

**Randolph Township School District  
Randolph Elementary Schools**

**English Language Arts and Literacy Curriculum  
Grade 5**

*“Reading is like breathing in; writing is like breathing out.”  
-Pam Allyn*

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**Randolph Township Schools  
Department of Language Arts  
Literacy ~ Grade 5**

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## **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township School District Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township School District**  
**Randolph Elementary Schools**  
**Reading ~ Grade 5**

Introduction

The 5<sup>th</sup> grade reading curriculum has been designed to support the workshop approach to teaching and learning, while directly responding to the requirements listed in the New Jersey Student Learning Standards for fifth grade. Units in fifth grade have been enhanced to encourage and support higher level thinking and independence, teaching students to take ownership of their reading life. In both fiction and nonfiction units, focus is placed on reading volume, studying authors and genres that inspire passion, engaging with social issues, and using a repertoire of reading skills to make meaning from complex texts with increasing engagement and comprehension. Units are designed to bring about higher levels of synthesis. Students grow intellectually, socially, and emotionally as they work collaboratively, to foster rich conversations and powerful ideas.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Reading & Writing ~ Grade 5**

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Grade 5	Reading	Character Study / Realistic Fiction: An In-Depth Character Study  6 Weeks	Short Fiction: A Study of Narrative Analysis, Theme, and Perspective  5 Weeks	Nonfiction: Researching Debatable Issues  6 Weeks	Historical Fiction: Exploring Characters Through Adversity  7 Weeks		Non-Fiction: A Closer Look At Structure and Purpose An Integrated Unit with Historical Fiction 6 Weeks		Understanding Setting and Social Issues Through Fantasy  5 Weeks	Open Workshop Selections:  • Mystery: A Study of Critical Thinking • Poetry & Performing Arts  3 Weeks	
	Writing	Narrative Craft: Complex Character and Sophisticated Conflict  6 Weeks	Literary Essay: Writing Analytically about Reading  5 Weeks	Research-Based Argument Essay: Understanding Both Sides & Taking a Position  6 Weeks	Informational Writing: Feature Articles on Topics of Personal Expertise  7 Weeks		Open Workshop Selections:  • Poetry • Personal Narrative  8 Weeks				
	*Grammar	Unit 2 – Lesson 1 (Punctuation  Unit 2 – Lessons 5-6 (Paragraph)  Unit 1 – Lesson 3 (Sentences)	Unit 1 – Lessons 4- 5 (Prepositions/Spicing up Writing)  Unit 3 – Lessons 3 & 4 (Conjunctions/ Interjections)  Unit 2 – Lesson 4 (Dialogue)	Unit 2 – Lessons 2-3 (Comma, Hyphen, Dash)  Unit 3 – Lessons 1-2 (Parentheses)	Unit 1 – Lessons 1-2 (Fact vs. Fiction)  Unit 3 – Lessons 5-6 (Verbs)		Unit 3 – Lesson 7 (Transition to Sixth)				

\*Fundamentals of Grammar and Conventions units aligned to writing units

\*IRA will be administered as needed throughout the school year

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Reading ~ Grade 5

### UNIT I: Character Study/ Realistic Fiction: An In-Depth Character Study

<b>TRANSFER:</b> Analyze several literary elements to enhance understanding of narrative literature.		
<b>STANDARDS / GOALS:</b>  <u><b>NJSLS-S</b></u>  <b>RL.5.1-</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.5.2-</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.  <b>RL.5.3-</b> 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).  <b>RL.5.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  <b>RL.5.5-</b> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.  <b>RL.5.6-</b> Describe how a narrator's or speaker's point of view influences how events are described.  <b>RL.5.10-</b> By the end of the year, read and	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Social issues are vividly depicted in authentic realistic fiction.	<ul style="list-style-type: none"> <li>How are narrative elements in realistic fiction used to reflect the real world?</li> </ul>
	Characters are motivated by internal and external forces.	<ul style="list-style-type: none"> <li>How are characters motivated or changed by social, emotional, or environmental issues?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  Quoting from the text can support the conclusions a reader draws from a text.  Locating specific evidence when responding to text is critical to comprehension.  Uncovering the theme allows the reader to interpret the author's message.  Comparing narrative elements within and between authentic texts is essential to developing a deep understanding the genre.  Summarizing the key details in authentic literature helps the reader navigate the text.	<b>Students will be able to:</b>  Quote accurately from a text when responding to oral and written comprehension questions.  Develop theories about characters and prove their theories with evidence from the text.  Determine theme by considering details from the text including how characters respond to conflict, handle obstacles and use internal and external resources.  Summarize the key details of a text by identifying important parts.

<p>comprehend literature, including stories, dramas, and poems at grade level text-or above, with scaffolding as needed.</p> <p><b>SL5.1-</b> 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</p>	<p>It is important to analyze a character through words, actions, thoughts, and interactions with other characters.</p> <p>Characters face many obstacles before resolving their problems.</p> <p>Characters have similarities and differences which help the reader define each character.</p> <p>The meaning of words and phrases, including figurative language, is largely related to the context of a scene or passage.</p> <p>Subplots bring realism to the main plot by adding dimension or change.</p> <p>The point of view influences how events of the story are perceived.</p> <p>Engaging in discussion supports comprehension and enriches the reader's perspective by listening to and considering the ideas and opinions of others.</p> <p>Writing is a way for readers to reflect on and explore ideas about a text for a deeper understanding and to prepare for discussion.</p>	<p>Compare and contrast narrative elements of and between texts drawing on specific details.</p> <p>Identify the role of secondary characters, such as mentor, hero, or adversary and their influence on the main character's journey.</p> <p>Track how the characters change throughout the story by analyzing character response to obstacles.</p> <p>Identify social issues and infer how they impact character actions.</p> <p>Examine the meaning of language in a text by using context.</p> <p>Identify the subplots and analyze the role they play in enhancing the overall meaning of the story.</p> <p>Determine how point of view influences perception of the narrative elements.</p> <p>Engage in a range of collaborative discussions about an authentic text.</p> <p>Reflect on reading by writing in ways that deepen comprehension and help prepare for discussion.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reacting to literature by writing (*i.e.*, *Reader's notebook*) or conversing (*i.e.* *Turn and Talk*)
- Creating and progressing toward meeting personalized reading goals, scaffolding as needed
- Communicating ideas about literature verbally and in writing
- Supporting ideas about literature using text evidence
- Composing responses to provided questions, consistent with a student's growth in hierarchical goal work (see *The Reading Strategy Book*, J. Serravallo, pg. 3)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Build stamina for reading text independently without distraction
- Mini lessons for the character study unit include, but are not limited to, tracking a character's motivation and obstacles, quoting accurately from the text and analyzing point of view. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Organize questions and/or commentary in preparation for discussion, including discussions related to social issues
- Actively participate in organized literary discussions
- Analyze new vocabulary in authentic literature

