



# PISCATAWAY TOWNSHIP SCHOOLS

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## ***Grade 5 English Language Arts*** **Readers and Writers Workshop**

**Content Area:** English Language Arts

**Grade Span:** Fifth Grade

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## COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards while providing students the time and support needed to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group’s needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of the workshop model is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors.</p>		
Scope and Sequence		
Reading Unit	Topic	Writing Unit
<i>Introduction to reading workshop; character study</i>	Writing Boot Camp: 3 weeks	<i>Introduction to writing workshop; (Developing ideas, Leads, Elaboration, Craft Techniques, Endings, Grammar &amp; Punctuation)</i>
<i>Interpretation Book Clubs, Analyzing Theme</i>	Unit 1 - Interpretation Book Clubs (September, October)	<i>Narrative Craft</i>
<i>Tackling Complexity: Moving Up Levels of Nonfiction</i>	Unit 2 - Tackling Complexity (November, December)	<i>Feature Article on Topics of Personal Expertise</i>
<i>Reading in the Content Area: Civil Rights Movement</i>	Unit 3 - Reading in the Content Area (January, February)	<i>Lens of History: Research Reports</i>
<i>Fantasy Book Clubs: The Magic of Themes and Symbols</i>	Unit 4 - Fantasy Book Clubs (March, April)	<i>Literary Essay: Opening Texts and Seeing More</i>
<i>Researching Debatable Issues</i>	Unit 5 - Argument and Advocacy (April, May, June)	<i>The Research-Based Argument</i>
Resources		
<p><b>Core Text:</b> The Reading and Writing Units of Study (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p> <p><b>Suggested Resources:</b> Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website, Heinemann virtual units (online), and a classroom library that provides diversity in interests, academic levels, and backgrounds.</p>		

## Unit 1: Interpretation Book Clubs - Analyzing Themes and Narrative Craft

### Summary and Rationale

The reading unit, *Interpretation Book Clubs*, stretches students to embrace their academic and intellectual growth by engaging in various fictional texts. Students will build a reading life by choosing independent novels, discussing a mentor text, and collaborating with peers in a book club group. The emphasis in this unit is on interpretation and analysis of text, as students realize that writing about a text helps them to notice more. As students become more “awake” to texts as readers, they will engage in the writing unit, *Narrative Craft*. Students learn the craft of writing, how to manage the story, and the pacing of events as they practice, confer, study mentor texts, and develop stories and characters conveying experiences and events precisely and vividly.

### Recommended Pacing

**Bend I: (Approximately 2 weeks)** In both reading and writing workshops, students are becoming acquainted with and committed to using their reader’s and writer’s notebooks. In reading workshop, students learn to write about reading with conviction, a sense of purpose, and voice. In writing workshop, students will understand that to tell our stories, we can consider how our identities, both personal and social, influence who we are and use them to bring our full selves to the page. Diverse picture books and mentor texts can be used to help students understand the importance of the unique way we can tell our stories. Students then use their writer’s notebooks to generate ideas for meaningful and effective personal narratives.

**Bend II: (Approximately 2 weeks)** In the second bend of reading workshop, students will work together in clubs to identify themes that thread through their books by studying the skills and strategies of interpretation. Students will come to understand that the stories they are reading are about more than one idea. They’ll come to see that these themes morph and change along with the plotline, allowing for new ideas and interpretations to emerge. In writing workshop, students will move through the writing process in creating an original personal narrative. Students will work on the process of developing elements of a story within and beyond the confines of a traditional story arc. In addition, as students are studying theme in reading, they will also learn how to bring out the meaning in their own writing piece.

**Bend III: (Approximately 1-2 weeks)** In this final bend of reading workshop, students compare and contrast the ways in which themes are developed *across* texts. They will study the way in which a theme can be developed differently in multiple texts, as well as the role that characters play in advancing (or pushing back against) a theme. In writing workshop, students can continue to revise and edit their personal narrative with more sophistication by stretching out the tension, catching the moment or image that produces emotion, or developing minor characters.

### State Standards

#### Standards: Reading

CPI #	Cumulative Progress Indicator (CPI)
RL.5.1.	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly, and when drawing inferences from the text.
RL.5.2.	Determine the key details in a story, drama, or poem to identify the theme and to 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).

#### Standards: Writing (RW)

CPI #	Cumulative Progress Indicator (CPI)
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.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Standards: Writing (Narrative Craft)

