to assess developing stamina (i.e., length of independent reading time, number of pages read, independent application of reading strategies)

- Teachers' observation of students' independent reading behavior (i.e., stamina for focused reading, decoding and comprehension problem-solving skills)

- Teachers' observation of students' partnership and book club reading (i.e., retelling, accountable talk)

- Periodic completion and review of timed NJASK-type reading prompts and tasks

Assessment in the reading workshop includes **summative assessments of the reading life, including performance assessment:**
- Teachers College running record assessment to identify students' baseline and maturing independent reading levels

- End-of-unit "celebrations" in which students demonstrate integrated use of the reading strategies (i.e., sensemaking and comprehension problem solving) taught in the unit

Assessment in the writing workshop includes **interim/formative assessments of the writing life, including performance assessment:**
- Draft of each student's topic/genre piece (maintained in the writing folder)

- Periodic teacher-student writing conferences to assess development of unit skills (performance assessment of planning, writing and problem solving)

- Periodic review of the writing folder to assess developing stamina (i.e., number of pieces and "staying with" a piece [revision, editing])

- Teachers' observation of students' independent writing behavior (i.e., stamina for focused writing, encoding, content problem-solving skills, independent application of writing strategies)

- Teachers' observation of students' partnership writing (i.e., questioning, suggestions for revision and editing)

- Students' use of the New Jersey Registered Holistic Scoring Rubric to self-assess content and organization, usage, sentence construction and mechanics

- Periodic completion and review of timed NJASK-type writing prompts and tasks


Assessment in the writing workshop includes **summative assessments of the writing life, including performance assessment:**
- Baseline (portfolio, summer writing) writing assessment to identify students' current levels of readiness with regard to content and organization, usage, sentence construction and mechanics (New Jersey Registered Holistic Scoring rubric criteria)

- End-of-unit "celebrations" in which students "publish" the unit's topic/genre piece

- Students' year-end review of the writing folder to self-assess growth in the writing life

- Teacher's year-end review of the writing folder to assess growth in the writing life