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Reading ~ Grade 5**

**UNIT I: Character Study/ Realistic Fiction: An In-Depth Character Study**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	Unit I: Character Study/Realistic Fiction~ An In-Depth Character Study	<p><b><u>Suggested Resources</u></b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 &amp; CD)</b>            Lucy Calkins and Kathleen Tolan</p> <p><b>Units of Study for Teaching Reading, Grade 5</b>            Lucy Calkins</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b>            Jennifer Serravallo</p> <p><b>Into the Book: The Complete Year in Reading and Writing, Grade 5</b>            Laurie Pastore and Pam Allyn</p> <p><b>Harcourt Book Selections:</b> <i>Hot and Cold Summer, Dear Mr. Henshaw, Yang the Third and Her Impossible Family.</i></p> <p><b>Text Connections:</b> <i>Frindle, Pinballs, Flying Solo, How to Steal a Dog, Wonder, The Trading Game</i></p> <p><b>Internet Links</b>            Teaching Reading Comprehension Strategies <a href="http://reading.ecb.org">http://reading.ecb.org</a>            Links to videos, class sites, strategies for Reader's Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>            TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>            Literacy Resources Randolph Township Public Schools</p>

		<a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a> Graphic Organizers <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a>
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**RANDOLH TOWNSHIP SCHOOL DISTRICT**

**Reading ~ Grade 5**

**UNIT II: Short Fiction: A Study of Narrative Analysis, Theme, and Perspective**

<b>TRANSFER:</b> Analyze several literary elements to enhance understanding of narrative literature.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b></p> <p><b>RL.5.1-</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2-</b> Determine the key details in a story, drama or poem to identify the theme and summarize the text.</p> <p><b>RL.5.3-</b> 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).</p> <p><b>RL.5.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.6-</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RL.5.10-</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.</p>	Literary works are used to teach the reader a universal message or theme.	How are narrative elements used to convey the theme of the story?
	Characters are motivated by internal and external forces.	How do character actions reveal the theme of the story?
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Quoting from the text can support the theories about character, setting or theme that the reader draws from a text.</p> <p>Effective readers note and analyze character dialogue, thoughts, actions and emotions to develop a theory about the theme.</p> <p>Reader revise original theories as the story develops.</p> <p>Character point of view influences how events are described.</p>	<p><b>Students will be able to:</b></p> <p>Quote accurately from a text when responding to oral and written comprehension questions.</p> <p>Identify social issues and infer their impact on character's actions.</p> <p>Apply close reading strategies including questioning, rereading, chunking, highlighting and annotating to deepen comprehension.</p> <p>Evaluate ongoing character and plot development to revise a theory about a text.</p> <p>Analyze point of view and its effect on how the story is narrated.</p>

<p><b>SL5.1-</b> 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.</p> <p><b>SL.5.2-</b>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Theme is determined by the synthesis of details in the text.</p> <p>Key themes are supported by text evidence.</p> <p>Readers analyze stories in the same genre to broaden understanding of universal themes.</p> <p>Writing is one way readers reflect for a deeper understanding.</p> <p>Engaging in discussion supports comprehension and enriches the reader’s perspective by listening to and considering the ideas and opinions of others.</p> <p>Writing is a way for readers reflect on and explore ideas about a text for a deeper understanding and to prepare for discussion.</p>	<p>Extend perspective to interpret the story from the perspective of another character.</p> <p>Determine theme by considering details from the text including how characters respond to conflict, obstacles and use internal and external resources.</p> <p>Create an idea statement about the universal message and justify statement with evidence from the text.</p> <p>Compare and contrast short fiction stories on their approaches to theme and topics.</p> <p>Reflect on reading by writing in ways that deepen comprehension and help prepare for discussion.</p> <p>Engage in a range of collaborative discussions about an authentic text.</p> <p>Paraphrase parts of literature by using their own language and preserving the meaning of the text.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reacting to literature by writing (<i>i.e., Reader’s notebook</i>) or conversing (<i>i.e. Turn and Talk</i>)</li> <li>• Creating and progressing toward meeting personalized reading goals, scaffolding as needed</li> <li>• Composing responses to provided questions, consistent with a student’s growth in hierarchical goal work (see <i>The Reading Strategy Book</i>, J. Serravallo, pg. 3)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Build stamina for reading text independently without distraction</li> <li>• Mini lessons for the short fiction unit include, but are not limited to, close reading, quoting accurately from a text, determining theme, and summarizing key details. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLS for the unit of study. (See <i>Resources</i> to support mini lesson development.)</li> <li>• Organize questions and/or commentary in preparation for discussion on theme</li> <li>• Actively participate in organized literary discussions</li> <li>• Communicate ideas about literature verbally and in writing</li> <li>• Support ideas about literature using text evidence</li> </ul>		

**RANDOLH TOWNSHIP SCHOOL DISTRICT**

**Reading ~ Grade 5**

**UNIT II: Short Fiction: A Study of Narrative Analysis, Theme, and Perspective**

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 weeks	Unit II : Short Fiction – A Study of Narrative Analysis	<p><b><u>Suggested Resources</u></b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 &amp; CD)</b>                      Lucy Calkins and Kathleen Tolan</p> <p><b>Units of Study for Teaching Reading, Grade 5</b> Lucy Calkins</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo</p> <p><b>Into the Book: The Complete Year in Reading and Writing, Grade 5</b> Laurie Pastore and Pam Allyn</p> <p><b>Short Fiction Resources:</b>  <i>Boar Out There</i> by Cynthia Rylant  <i>The Marble Champ</i> by Gary Soto  <i>Spaghetti</i> by Cynthia Rylant  <i>The Birthday Box</i> by Jane Yolen  <i>Every Living Thing</i> by Cynthis Rylant</p> <p><b>Internet Links</b>                      Teaching Reading Comprehension Strategies <a href="http://reading.ecb.org">http://reading.ecb.org</a>                      Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>                      TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>                      Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a>                      Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading Grade 5**  
**UNIT III: Nonfiction: Researching Debatable Issues**