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.5.3.	Write 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.5.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Passages convey themes.</li> <li>• Reading allows for discovery.</li> <li>• Growth comes from precision and practice.</li> <li>• Literature mirrors reality.</li> <li>• Conflict is essential.</li> <li>• Experience teaches life lessons.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How is reading similar to life?</li> <li>• How do readers think about a text?</li> <li>• How does the theme reflect life understandings and experiences?</li> <li>• Why do people write?</li> <li>• How do good habits build strong writers?</li> <li>• How does conflict lead to change?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know that...</b></p> <ul style="list-style-type: none"> <li>• Readers draw on initial ideas and observations about a character to come up with a bigger theory.</li> <li>• Readers trace a character along the story mountain, observing how a character reacts to, faces, and eventually solves a problem.</li> <li>• As a story approaches a turning point, readers pay attention to how a character is tested, thinking about how this moment might be important to a character's overall journey.</li> <li>• Readers analyze how a character faces a problem, what strengths the character uses to overcome challenges, and how the character has changed, relating this journey to our own obstacles in life.</li> <li>• Readers can explore and establish what it means to write well about reading.</li> <li>• Readers who write about their reading are extra alert, seeing more in their books.</li> <li>• Once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights.</li> <li>• In order to think analytically, a person often thinks about how a subject or text is structured and divides sections into parts, then selects, ranks, and compares.</li> <li>• To think thematically, readers sometimes name the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know.</li> <li>• When people read with others, they end up seeing more than they would have seen on their own.</li> <li>• Readers can explore how an effective book club elevates the level of its reading, thinking, and conversations about books.</li> <li>• Sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts.</li> <li>• Writers come up with ideas for personal narratives by thinking of turning-point moments.</li> <li>• Writers write effective narratives by re-experiencing the episode before writing it, reliving it so that readers will be able to experience it, too.</li> </ul>	

- Writers read great stories in order to write great stories, allowing another author’s words to spark ideas of their own.
- Writers draft by writing fast and furious, working to capture the experience on the page.
- Writers ask themselves, “What is this story really about?” before engaging in a large-scale, whole-new draft revision.
- One powerful way to revise their narratives is to bring out the story structure.
- After writers have determined what their stories are really about, they use writing techniques to elaborate on the parts that show the true meaning of their story.
- Writers use scenes from the past or future to bring out the internal story and add power to their narratives.
- Writers don’t just end stories; they resolve problems, learn lessons, and make changes to end them in a way that ties back to the big meaning of their story.
- Writers don’t just use their notebooks as a place to gather entries; they also use their notebooks to try new things and work hard at the writing goals they’ve just set for themselves.
- Writers think about which actions or images happened before they felt or thought of something, and they write those exact actions or images on the page to evoke the same emotions or thoughts in readers.
- Writers learn about punctuation, especially commas, from the writing they admire, to make their writing more exact.

**Students will be able to...**

- Take charge of their reading life.
- Write well about reading.
- Write about reading with a writerly wide-awakeness.
- Ground their thinking in the text and carry it with them as they read on.
- Consider perspective and its effects.
- Revise writing about reading.
- Participate in an interpretation book club.
- Recognize that characters and readers find meaning in the midst of struggle.
- See a text through the eyes of other readers.
- Link ideas to build larger theories and interpretations.
- Read with interpretations in mind.
- Debate to prompt rich book conversations.
- Reflect on themselves as book club members.
- Compare two texts, one theme.
- Study the choices an author did not make to better understand the ones they did.
- Delve deeper into literary analysis.
- Celebrate their growth as readers.
- Brainstorm topics by starting with turning points.
- Allow other authors’ words to awaken their own.
- Tell the story from inside it.
- Reflect and set writing goals.
- Create a flash-draft, putting the story on the page.
- Redraft to bring out meaning.
- Bring forth the story arc.
- Elaborate important parts.
- Add scenes from the past and the future.
- End stories in a powerful way, considering the theme.
- Read with a writer’s eye, drawing on understandings from mentor texts.
- Take writing to the workbench to revise and edit.
- Identify and stretch out the tension.
- Identify the action or image that produced an emotion.

## Resources

### Core Text:

**Suggested text for Character Study:** *Earthquake Terror* by Peg Kehret

### Suggested text for Interpretation Book Clubs:

- *Home of the Brave* by Katherine Applegate
- *Fly Away Home* by Eve Bunting
- *Tia Isa Wants a Car* by Meg Medina
- *A Different Pond* by Bao Phi

**Suggested mentor text for Narrative Craft:** “Eleven” by Sandra Cisneros

### Other texts that may be used with Narrative Craft study:

- “Where I’m From” by Renee Watson
- “Honey I Love” by Eloise Greenfield
- “I am Every Good Thing” by Derrick Barnes
- *An Ode To The Fresh Cut* by Derrick Barnes
- *The Storyteller’s Candle* by Lucia Gonzalez
- *Hansel and Gretel* by Rachel Isadora
- *Under My Hijab* by Hena Khan
- *Flossie and the Fox* by Patricia McKissack and Rachel Isadora
- *A Different Pond* by Bao Phi
- *If the Shoe Fits* by Gary Soto
- *Giving Thanks* by Chief Jake Swamp
- “Lon Po Po: A Red-Riding Hood Story” from China by Ed Young

**Suggested Resources:** (Resources are available on the grade-level Google Drive, Heinemann site, or readingandwritingproject.org site.)

## UNIT 2: Tackling Complexity - Moving Up Levels of Nonfiction and Feature Article on Topics of Personal Expertise

### Summary and Rationale

Across this unit, students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. The unit supports students in building independent nonfiction reading lives, and they will develop skills and strategies, such as monitoring for sense, word solving, predicting, and summarizing as they make sense of a host of complex texts.