<b>TRANSFER:</b> Analyze a variety of resources to enhance understanding of a topic.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS-S</u></b>  <b>RI.5.1-</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2-</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4-</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.5-</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts</p> <p><b>RI.5.6-</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7-</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p>	Knowledge of the organizational structures of nonfiction deepens reader understanding.	How does the organizational structure of non-fiction contribute to a greater understanding of the information presented?
	Conducting research builds knowledge through deep and wide inquiry.	Why is it important for readers to read widely about a particular topic?
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>            Quoting from selection of a text can provide persuasive evidence to back a reader's claim on an important topic.</p> <p>Selecting a few overriding questions to guide research focuses inquiry.</p> <p>Summarizing a text requires careful reading to determine main ideas and supporting details.</p> <p>Planning a progressively more challenging order for reading multiple texts assists in gradually building a knowledge base.</p> <p>Awareness of domain-specific vocabulary is key to gaining understanding of a subject, topic, or time period.</p>	<p><b>Students will be able to:</b>            Quote accurately from a text to support an argument or opinion.</p> <p>Develop a list of questions to initiate and focus the research process.</p> <p>Summarize the main arguments and supporting details of a text.</p> <p>Establish a plan for reading informational text.</p> <p>Determine the meaning of general and domain-specific words and phrases in a specific subject area, using word-solving strategies (i.e. context clues, word parts, and consulting reference materials).</p>

<p><b>RI.5.9-</b> 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.</p> <p><b>RI.5.10-</b> By the end of year, read and comprehend literary nonfiction at grade level text- complexity or above, with scaffolding as needed.</p> <p><b>SL.5.1-</b> 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.</p> <p><b>SL.5.2-</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p> <p><b>SL.5.3-</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Nonfiction organizational structures support comprehension of information.</p> <p>Authors write from different points of view to support their beliefs and opinions.</p> <p>Investigating and tracking findings when conducting research aids in becoming an expert on a topic.</p> <p>Constructing models or organizational tools helps in ordering information for a presentation.</p> <p>Readers develop a theories or positions on a topic by weighing and evaluating evidence.</p> <p>Collaborating with a partner/group on research projects grows new ideas and increases knowledge.</p>	<p>Identify the organizational structures of nonfiction text and evaluate the author's structural choices.</p> <p>Suspend personal judgment on a topic while reading multiple perspectives.</p> <p>Identify the elements of argument and how authors take different positions on a topic based on interest and affiliation.</p> <p>Examine the claim an author is making and the evidence used to support it.</p> <p>Evaluate arguments for logic, accuracy, and purpose to determine validity.</p> <p>Organize information, selecting or creating a notetaking strategy for effective use of information.</p> <p>Create graphic organizers to prepare for a presentation.</p> <p>Integrate information from several texts on the same topic in order to write or speak about a subject knowledgeably.</p> <p>Reference specific information from text, graphics, charts, graphs, and tables to demonstrate deeper comprehension.</p> <p>Share their thoughts and discoveries with a partner or an inquiry group.</p>
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	<p>Writing is one way readers reflect on and explore ideas about a text for a deeper understanding and to prepare for discussion.</p> <p>Paraphrasing portions of a text assists the reader in communicating their understanding of the text.</p>	<p>Reflect on reading by writing in ways that deepen comprehension and help prepare for discussion.</p> <p>Paraphrase parts of a text by using their own language and preserving the meaning of the text.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reacting to informative texts by writing (*i.e., Reader's notebook*) or conversing (*i.e. Turn and Talk*)
- Creating and progressing toward meeting personalized reading goals, scaffolding as needed
- Communicating ideas verbally and in writing
- Supporting ideas by quoting directly from passages
- Composing responses to provided questions, consistent with a student's growth in hierarchical goal work (see *The Reading Strategy Book*, J. Serravallo, pg. 3)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Mini lessons for the nonfiction unit should include, but are not limited to, identifying author bias, evaluating claims and supporting evidence, and selecting reliable sources. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Actively read several articles on a topic to explore a question (*i.e. Are zoos helpful or harmful to animals?*)
- Weigh both sides of an issue by considering information presented in several sources (*i.e. Compose a T-chart*)
- Compose a claim to take a firm position on a controversial issue
- Organize supporting fact-based evidence using several sources
- Build an argument to persuade others
- Actively participate in organized debates on a topic
- Analyze new vocabulary

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT III: Nonfiction: Researching Debatable Issues**

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	UNIT III: Nonfiction ~ Researching Debatable Issues	<p><b><u>Suggested Resources</u></b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 and CD)</b>  Lucy Calkins and Kathleen Tolan  <b>Units of Study for Teaching Reading, Grade 5</b> Lucy Calkins  <b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo  <b>The Complete Year in Reading and Writing, Grade 5</b>  Laurie Pastore and Pam Allyn  <b>Text Connections</b> – <i>Exploring the Everglades, The Great Barrier Reef, Into the Deep: Diving with Sylvia Earle, Traveling Around Alaska, Living with Hurricanes, Marjory Stoneman Douglas: Champion of the Everglades</i>  <b>Internet Links</b>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17696_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT IV: Historical Fiction: Exploring Characters Through Adversity**

<b>TRANSFER:</b> Utilize historical context in literature to analyze and empathize with characters/people living during a specific era.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b></p> <p><b>RL.5.1-</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2-</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>RL.5.3-</b> 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).</p> <p><b>RL.5.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5-</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6-</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	Historical perspectives affect the way we perceive individuals, events, and places.	<ul style="list-style-type: none"> <li>How can the same historical events be interpreted differently?</li> </ul>
	Analyzing multiple perspectives over time gives us a truer picture of historical events.	<ul style="list-style-type: none"> <li>How do our views and beliefs about events and people change through reading fictional accounts of history?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>  Citing parts of authentic literature can assist the reader in developing theories about character, conflict and perspective.</p> <p>Readers know that setting includes physical location and emotional atmosphere.</p> <p>Key historical events have raised awareness of social issues and prompted change.</p> <p>Historical fiction literature reflects historical events and figures.</p> <p>People face extraordinary challenges due to external factors such as war, poverty, and other social issues.</p>	<p><b>Students will be able to:</b>  Quote accurately from a text when responding to oral and written comprehension and inferential questions.</p> <p>Collect details by considering the emotional setting.</p> <p>Determine social themes by considering historical details from the text including how characters respond to conflicts and obstacles.</p> <p>Identify the problems encountered by the characters and determine how they are related to the setting.</p> <p>Formulate conclusions about people's reactions to external factors and how power roles influence</p>

<p><b>RL.5.7</b> -Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><b>RL.5.9-</b> Compare, contrast and reflect on (e.g. practical knowledge, istorical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RL.5.10-</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>SL5.1-</b> 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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Period-specific vocabulary is evident in historical fiction texts.</p> <p>Readers must navigate through flashbacks and flashforwards to track the timeline.</p> <p>Point of view influences the reader’s interpretation of the historical events and plot.</p> <p>Prior knowledge of historical events and time periods are necessary to comprehend historical fiction.</p> <p>Writing is one way readers reflect on and explore ideas about a text for a deeper understanding and to prepare for discussion.</p>	<p>character actions.</p> <p>Identify critical moments of choice when a character must decide how to respond.</p> <p>Use word-solving strategies to infer the word meaning of unfamiliar words.</p> <p>Recognize and internalize time shifts in the plot.</p> <p>Interpret how the historical timeline relates to the fictional timeline of the story.</p> <p>Analyze multiple perspectives in order to attain a more accurate picture of historical events.</p> <p>Read and comprehend informational text alongside historical fiction in order to compare and contrast time, place, character, and/or an historical account of the same period.</p> <p>Analyze primary source documents to deepen understand of the time period.</p> <p>Differentiate between historically accurate events in a text and fictional aspects of the text.</p> <p>Evaluate the authenticity of the character’s perspective.</p> <p>Reflect on reading by writing in ways that deepen comprehension and help prepare for discussion.</p>
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<b>SL.5.2-</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)	Paraphrasing portions of a text assists the reader in communicating their understanding of the text.	Paraphrase parts of a text by using their own language and preserving the meaning of the text.
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reacting to literature by writing (<i>i.e., Reader’s notebook</i>) or conversing (<i>i.e. Turn and Talk</i>)</li> <li>• Creating and progressing toward meeting personalized reading goals, scaffolding as needed</li> <li>• Communicating ideas about literature verbally and in writing</li> <li>• Supporting ideas about literature using text evidence</li> <li>• Composing responses to provided questions, consistent with a student’s growth in hierarchical goal work (see <i>The Reading Strategy Book</i>, J. Serravallo, pg. 3)</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Build stamina for reading text independently without distraction</li> <li>• Mini lessons for the historical fiction unit should include, but are not limited to, quoting accurately from a text, navigating flashforwards and flashbacks in a text, evaluating authenticity of character perspective, and analyzing primary source documents. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See <i>Resources</i> to support mini lesson development.)</li> <li>• Conduct research to build background knowledge of the period.</li> <li>• Use primary source documents including, but not limited to maps, photographs, and paintings to build visual literacy. Period writing pieces, including journals, newspapers and letters also enrich understanding of a time period.</li> <li>• Organize questions and/or commentary in preparation for discussion</li> <li>• Actively participate in organized literary discussions on character’s perspective</li> <li>• Analyze new vocabulary in authentic literature</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 5**  
**Historical Fiction ~ Exploring Characters Through Adversity**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	Unit IV: Historical Fiction ~ Exploring Characters Through Adversity	<p><b>Suggested Resources</b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 and CD)</b>  Lucy Calkins and Kathleen Tolan  <b>The Complete Year in Reading and Writing, Grade 5</b>  Laurie Pastore and Pam Allyn  <b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo  <b>Harcourt – Elena</b>  <b>Text Connections:</b>  WWII- <i>Number the Stars</i>, <i>The Yellow Star(PB)</i>, <i>Rose Blanche(PB)</i>, <i>Miracle at Midnight (Video)</i>  American Revolution- <i>The Fighting Ground</i>,  <i>The American Revolution and Constitution; Short Nonfiction for American History</i>  <b>Internet Links</b>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT V: Nonfiction: A Closer Look At Structure and Purpose**  
**An Integrated Unit with Historical Fiction**

<b>TRANSFER:</b> Analyze a variety of resources to enhance understanding of a topic.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS-S</u></b></p> <p>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.</p> <p>RI.5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>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.</p> <p>RI.5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of they represent.</p> <p>RI.5.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 -Explain how an author uses reasons and evidence to support particular points in a text,</p>	Nonfiction is presented in several structures; each with its own way of conveying information.	<ul style="list-style-type: none"> <li>How do readers navigate different types of non-fiction text?</li> </ul>
	Nonfiction influences how we view people, places, things and real-life events.	<ul style="list-style-type: none"> <li>How does informational text enhance our understanding of the world?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Citing parts of informational text can encourage the reader to comprehend new content and process information.</p>	<p><b>Students will be able to:</b></p> <p>Quote accurately from a text when responding to oral and written comprehension and inferential questions.</p>
	<p>Nonfiction text provides information that can answer readers' inquiries.</p> <p>Categorizing information assists in understanding new content.</p> <p>Authentic non-fiction literature varies in content and structure.</p>	<p>Describe initial wonderings as a foundation for investigating a new topic.</p> <p>List questions to prioritize relevance and importance of information.</p> <p>Identify two or more main ideas and show their supporting details.</p>

<p>identifying which reasons and evidence support which point(s).</p> <p>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.</p> <p>RI.5.10-By the end of year, read and comprehend literary nonfiction at grade level text- complexity or above, with scaffolding as needed.</p> <p>SL.5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Text features, including timelines, photos and sidebars can provide and clarify additional information in a non-fiction text.</p> <p>Defining academic vocabulary in authentic non- fiction texts can assist the reader in organizing information.</p> <p>Drawing evidence from multiple print or digital sources of informational texts supports analysis, reflection, and research.</p> <p>Authentic nonfiction texts organize information in a variety of structures (e.g. <i>cause and effect</i>, <i>problem and solution</i>, <i>sequence</i>, <i>compare and contrast</i> and <i>description</i>).</p> <p>Learners hugely benefit from communicating newly learned information with peers.</p> <p>Readers can become experts on a subject by thoroughly researching a topic and thinking critically about information presented in a variety of sources.</p>	<p>Categorize information by chunking sections of the text.</p> <p>Examine relationships between individuals, events, and ideas to expand knowledge of a topic using multiple resources.</p> <p>Synthesize supplemental information in a variety of text features.</p> <p>Determine the meaning of general and domain specific words to aid in comprehension and build expertise.</p> <p>Create graphic organizers to organize information from multiple resources.</p> <p>Evaluate information from print and digital sources to select evidence for knowledgeably sharing information about a subject.</p> <p>Synthesize and communicate newly learned information.</p> <p>Analyze multiple accounts of the event or topic, noting similarities, differences, and point of view.</p>
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	<p>Bias can exist within informational articles.</p> <p>Writing is one way readers reflect for a deeper understanding.</p> <p>Readers write to reflect on and explore ideas about a text for a deeper understanding and to prepare for discussion.</p> <p>Paraphrasing portions of a text assists the reader in communicating their understanding of the text.</p>	<p>Recognize an author's angle and perspective of a topic.</p> <p>Reflect on reading by writing in ways that deepen comprehension.</p> <p>Engage in a range of collaborative discussions about an authentic text.</p> <p>Reflect on reading by writing in ways that deepen comprehension and help prepare for discussion.</p> <p>Paraphrase parts of a text by using their own language while preserving the meaning of the text.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reacting to nonfiction by writing (<i>i.e., Reader's notebook</i>) or conversing (<i>i.e. Turn and Talk</i>)</li> <li>• Creating and progressing toward meeting personalized reading goals, scaffolding as needed</li> <li>• Communicating ideas about nonfiction text verbally and in writing</li> <li>• Supporting ideas about nonfiction text by quoting directly from passages</li> <li>• Composing responses to provided questions, consistent with a student's growth in hierarchical goal work (see <i>The Reading Strategy Book</i>, J. Serravallo, pg. 3)</li> </ul>		