The goal of this writing unit is for students to learn about responsible, ethical journalism. Journalism is a writing form that allows students to blend the other genres by weaving in bits of narrative, drawing on information writing skills, and making arguments. This unit provides a powerful opportunity to support the students in considering and tackling pressing issues in their personal lives and the community as well as addressing the topics of equity and inclusion.

### Recommended Pacing

**Bend I:** (approximately two to three weeks) In the first bend, you'll invite students to join you in a giant investigation into the way nonfiction texts are becoming increasingly complex and the ways students' reading can shift in response to these complexities. Using high-interest nonfiction, students will tackle increasing vocabulary demands, along with implicit rather than explicit main ideas. You'll wrap up this investigation by helping students read more analytically, thinking especially about the relationship between parts and the whole.

**Bend I: Reporting on Events: Lifting the Level of Journalism Writing** (approximately two weeks): Students will create short, focused breaking news articles about events of interest that tell the "who, what, where, and when" with a sense of drama. The unit will begin by writing about a shared event, one staged in the classroom or viewed on video. Following that shared practice, students will continue writing about events of interest happening around them. Students will move through the cycle of drafting, revising, and editing in a short amount of time.

**Bend II:** (approximately two to three weeks) In the second bend, students will become independent researchers, choosing one topic they most want to research. While conducting primary research, students will discover the patterns and main ideas significant to their topics. Students will then be guided back into their texts, looking to see more in the texts now that they are more knowledgeable about the topic. Students will write about what they are reading, using Webb's Depth of Knowledge levels to strengthen the questions they ask about their topics.

### State Standards

#### Standard Writing

W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").
W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Reading

RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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.5.3	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.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Speaking and Listening

SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Instructional Focus

### Unit Enduring Understandings

- Growth comes from precision and practice.
- Increased knowledge leads to understanding.
- Transferring knowledge strengthens ability.
- It is critical to learn about responsible, ethical journalism.
- Students can tackle pressing issues in their lives and communities through their writing.
- Issues of equity and inclusion are topics to discuss in regards to journalism.
- Feature writing needs to inform and engage readers.
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- Students can tackle pressing issues in their lives and communities through their writing.
- Issues of equity and inclusion are topics to discuss in regards to journalism.
- Feature writing needs to inform and engage readers.



## Unit Essential Questions

- How do readers build strong reading habits? What are the habits of a proficient reader?
- How do readers build stamina and meaning in their reading?
- How do readers think about text?
- What is ethical journalism?
- How can students move quickly through the writing process for a news story?
- How can students make their feature article engaging and informative?
- How can students improve their feature writing, exploring issues, events, and people in depth?

## Objectives

### Students will know that...

- Readers approach nonfiction texts with their knowledge of genre in mind, knowing the things that are apt to be important.
- Readers orient themselves to complex nonfiction texts and then hold their initial ideas loosely as they read forward, remaining open to revision as they encounter new information.
- Complex nonfiction gets challenging when it comes to determining the main idea.
- Readers use specific strategies when they encounter texts that teach main ideas implicitly.
- Readers rely on a host of strategies to help them make sense of the increasingly complex vocabulary used by authors of nonfiction texts.
- Readers can use word morphology to tackle tricky vocabulary.
- Readers can study and consider the structure of texts at many levels.
- Readers monitor their own comprehension, and rely on a toolkit of strategies to help themselves get unstuck when necessary.
- Readers can summarize complex texts, drawing on previous learning about the main idea to lift the level of their summaries.
- Researchers can learn from a variety of sources (videos, observations, interviews, field trips) using the same reading skills to make meaning from them that they do when they read their print nonfiction texts.
- Researchers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas.
- Readers approach texts differently after having done some primary research on a topic.
- Informational readers write to understand what they are learning as they read.
- Researchers ask questions at different levels – from basic comprehension questions to those requiring in-depth exploration.
- Readers synthesize information across subtopics, both within a single text and across texts.
- The best writing about a topic moves back and forth from specific details to big ideas. as researchers read across subtopics, they pay particular attention to how authors portray topics in similar and different ways.
- Readers pay attention to an author's perspective and how the author might be swaying readers to think, even when the author's perspective is not explicit.
- When readers study topics deeply, they allow the research they've done to change the way they think and feel about their research topic.
- journalists consider overlooked and underappreciated stories as topics.
- journalists revise in large-scale, dramatic ways; they assess what type of revisions they have made and set goals for revision in new ways that will improve the quality of their article.
- when journalists plan and draft stories, they work to make their writing clear to the audience.
- journalists understand that it is the responsibility of a journalist to represent events accurately and fairly.
- journalists think about the difference between news reports and feature articles.
- when journalists create a feature article, they often identify something to write about, choose an audience, identify what content is best suited for the chosen audience, orally rehearse how the sections will go, and draft.