## **KEY LEARNING EVENTS AND INSTRUCTION:**

- Mini lessons for the nonfiction unit should include, but are not limited to, using text features, identifying main idea and supporting details, identifying the structure and purpose of text (problem/solution, compare/contrast, cause/effect, sequential order, process, descriptive). Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Choose parts of an authentic nonfiction text to read using text features (*i.e. Table of Contents, headings*)
- Examine a variety of text structures within informational articles and authentic nonfiction text (*i.e. Cause and effect*)
- Organize questions to prepare for research on a subject
- Conduct research using several sources to compare and evaluate information on a subject
- Actively participate in organized discussions on a topic
- Analyze new vocabulary in nonfiction

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT V: Nonfiction: A Closer Look At Structure and Purpose**  
**An Integrated Unit with Historical Fiction**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 weeks	UNIT V: Non-Fiction ~ A Closer Look at Structure and Purpose	<p><b><u>Suggested Resources</u></b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 and CD)</b>  Lucy Calkins and Kathleen Tolan</p> <p><b>Units of Study for Teaching Reading, Grade 5</b>  Lucy Calkins</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing, Grade 5</b>  Laurie Pastore and Pam Allyn</p> <p><b>Harcourt – <i>We’ll Never Forget You, Roberto Clemente</i>,</b>  <b>Internet Links</b>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT VI: Understanding Setting and Social Issues Through Fantasy**

<b>TRANSFER:</b> Analyze several literary elements to enhance understanding of narrative literature.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b></p> <p><b>RL.5.1-</b>Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2-</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>RL.5.3-</b> 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).</p> <p><b>RL.5.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5-</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6 -</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RL.5.7-</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> <p><b>RL.5.9-</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different</p>	Through fantasy, readers enter unusual “worlds” or settings that symbolize real world issues including, social, political, and economic.	<ul style="list-style-type: none"> <li>How do you elicit real world issues from fantastical text?</li> </ul>
	Choice, values, and ethics are essential components of fantasy.	<ul style="list-style-type: none"> <li>What are typical organizational structures and elements of fantasy?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>When recording ideas about authentic fantastical literature, quoting parts of a text can enable the reader to communicate ideas about setting, symbolism and social issues.</p> <p>Fantasy literature articulates a clear narrative, with a theme(s) that translates to the real world.</p> <p>Fantasy literature portrays complex characters, settings and events, which can assist us in understanding the people, places and events in the real world.</p> <p>Writers use literary devices such as figurative language to create mental imagery for the reader.</p>	<p><b>Students will be able to:</b></p> <p>Quote accurately from a text when responding to oral and written comprehension and inferential questions.</p> <p>Synthesize events in a fantasy to uncover a universal theme(s).</p> <p>Compare and contrast narrative elements (character, setting, problem, solution) in fantasy with a real-world example.</p> <p>Interpret the meaning of figurative language using the context of a scene.</p> <p>Track events on a timeline or any other self-created</p>

<p>cultures.</p> <p><b>RL.5.10-</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>SL.5.1-</b> 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.</p> <p><b>SL.5.2-</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Fantasy literature is literature that illustrates a quest narrative structure where the main character must complete a major task.</p> <p>The narrative perspective influences how the reader perceives events in a story.</p> <p>Visual imagery can enhance the tone and mood of a text.</p> <p>Fantastical elements such as dragons or monsters are symbols of fear, danger, or evil.</p> <p>Fantasy plots unfold to the reader at the same time they unfold to the character.</p> <p>Characters in fantasy literature have complicated emotional lives.</p> <p>Character relationships can either assist or deter the resolution of the problem.</p> <p>Writing is one way readers reflect for a deeper understanding.</p>	<p>graphic organizer, including maps, character charts, or webs.</p> <p>Determine how point of view influences perception of the story.</p> <p>Measure the tone and mood of a text.</p> <p>Analyze events and characters to determine their significance in a fantasy quest.</p> <p>Empathize with the character and analyze complicated plot events as they unfold, by paying attention to direct questions, explanations and unfamiliar experiences.</p> <p>Analyze, reflect and discuss the connections and relationships between characters.</p> <p>Reflect on reading by writing in ways that deepen comprehension.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reacting to literature by writing (*i.e.*, *Reader's notebook*) or conversing (*i.e.* *Turn and Talk*)
- Creating and progress toward meeting personalized reading goals, scaffolding as needed
- Communicating ideas about literature verbally and in writing
- Supporting ideas about literature using text evidence
- Composing responses to provided questions, consistent with a student's growth in hierarchical goal work (see *The Reading Strategy Book*, J. Serravallo, pg. 3)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Build stamina for reading text independently without distraction
- Mini lessons for the fantasy unit should include, but are not limited to, examining tone and mood, how point of view influences perception of events, and analyzing the power differential in fantasy. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Organize questions and/or commentary in preparation for discussion
- Actively participate in organized literary discussions
- Analyze new vocabulary in authentic literature

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT VI: Understanding Setting and Social Issues Through Fantasy**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 weeks</b>	<b>Unit VI: Understanding Setting and Social Issues Through Fantasy</b>	<p><b>Suggested Resources</b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 and CD)</b>  Lucy Calkins and Kathleen Tolan</p> <p><b>Units of Study for Teaching Reading, Grade 5</b>  Lucy Calkins</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing, Grade 5</b>  Laurie Pastore and Pam Allyn</p> <p><b>Harcourt – <i>The Fun They Had</i></b></p> <p><b>Text Connections:</b> <i>Poppy, Shrek and Sinbad (Rescue a Captive or Sacred Object), Lord of the Rings and Harry Potter (Destroy a Villain or Dangerous Object), Alice in Wonderland (Hero is on a journey to another place), The Paperbag Princess, A Wrinkle in Time, The Phantom Tollbooth</i></p> <p><b>Internet Links</b>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project</p>

		<a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a> Literacy Resources Randolph Township Public Schools <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a> Graphic Organizers <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading ~ Grade 5**  
**UNIT VII: Poetry and Performing Arts: Open Workshop Selection**

<b>TRANSFER:</b> Analyze several literary devices to enhance understanding of poetic literature.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS-S</u></b></p> <p><b>RL.5.2-</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>RL.5.4-</b>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5-</b>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6-</b>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>L.5.5-</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>SL.5.1-</b> 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.</p> <p><b>SL.5.2-</b>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	Poets and playwrights share feelings experiences, or thoughts through carefully chosen words, formats, techniques, and poetic elements.	<ul style="list-style-type: none"> <li>How is expression through poetry or plays meaningful?</li> </ul>
	Poetry can generate feelings, emotions, and descriptions in a concise way.	<ul style="list-style-type: none"> <li>How is poetry like art?</li> </ul>
	The dramatic arts may reflect upon the social issues of their time period to communicate a specific message.	<ul style="list-style-type: none"> <li>How do dramatic arts communicate real-life issues?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Poetry and plays are written and organized differently than prose.</p> <p>Poetry is written with stanzas and verses and plays are written with acts and scenes.</p> <p>Different types of poetry include haikus, limericks, narrative poems, free verse, ballads, odes, sonnets, cinquains and others.</p> <p>Poems can depict diverse feelings, emotions and thoughts through use of style, tone, rhythm, structure, mood, and word choice.</p> <p>Poets select word choices based on both denotation and connotation.</p>	<p><b>Students will be able to:</b></p> <p>Describe similarities and differences between poetry, plays, and prose.</p> <p>Explain how the elements of poetry, plays and prose provide structure and meaning for a particular work.</p> <p>Identify multiple forms of poetry and how its style conveys the meaning.</p> <p>Interpret poems by analyzing form, images, word choice, imagery, language and mood shifts.</p> <p>Analyze denotation and connotation of words.</p>

	<p>Poets use figurative language such as metaphors, similes, personification, and hyperbole to communicate their thoughts.</p> <p>Music is a form of poetry that communicates a message.</p> <p>Uncovering the theme allows the reader to interpret the author's message.</p> <p>The point of view influences how events of the poem, drama, or prose are perceived.</p> <p>Writing is one way readers reflect for a deeper understanding</p>	<p>Interpret figurative language to comprehend poetry.</p> <p>Interpret lyrics and ideas conveyed through music.</p> <p>Determine the theme of a poem, drama, or prose through details in the text, including character actions or how the speaker in a poem reflects upon a topic.</p> <p>Recognize and discuss a social issue expressed in a writing piece.</p> <p>Explain how a speaker's point of view impacts how events are described.</p> <p>Read a variety of poems, plays, and prose that express different identities and world views.</p> <p>Reflect on reading by writing in ways that deepen comprehension.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Responding to poetic literature in writing (*i.e., reader's notebook*)
- Responding to poetic literature verbally (*i.e. Turn and Talk*)
- Composing responses to provided questions on the form, devices, craft, language, and interpretation of poetry
- Composing responses to provided questions, consistent with a student's growth in hierarchical goal work (see *The Reading Strategy Book*, J. Serravallo, pg. 3)

## KEY LEARNING EVENTS AND INSTRUCTION:

- Build stamina for reading poetry independently without distraction
- Immersion in the forms of poetry noticing the characteristics (i.e., rhyme, stanza, lines, and patterns)
- Compare and contrast various forms of poetry
- Mini lessons for poetry will include, but are not limited to: forms of poetry (haiku, free verse, lyrical, limerick, etc.), poetic devices (rhyme, line, stanza, etc.), craft and language (imagery, figurative language, etc.), and interpretation. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Organize questions and/or commentary in preparation for literary discussions
- Actively participate in organized literary discussions, communicating ideas about authentic poetry verbally and in writing (i.e., turn and talk, stop and jot)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 5**  
**UNIT VII: Poetry and Performing Arts: Open Workshop Selection**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>3 Weeks</b>	<b>UNIT VII: Poetry and Performing Arts ~ Open Workshop Selection</b>	<p><b>Suggested Resources</b>  <b>A Guide to the Reading Workshop, Grades 3-5 (Book 1 and CD)</b>  Lucy Calkins and Kathleen Tolan</p> <p><b>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</b> Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing, Grade 5</b>  Laurie Pastore and Pam Allyn</p> <p><b>Text Connections</b> – <i>Kwan’s Big Performance, Quiet Backstage, Lani’s Concert.</i></p> <p><b>Internet Links</b>  The Poem Farm – Amy Ludwig VanDerwater  <a href="http://www.poemfarm.amylv.com">http://www.poemfarm.amylv.com</a>  Into the Book: Teaching Reading Comprehension Strategies  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  Links to videos, class sites, strategies for Reader’s Workshop  <a href="http://www.readersworkshop.org">http://www.readersworkshop.org</a>  TCRWP - Teachers College Reading &amp; Writing Project  <a href="http://tc.readingandwritingproject.com">http://tc.readingandwritingproject.com</a>  Literacy Resources Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17696_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>

**Randolph Township Schools**  
**Department of Language Arts**  
**Writing ~ Grade 5**

Introduction

The fifth grade writing curriculum has been designed to support the workshop approach to teaching and learning, while directly responding to the requirements identified in the New Jersey Student Learning Standards for the grade level. A strong emphasis has been placed on instruction in authentic narrative, argument, essay and informational writing, including feature articles. Students will write for genuine purposes, such as storytelling, analyzing literature, teaching others, and offering a unique perspective on a topic. Writers will use mentor texts to inspire their craft. Instruction in fifth grade will also focus on improving stamina and the ability to write increasingly complex pieces. Research projects will delve deeply into choice topics and students will read across texts to foster comparing, contrasting and synthesizing skills. Students will be expected to work with increasing sophistication and independence over time.

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Writing ~Grade 5

### UNIT I: Narrative Craft: Complex Character and Sophisticated Conflict

<b>TRANSFER:</b> Communicate across genres for various audiences to entertain, persuade and inform.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b></p> <p><b>W.5.3</b> -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4</b> -Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5</b> -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> -With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.5.10-</b> 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.</p> <p><b>L.5.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.2</b> -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
	The heart of strong narrative writing includes character development, conflict, setting details and a focused plot.	<ul style="list-style-type: none"> <li>In what ways are narratives influenced by character development and conflict?</li> </ul>
	Solutions and resolutions tie up loose ends, answer questions, resolve unresolved difficulties, and drive home the story's meaning.	<ul style="list-style-type: none"> <li>How does conflict lead to resolution?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>A fictional narrative is an imaginary story that could take place in today's world.</p> <p>Fiction writing follows a predictable structure including conflict, rising action, climax, falling action, and resolution.</p> <p>Internal and external conflicts include man-to-man, man-to-self, man-to-world, man-to-nature.</p> <p>Fiction writing has key elements including characters, setting, plot, conflict, theme, mood, and point of view.</p>	<p><b>Students will be able to:</b></p> <p>List multiple story ideas to be developed into a fictional narrative in third person perspective, by planning and prewriting.</p> <p>Outline the key elements of fiction using a graphic map or organizer.</p> <p>Distinguish between varieties of conflicts in mentor texts.</p> <p>Produce flash drafts to establish and evolve a clear character conflict.</p> <p>Identify key elements of narrative in mentor texts.</p>