## Objectives:

### Students will be able to...

- orient to more complex texts.
- uncover what makes a main idea complex.
- determine implicit main ideas.
- apply context to determine the meaning of vocabulary in complex texts.
- apply morphology of words to tackle tricky vocabulary.
- utilize complex thinking about structure.
- summarize as texts get harder.
- learn from sources and primary research.
- approach texts as experts.
- write about reading in nonfiction.
- elevate the level of questions (using DOK) to drive research forward.
- synthesize across subtopics.
- write about reading, from big ideas to specifics.
- compare and contrast what authors say and how they say it.
- critically read texts.
- live differently because of research.
- search for newsworthy topics.
- engage in note-taking to capture details with accuracy.
- flash-draft with speed, considering the 5 W's and author's craft.
- utilize the structure of the inverted triangle to craft a news article.
- consider topics of interest as well as underappreciated stories.
- consider clarity in drafting and revising a news story.

## Resources

### Core Text:

- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca Johnson

### Educator Resource:

- *Be The Change: Lessons and Strategies to Teach Social Comprehension* by Sarah Ahmed

**Suggested Resources:** (Resources are available on the grade-level Google Drive, Heinemann site, or [readingwritingproject.org](http://readingwritingproject.org))

### Student Resources (Mentor Texts):

The Washington Kids Post

DOGO News

Smithsonian Tween Tribune

The New York Times- The Learning Network

Scholastic News

short news clips on [cnn.com](http://cnn.com) and [abc.news.com](http://abc.news.com), [newsela.com](http://newsela.com)

[gandwritingproject.org](http://gandwritingproject.org) site.)

## UNIT 3: Reading in the Content Area - Civil Rights Movement and Lens of History (Research Report)

### Summary and Rationale

In this unit, students learn about the Civil Rights Movement from the perspectives of those who led and are currently leading the fight for equality. It is designed to accompany and align with the writing unit, *The Lens of History: Research Reports*. The content for this reading unit is specific to the complex topic of the fight for equality, with a specific focus on the Civil Rights Movement, beyond the commonly told narratives of Martin Luther King, Jr. and Rosa Parks. Students will learn about African Americans fighting to gain equal rights during this time period and how that fight continues today. For this unit, students will be asked to reach into their informational reading toolkits to use skills and strategies related to note taking, main idea work, synthesis, analysis, and critique. In writing, students will have the opportunity to research with some degree of choice and independence and write about their research in order to teach others. It is designed to support students with writing informational texts within a content-area study.

### Recommended Pacing

**Bend I: Reading to Develop a Foundational Understanding of a Topic and Writing Flash Drafts about the Civil Rights Movement** (approximately two weeks): This bend in reading is parallel and closely aligned with Bend I in writing workshop (*The Lens of History: Research Reports*). In this bend, students work in research groups to read a variety of texts that overview the Civil Rights Movement in order to understand the major events and significant players of the movement. Students will transfer skills from previous research units including determining main ideas, summarizing texts, and discerning the meaning of unfamiliar vocabulary. Teachers will also support students as they navigate through a variety of resources including texts, timelines, maps, and graphics. Students will work to produce one “all about” research report with a few chapters. In the beginning of the unit, students jot everything they know about this topic, and they consider how the information could be sorted into categories or chapters. Besides using texts and digital resources, students are encouraged to use maps and timelines in their study. Finally, students are encouraged to write about multiple perspectives by using different genres such as short narrative or opinion writing.

**Bend II: Reading to Understand One Part of a Larger Movement in Depth and Writing About a Related Subtopic** (approximately two weeks): In this bend, students will continue to work in research groups, shifting from researching all about the Civil Rights Movement to researching a subtopic within the movement. Students will continue with more complexity and independence, lifting the level of their writing about reading, finding subtopics within a subtopic, mining texts for relevant information, teaching others what they have learned, and paying close attention to how texts are structured. This bend accompanies Bend II in *The Lens of History: Research Reports* writing unit, and students will be encouraged to write about the more focused topics they have studied in reading. There is a focus on the craft of information writing. It is important that students have access to a wide array of materials as they study this time period, including texts and digital primary sources as well as materials that expose students to different points of view on the same topic, seeking out as many own voice authors as they can. Students will draft their new reports early in the bend, spend time revising, and edit for publication. Time is spent at the end of the unit celebrating the students’ accomplishments.

### State Standards

#### Standards: Reading

CPI #	Cumulative Progress Indicator (CPI)
RI.5.2.	Determine two or more main ideas and explain how they are supported by key details; summarize the text.
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.
<b>Standards: Writing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>Standards: Language</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships ( <i>however, although, nevertheless, similarly, moreover, in addition</i> ).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Increased knowledge leads to understanding.</li> <li>• Different texts serve different purposes.</li> <li>• Reading allows for discovery.</li> <li>• The Civil Rights Movement has meaning for our lives today.</li> <li>• While there are successes for the Civil Rights Movement, there is still work to be done.</li> <li>• Writing is a way to teach others about a topic.</li> <li>• Direct sources and own voice authors provide the best research.</li> <li>• Writers carry what they know about informational writing from one project to the next.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can students use all that they know about nonfiction reading and research to learn about the Civil Rights Movement?</li> <li>• How can students organize a learning life that allows them to read across multiple texts to learn about the Civil Rights Movement in general and in greater depth?</li> <li>• How can a topic of interest be developed into a research report?</li> <li>• How can writers blend genres of writing to inform and maintain reader interest?</li> <li>• How can students gain understanding and insight into a time period through research and writing?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Readers use various research techniques, including interviewing and questioning, in order to elicit a world of context.</li> <li>• Oral history, student discussion, and sharing experiences are valuable forms of research.</li> <li>• Main ideas will be multiple and often implicit.</li> <li>• In order to summarize complex nonfiction texts, students craft short versions of the text, including main ideas, how main ideas relate to one another, and key supporting details</li> <li>• Information writers think about the topic and the parts of the topic they want to write about.</li> <li>• Readers do not only summarize, but they synthesize across subtopics, thinking about and noting how one subtopic connects with another subtopic.</li> <li>• Information writers organize what they are bringing to the research process.</li> </ul>	