<p><b>L.5.5-</b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.5.6-</b> 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).</p> <p><b>SL.5.1-</b> 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.</p> <p><b>SL.5.2-</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Visual maps remind writers to create a story in which there is a problem, rising action, climax and resolution.</p> <p>A fictional narrative is enhanced by using literary techniques such as dialogue, figurative language, sensory details, and pacing of plot.</p> <p>Fiction includes clearly developed characters and reflects how they are motivated and they respond to events.</p> <p>Stories develop through reasonable and sequential order.</p> <p>The quality of writing improves through revision and editing.</p>	<p>Illustrate story maps, timelines, or graphic organizers to plan scenes and develop plotlines.</p> <p>Craft an engaging introduction by including action, dialogue, description and thinking.</p> <p>Write dialogue, figurative language, sensory details and pacing of plot to enhance the fictional piece.</p> <p>Develop a lead character with clear internal and external conflicts and realistic struggles and motivations.</p> <p>Illustrate a character's realistic struggles and motivations to construct the foundation of the narrative by using varieties of drafting techniques including graphic organizers, writer's notebook entries and peer conversations.</p> <p>Integrate pace and tone in narrative writing to enhance important parts of story.</p> <p>Compose an ending that delivers a resolution and draws connections to the story.</p> <p>Assess narratives to evaluate story's meaning, character, complexity, sentence structure, and fluency of story development.</p> <p>Evaluate draft, revise the content, publish, and share.</p> <p>Value and critique narratives by sharing stories with peers and adults in a whole class or small group setting.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Generating ideas by brainstorming
- Organizing ideas by planning and prewriting
- Preparing several narrative flash drafts/quick writes
- Selecting a draft to develop
- Revising selected draft to reflect application of learning and feedback
- Composing a clear and coherent narrative that includes appropriate literary elements

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Build stamina for writing and revising compositions independently
- Mini lessons for narrative writing will include, but are not limited to strategies for generating ideas for narratives, sequencing plot line including character conflict and resolution, developing leads and endings, and using transitions to indicate the passage of time. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply constructive feedback to writing
- Assess published narrative for reflection on growth



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Reading~ Grade 5**  
**UNIT I: Narrative Craft: Complex Character and Sophisticated Conflict**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<b>Unit I: Narrative Craft: Complex Character and Sophisticated Conflict</b>	<p><b>Suggested Resources</b>  <b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop:</b> <i>Writing Fiction: Big Dreams, Tall Ambitions</i>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b> <i>Resources for Teaching Writing</i> (CD)  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Laurie Pastore and Pam Allyn</p> <p><b>Suggested Texts:</b>  <i>The Dot</i> by Peter Renolds  <i>Fireflies!</i> by Julie Brinckloe  <i>Eleven</i> by Sandra Cisneros  <i>Peter’s Chair</i> by Ezra Jack Keats  <i>One Writer’s Beginnings</i> by Eudora Wel</p> <p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant</p>

		<p> <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> By Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies </p> <p> <b>Internet Links</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a> </p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~Grade 5**  
**UNIT II: Literary Essay: Writing Analytically About Reading**

<b>TRANSFER:</b> Communicate across genres for various audiences to entertain, persuade and inform.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b><u>NJSLS</u></b>		
<b>W.5.1.</b> -Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Reflective readers respond to literature by analyzing, comparing, and contrasting narrative elements including theme and point of view.	<ul style="list-style-type: none"> <li>How can a reader infer an author's intentions using text evidence?</li> </ul>
<b>W.5.4-</b> 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.)	Author's perspective are generated through precise vocabulary and figurative language.	<ul style="list-style-type: none"> <li>In what ways can literature be influenced by perspective?</li> </ul>
<b>W.5.5-</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Insightful writers compare and contrast literature to discover similar themes.	<ul style="list-style-type: none"> <li>How can comparing and contrasting theme from a variety of texts improve the writer's ability to draw meaning from literature?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>W.5.6</b> -With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<b>Students will know:</b> A literary essay communicates a writer's comprehension, analysis, and opinion of literature.	<b>Students will be able to:</b> Recall and discuss the literary elements of a story by applying close-reading strategies to mentor texts.
<b>W.5.9</b> -Draw evidence from literary or informational texts to support analysis, reflection, and research.		
<b>W.5.10-</b> 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.	Writers actively take meaningful notes while reading, to analyze literature.  Proactive writer's look for patterns in various narratives.	Identify and collect observations using post-it notes, graphic organizers, or writer's notebook.  Examine a variety of texts to determine patterns between character, theme, and author's perspective by using graphic organizers, Venn diagrams, and T-charts.
<b>SL.5.1-</b> 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>SL.5.2-</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats	A literary essay includes a clearly constructed thesis statement.	Organize thinking by expanding ideas using a variety of prompts.

<p>(e.g. visually, quantitatively, and orally)</p> <p><b>SL.5.3</b> -Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>RL.5.1</b>-Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b>- Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>RL.5.3</b>- 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).</p> <p><b>RL.5.6</b>-Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RL.5.10</b>- By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>L.5.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.2</b>- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.3</b>-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.5.5</b> -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.5.6</b> -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).</p>	<p>To support the thesis statement, the body of the essay must include details, evidence, and direct quotations from the text in the body of the essay.</p> <p>Writers test theories by asking questions to ensure that text evidence convincingly supports claim.</p> <p>Varied vocabulary and transitions are necessary components for developing structure in a literary essay.</p> <p>Writers need to revise and edit essays to clearly and effectively communicate their ideas.</p>	<p>Select an idea to expand into a focused essay.</p> <p>Construct an idea and prepare a thesis statement by drafting quick-writes or box and bullet organizers in writer's notebook.</p> <p>Organize essay using details and evidence from the text.</p> <p>Test and evaluate theory by asking questions to connect claim to evidence.</p> <p>Develop a rough draft using ideas mapped in outline.</p> <p>Develop a flash draft to unpack evidence, including micro-stories, quotes, lists or examples.</p> <p>Improve writing by using appropriate vocabulary and transitions to produce a clear and coherent literary essay.</p> <p>Integrate transitions to introduce direct quotes, connect ideas and extend thinking by using thought prompts, such as "This makes me think..." Or "This connects to..."</p> <p>Assess essay to enhance ideas and appropriately edit writing for clarity, grammar, and usage.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Generating ideas by brainstorming
- Organizing ideas by planning and prewriting
- Preparing several narrative flash drafts/quick writes
- Selecting a draft to develop
- Revising selected draft to reflect application of learning and feedback
- Composing a clear and coherent narrative that includes appropriate literary elements