- Researchers are aware of authorship, wondering who is telling the story, why is the story being told, and what might be missing.
- Researchers acquire new and expert terminology from their wide reading on the topic, using strategies of looking around and within a word for meaning.
- Readers linger over the stories and notice patterns, understanding that a movement goes far beyond commonly known key figures.
- Research groups benefit from gathering and teaching each other about a topic in order to clarify understanding and learn information.
- Readers synthesize understanding from their own notes and learning from other group members in order to see connections.
- Information writers think and speculate.
- Readers reflect on their research, making a work plan to map out what they will accomplish next.
- Information writers sort and categorize subtopics during their research.
- Readers use all they know to tackle research work with more independence, creating categories or subtopics for their research.
- Information writers revise by growing ideas, looking for patterns, and asking questions.
- Readers revise main ideas by adding new ones, letting go of others, and combining several into larger, central ideas.
- Readers use an awareness of nonfiction text structure to guide their notetaking.
- Researchers identify gaps in research and seek those answers.
- Information writers consider how the geography of a place impacts events.
- Information writers think about how the timeline of history impacts events.
- Researchers write often about their reading, moving from small details to big ideas.
- 

**Students will be able to:**

- Utilize various research techniques, including interviewing and questioning.
- Organize materials for research.
- Determine the main idea.
- Summarize complex nonfiction texts.
- Organize material in a summary using the structure of studied texts.
- Identify and categorize subtopics.
- Synthesize across subtopics.
- Evaluate sources and information.
- Read critically in order to write.
- Consider authorship and perspective.
- Acquire new, expert terminology when researching a topic.
- Consider perspective and own voice authors in conducting research.
- Conduct interviews and ask questions.
- Notice patterns and synthesize understanding from own research and information shared with the group.
- Revise using various lenses and edit for audience.
- Reflect on research and set new goals.

## Resources

**Core Text: *Lens of History (Research Reports)*** Online resources - Class Demonstration Study and Read-Aloud Text Set, Starter Text Sets, Additional Text Sets (all are available on the grade-level Google Drive, Heinemann site, or [readingandwritingproject.org](http://readingandwritingproject.org) site)

**Suggested Resources: Read Aloud Considerations for Each Bend:**

- *The Civil Rights Movement: Then and Now* by Dan Elish (Bend I)

- *Child of the Civil Rights Movement* by Paula Young Shelton (Bend I)
- *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration* by Shelley Tougas (Bend I/II)
- *Turning 15 on the Road to Freedom* by Lynda Blackmon Lowery (Bend II)
- *Freedom Riders: A Primary Source Exploration of the Struggle for Racial Justice* by Heather E. Schwartz (Bend II)

**Materials for Students:**

- Variety of nonfiction reading material including trade books, articles, and digital materials such as videos, photographs, maps, and infographics
- *Fighting for Justice Series* (for example: *Fred Korematsu Speaks Up* Book 1) by Laura Atkins and Stan Yogi
- *Mama’s Nightingale: A Story of Immigration and Separation* by Edwidge Danticat
- *From North to South: Del Norte al Sur* by René Laínez
- *Passage to Freedom: The Sugihara Story (Rise and Shine)* by National Geographic Learning
- *The Book Itch: Freedom, Truth, and Harlem’s Greatest Bookstore* by Vaunda Micheaux Nelson
- *The Undefeated* by Kwame Alexander and Kadir Nelson
- *Ruth and the Green Book* by Calvin Alexander Ramsey
- *A Place where Sunflowers Grow* by Amy Lee-Tai
- *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom* by Tim Tingle
- *The Bracelet* by Yoshiko Uchida
- *Each Kindness* by Jacqueline Woodson
- *Acceptance is My Superpower: A Children’s Book about Diversity and Equality* by Alicia Ortega

**Overview Texts for Bend I:**

- *Heart and Soul: The Story of America and African Americans* by Kadir Nelson
- *The Civil Rights Movement: An Interactive History Adventure* by Heather Adamson
- *The Civil Rights Movement in America* by Elaine Landau
- *Delivering Justice: WW Law and the Fight for Civil Rights* by Jim Haskins

**Texts Listed for Civil Rights Subtopics in Bend II on Heinemann site:**

- Protests during the Civil Rights Movement
- Segregation and Integration
- Marches during the Civil Rights Movement
- Freedom Riders
- Leaders of the Civil Rights Movement
- Young Adults in the Civil Rights Movement
- Children in the Civil Rights Movement

## **UNIT 4: Fantasy Book Clubs - The Magic of Themes and Symbols and Literary Essay (Opening Texts and Seeing More)**

### **Summary and Rationale**

In the reading component of this unit, students will be encouraged to analyze texts and develop reading practices that set them up to notice the ways their novels are becoming more complicated. No longer will students see the whole text working to support one fairly explicit and clear theme. Instead, it is much more likely that they will need to follow different threads as they read a novel, recognizing that the text will often have multiple main themes, some of which will be implicit. They will be encouraged to analyze parts of texts in relation to the whole, with this work encompassing analysis of characterization, thematic development, structure, and author’s craft. The goal of the writing component of the unit is for students to draw upon what they already know about good essay writing to think analytically about fantasy texts, and to craft claims that can be supported with evidence. Through the act of writing an essay about a text, students are challenged to read, reread, and rethink the text in increasingly sophisticated ways. Students are called to craft a precise central claim, offer a thorough, well-considered evaluation of how an author builds an argument in a text, and develop counterclaims that anticipate the audience’s knowledge level, values, and possible biases.

### Recommended Pacing

**Bend I: Crafting a Literary Essay around a Shared Text** (approximately one week) In the first bend, students begin with an inquiry into essay writing, drawing on what they know from previous years. Students look closely at student essay samples, identifying the structure of a literary essay. Using the short yet powerful video, “Panyee Football Club,” or related video in the fantasy genre, students create an essay on a common topic, walking through the creation of a thesis statement, organizing the structure of the essay, collecting evidence, drafting, revising, and editing. In reading, students are introduced to the *construction* and *navigation* of other worlds as they explore the setting and characters in the mentor text, *The Thief of Always*.

**Bend II: Lifting the Level of Interpretative Essay** (approximately two-three weeks) In the reading workshop unit that accompanies this writing unit, students read fantasy short stories or novels in cooperative groups. They should start to realize that characters in fantasy novels are often on quests and that those quests can be both internal and external. Students will be encouraged to compare themes in novels to themes in history, making leaps to compare characters, themes, and heroes in books to those in history. The read aloud novel, *The Thief of Always* by Clive Barker, should continue to be a thread that ties together the sessions and provides an anchor for club discussions. In this second bend, students craft interpretative essays about the fantasy stories. First, students write to grow ideas, noting details and writing long about them. Students think about patterns and move onto big ideas. Students work through drafting several thesis statements and find the best evidence to support the claim including mini-stories, quotes, and author’s craft.

### State Standards

#### Standards: Reading

CPI #	Cumulative Progress Indicator (CPI)
RL.5.1.	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL5.3.	Compare and contrast two or more settings, characters, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
RL 5.9	Compare, contrast, and reflect on the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

#### Standards: Language/Speaking and Listening

CPI #	Cumulative Progress Indicator (CPI)
L5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.

SL5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>Standards: Writing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Literature mirrors reality.</li> <li>● Storytelling strengthens communication.</li> <li>● Reading allows for discovery.</li> <li>● Genres follow predictable characteristics.</li> <li>● Texts reveal more and more complex meaning as students read more closely.</li> <li>● Interpreting texts allows for and builds connections to your daily life and world.</li> <li>● A shared reading of a text is a valuable social experience.</li> <li>● Analytical reading and interpretative work lends itself to writing a literary essay.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do readers build strong reading habits? What are the habits of a proficient reader?</li> <li>● How do readers think about text?</li> <li>● How is reading similar to life?</li> <li>● How does the fantasy genre reflect understandings from the past and other cultures?</li> <li>● What are the components of a literary essay?</li> <li>● How can one craft a powerful, interpretative essay about a short text or novel?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Readers research the setting of a fantasy novel.</li> <li>• Readers analyze who has the power in fantasy.</li> <li>• Readers of fantasy learn alongside the main character, paying attention to details revealed throughout the narrative.</li> <li>• An essay consists of a powerful introduction, a strong thesis statement or claim, body paragraphs with relevant and effective evidence, and a conclusion that restates the claim and makes the reader think.</li> <li>• Readers keep track of problems, finding ways to utilize their notebook while reading.</li> <li>• Writers analyze and interpret a text, observing important details, and writing long about them.</li> <li>• Writers notice details that repeat and think about patterns.</li> <li>• Readers suspend judgment about places and characters.</li> <li>• Strong readers of fantasy comprehend the text and think metaphorically, considering the “dragons” or challenges faced by the characters.</li> <li>• Writers study times when a character is in trouble and consider the theme.</li> <li>• Student writers think about possible big ideas or themes using given templates.</li> <li>• Writers think about which evidence will provide the best support for the claim.</li> <li>• Writers provide evidence for the thesis statement in the form of mini-stories, quotes, and author’s craft.</li> <li>• Writers craft strong introductions and conclusions.</li> <li>• Writers revise and edit carefully, lifting the level of their writing.</li> <li>• Readers consider internal as well as external quests.</li> <li>• Readers apply life lessons from fiction to their own lives.</li> </ul>	



- Readers compare themes in fantasy and history.
- Readers use vocabulary strategies to discover the meaning of unfamiliar words.
- Readers understand that fantasy characters are complex.
- Readers discover possible symbols, as images, objects, people, or settings.

**Students will be able to:**

- Analyze character and setting.
- Identify details that reveal complex characters, suspending judgment.
- Utilize the reader's notebook to track multiple problems.
- Consider the theme in reflecting on character trials.
- Think metaphorically, considering internal and external struggles and quests.
- Apply themes to life lessons, making connections between fantasy and own experiences.
- Compare fantasy and history.
- Utilize vocabulary strategies to discover the meaning of unfamiliar words.
- Identify, analyze, and interpret symbols.
- Write and revise a literary essay.
- Use text evidence to support writing and conversation.
- Identify the parts of an essay.
- Analyze and interpret a text.
- Observe important details in a story and write long about them.
- Create a strong, clear, and concise thesis statement; forecast the support.
- Provide clear, effective evidence for the thesis statement.
- Craft a strong introduction and conclusion.

## Resources

**Core Text:**

***Fantasy Book Clubs: The Magic of Themes and Symbols* (Heinemann)**

***Literary Essay: Opening Texts and Seeing More* (Heinemann)**

**Core Text:**

- *The Thief of Always* by Clive Barker
- *The Paper Bag Princess* by Robert Munsch

**Suggested Resources:** (Resources are available on the grade-level Google Drive, Heinemann site, or [readingandwritingproject.org](http://readingandwritingproject.org) site.)

- *Merlin and the Dragons* by Jane Yolen
- *Mufaro's Beautiful Daughters*

## Unit 5: Argument and Advocacy - Researching Debatable Issues and the Research-Based Argument Essay

### Summary and Rationale

The goal of this unit is to support students in reading more complex, challenging nonfiction. It is also a unit that aims to support 5<sup>th</sup> graders in becoming more active and critical citizens. They will tackle more difficult and dense informational texts with greater agency and intellectual independence. As they draw upon all they have learned in order to read complex nonfiction in order to research and make arguments about provocative and debatable issues. With the strategies being taught, students will learn to structure their writing so that it includes claims that are supported by reasons which are backed by evidence, with The Research Based Argument Essay, writing unit. Students will learn to sort, weigh, and order their evidence. They'll learn to suspend judgement, read critically, note-take, build an argument, as well as revise, rethink and rebuild. Students will learn to argue logically by analyzing texts, weighing evidence, and considering logical reasoning. For students to write argument texts well, they will need to draw on their entire skill set as writers. In this unit, students will plan and rehearse their writing, collect, sort, and select from an abundance of specific information, assess their writing using checklists, study and emulate the work of mentor writers, draw on a host of revision and editing strategies as well as knowledge of good writing to improve their drafts, meet publishing deadlines, and help each other within a community of writers.

### Recommended Pacing

**Bend I: Investigating Issues** (approximately two weeks) : In the first bend, students will work in research clubs to read and evaluate a variety of argumentative texts on a first issue other than chocolate milk. They will work in groups to research a provocative issue, considering the issue from multiple perspectives. Students will flash debate to help them understand the issues better, grow insights, and raise new questions. At the same time, students are developing an argument essay on the topic of chocolate milk during writing workshop. Teacher read alouds on the topic of chocolate milk will allow students to gather information on both sides of the issue. As they draft this first essay, there is an emphasis on writing with clear structure, including evidence to support reasons, and unpacking the evidence with commentary. During read-aloud time, students listen to short texts about chocolate milk in schools and longer books about nutrition.

**Bend II: Raising the Level of Research** (approximately two weeks): In the second bend, students will continue to study the same issues, now with more depth and an analytic lens. They will develop their own research questions and agendas, as well as annotate their texts to be more in conversation with the ideas and information within these texts. Students are researching the same topic from Bend I, but teachers can add new articles to the text sets. Students go through the writing process a second time, raising the level of their writing work without researching a new issue. This bend ends with a presentation to a panel of people invested in the topic of chocolate milk in schools.

### State Standards

#### Standard: Writing

CPI #	Cumulative Progress Indicator (CPI)
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W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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W.6.1	Write arguments to support claims with clear reasons and relevant evidence. W6.1 d - Establish and maintain a formal style.
<b>Standard: Reading</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
<b>Standard: Language</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Increased knowledge leads to understanding.</li> <li>• Transferring knowledge strengthens ability.</li> <li>• Different texts serve different purposes.</li> <li>• Reading allows for discovery.</li> <li>• Reading about both sides of an issue is important in order to be an active citizen.</li> <li>• Good arguments are based on solid evidence.</li> <li>• Arguments for authentic purposes are often stronger.</li> <li>• Research bolsters good arguments.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is the most effective way to argue a point?</li> <li>• What is the strongest way to provide evidence for a thesis statement?</li> <li>• How do I collect materials and gather notes in preparation for essay writing?</li> <li>• How can I transfer the skill of opinion writing to an independent topic?</li> <li>• How do readers build strong reading habits to support flash debates?</li> <li>• What are the habits of a proficient reader?</li> <li>• How do you use researched information to reflect on new information?</li> <li>• How do authors' choices shape the content of the text?</li> </ul>	
<b>Objectives</b>	
<b>Students will know that writers...</b>	
<ul style="list-style-type: none"> <li>• collect evidence to think through various sides of an argument.</li> <li>• set up effective note-taking systems.</li> </ul>	

- reread sources critically.
- orally rehearse before writing, listing main points and reasons.
- list claims and reasons in a boxes and bullets structure.
- use effective evidence to support each reason.
- include a strong introduction and conclusion.
- anticipate a critic's counterargument, acknowledge, and rebut.
- include evidence that will sway a particular audience.
- include a balance of evidence and an analysis of evidence/writer's commentary.
- identify flaws in reasoning and seek to revise.
- use an editing checklist to proofread carefully.
- search out new debatable topics to research.
- organize an ethical research life to investigate an issue.
- let nonfiction reading on an issue spur flash-debates.
- mine texts for relevant information.
- dive into new research with more agency and independence.
- let conversations spark new ideas.
- talk and write analytically across sources.
- take their researcher-debating selves into the world.

Students will know:

- We can prepare for and have a debate on an issue they are researching, and this can help them find new ways of thinking about their ideas.
- readers annotate a text in a purposeful and deliberate way as they read.
- Readers recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty.
- readers figure out an author's perspective to understand how his or her ideas fit into the issue.
- Readers think about texts in more than one way, considering not only the content, but also the choices authors make that shape content.
- Readers approach an author's arguments skeptically, carefully evaluating evidence to determine whether it supports or weakens a claim.
- When researchers embark on a new research project, they start by making a plan for that study.
- Readers let their future reading be shaped not only by past reading and thinking, but also by conversations with other readers.
- one way readers can analyze texts is by reading across more than one text, paying careful attention to craft, and comparing and contrasting the choices made by the authors of each text.
- experienced nonfiction readers bring all their critical lenses to reading nonfiction.
- researchers can take a stand for their beliefs and become powerful advocates for change in the world.
- The work of looking for evidence, weighing and evaluating arguments, and forming thoughtful, considered judgments on important issues is not just work for school, but work they will do for a lifetime.

**Students will be able to:**

- Research an argument using a variety of print and digital resources.
- Write a research-based argument essay with a clear thesis, effective reasons, strong evidence, and an introduction and conclusion.
- Understand counterarguments and respond to them.
- Organize an ethical research life to investigate an issue.
- Let nonfiction reading on an issue spur flash-debates.
- Mine texts for relevant information.

## Resources

### Core Text:

- **Lucy Calkins: The Research-Based Argument Essay (Writing)**
- **Lucy Calkins: Argument and Advocacy (Reading)**

Online resources – “Class Demonstration Study and Read-Aloud Text Set,” “Bend I Starter Text Sets,” and “Bend 2 Additional Text Sets” – all available on the Heinemann online resources for Argument and Advocacy unit

### Suggested Resources:

ELA Google Drive; Reading and Writing Units of Study; readingandwritingproject.org

- <https://drive.google.com/file/d/11P8RLgqfcO3bhMDmggcPOjXZkpBoA4Af/view>
- Great Debate Video: <https://www.youtube.com/watch?v=aGxOS2RdVBc>

### Starter Resources/Bend I:

- (Article) “Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk”
- (Video) “Flavored Milk: Tasty Nutrition” (Midwest Dairy Council)  
<https://www.youtube.com/watch?v=Mo3qxs05974>
- Tru Moo Video: <https://www.youtube.com/watch?v=4O5su3WfOmg>
- (Article) “Chocolate Milk: More Harmful Than Healthful”
- (Video) Should Schools Serve Chocolate Milk? <https://www.youtube.com/watch?v=4O5su3WfOmg>
- (Video) “Sugar Overload”  
<http://fast.wistia.net/embed/iframe/7gnr47fa8v?embedType=popover&popoverHeight=84&popoverWidth=150&videoWidth=640>
- (Article) “Sugary Drinks Can Be Unhealthy, but Is Cow’s Milk Unhealthy, Too?”
- (Video) “Enticing Ways to Get Kids to Drink Milk”
- (Article) “Shed that Sweet Tooth: Hard Facts about Flavored Milk” (Time for Kids)
- (Article) “A School Fight Over Chocolate Milk” (The New York Times)

### Additional Chocolate Milk Resources for Bend II:

- (Video) “The Many Benefits of Chocolate Milk”: <https://www.youtube.com/watch?v=MxE-HD0Aq4g>
- (Article) “Schools May Ban Milk Over Added Sugar” (usatoday.com)
- “Flavored Milk Advertorial” (americandairy.com)
- NYC to Ban Chocolate Milk  
<https://www.today.com/food/new-york-city-proposal-ban-chocolate-milk-schools-sparks-debate-t162790>