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Build stamina for writing and revising compositions independently
- Mini lessons for literary essay will include, but are not limited to close reading strategies, developing a claim based on close reading, identifying reasons and evidence to support a claim from the text, using transitions to introduce reasons, evidence and analytical thinking. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See Resources to support mini lesson development.)
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply constructive feedback to writing
- Assess published narrative for reflection on growth

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing~ Grade 5**  
**UNIT II: Literary Essay: Writing Analytically About Reading**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 weeks</b>	<b>Unit II: Literary Essay~ Writing Analytically about Reading</b>	<p><b>Suggested Resources</b>  <b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b> <i>Literary Essays: Writing About Reading</i>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum</b>  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b> <i>The Literary Essay: Writing About Fiction</i>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Laurie Pastore and Pam Allyn</p> <p><b>Book Suggestions:</b>  <i>Every Living Thing</i> by Cynthia Rylant  <i>Yard Sale</i> by Eve Bunting  <i>Fly Away Home</i> by Eve Bunting  <i>Eleven</i> by Sandra Cisneros  <i>Journey</i> by Patricia MacLachlan  <i>The Monument</i> by Gary Paulsen</p> <p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant</p>

		<p> <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> By Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies </p> <p> <b>Internet Links</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  <a href="http://www.Heinemann.com">www.Heinemann.com</a>  <a href="http://www.readwritethink.com">www.readwritethink.com</a>  <a href="http://www.brainpop.com">www.brainpop.com</a>  <a href="http://www.writingfix.com">www.writingfix.com</a>  <a href="http://www.firsthand.heinemann.com">www.firsthand.heinemann.com</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a> </p>
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# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Writing ~ Grade 5

### UNIT III: Research-Based Argument Essay: Understanding Both Sides & Taking a Position

<b>TRANSFER:</b> Communicate across genres for various audiences to entertain, persuade and inform.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b><u>NJSLS</u></b></p> <p><b>W.5.1-</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>C. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>E. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</p> <p>G. Provide a conclusion related to the opinion presented.</p> <p><b>W.5.2-</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>F. Provide a conclusion related to the information of explanation presented.</p> <p><b>W.5.3-</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4-</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Essayists determine structure, word choice, and content of effective argument essays by knowing the audience.</p>	<ul style="list-style-type: none"> <li>How is language used to persuade and impact an audience?</li> </ul>
	<p>Effective persuasion relies on language and new information to invoke a change of stance.</p>	<ul style="list-style-type: none"> <li>How does language influence the way we think, act, and perceive the world?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>Research-based argument essays state a claim and are supported write information-based details.</p> <p>Argument writers collect information by suspending judgment and gathering evidence to support both sides of a topic.</p> <p>Reflective writers read critically to determine author bias and position on an issue.</p> <p>Essay writers take research notes in distinct, reflective ways.</p> <p>Effective writers construct a strong argument using information from a variety of resources.</p>	<p><b>Students will be able to:</b></p> <p>Choose between fact and opinion statements by identifying key words and phrases.</p> <p>Review multiple print and digital sources to gather information on a topic.</p> <p>Group and highlight information using a graphic organizer.</p> <p>Interpret and explain author's perspective on a topic.</p> <p>Use note taking strategies to respond to texts, form opinions, and examine multiple perspectives.</p> <p>Question, reorganize and synthesize information by drafting an outline of argument.</p>



<p><b>W.5.5</b> -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> -With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.5.7-</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p><b>W.5.8-</b>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.-</p> <p><b>W.5.9-</b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.10-</b> 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.</p> <p><b>L.5.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.2</b> -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.3.-</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.5.6</b> -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)</p> <p><b>SL5.1-</b> Engage effectively in a range of collaborative</p>	<p>In order to create an effective argument, the writer must use evidence that strongly connects to the original claim.</p> <p>Essayists revise the order of information in an argument essay.</p> <p>Essayists use phrases to introduce direct quotes in their writing.</p> <p>Transitions are critical in refuting a counterclaim.</p> <p>Essay writers include phrases to acknowledge and rebut a counterclaim.</p> <p>Precise language and domain specific vocabulary effectively informs the reader about the topic.</p>	<p>Experiment with front-end revision in writer's notebook to revise claim.</p> <p>Compose a flash-draft in order to evaluate quantity of information needed to support claim.</p> <p>Evaluate and rank evidence using transitions such as "Nevertheless", "Despite this..." or "However...".</p> <p>Inspect the counterclaim by extending thinking prompts such as "Some people say...however, I argue that..."</p> <p>Formulate a counter argument to explain opposing perspective.</p> <p>Select important quotations from sources and paraphrase information to highlight key points.</p> <p>Support and extend ideas using domain specific vocabulary and effective transitions.</p>
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<p>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.</p> <p><b>SL.5.2</b>-Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p> <p><b>SL.5.3</b> -Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Organizing notes on the reading of different positions
- Selecting a position and writing a claim
- Collecting and organizing reasons and evidence to support a claim
- Drafting an organized essay that supports a claim
- Revising and editing draft to reflect application of learning and feedback
- Composing a clear and structured essay

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Define characteristics of genre through immersion
- Build stamina for writing and revising compositions independently
- Mini lessons for research-based argument essays will include, but are not limited to reading on both sides of a controversial topic while suspending personal judgement, collecting and organizing the reasoning for different positions using highlighting, annotating and/or graphic organizers, taking a position and developing a claim, researching to collect strong evidence to support a claim, quoting and paraphrasing evidence, planning for the order of reasons presented in an argument essay, using transitions to move the reader through reasons, evidence, and thinking, anticipating and answering counterarguments, writing openings that include a claim and reasons, and writing a closing that reviews a claim, reasons and that calls a reader to action. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply feedback to improve writing
- Assess published composition for reflection on growth

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Writing~ Grade 5**

**UNIT III: Research-Based Argument Essay: Understanding Both Sides & Taking a Position**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
6 weeks	Unit III: Research-Based Argument Essay~ Understanding Both Sides & Taking a Position	<p><b><u>Suggested Resources</u></b>  <b>Breathing Life into Essays</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b> <i>Navigating Nonfiction in Expository Book 3 Text</i>  Lucy Calkins</p> <p><b>Units of Study for Teaching Reading – A Curriculum for the Reading Workshop</b> <i>Navigating Nonfiction in Narrative and Hybrid Text</i>  Lucy Calkins</p> <p><b>Units of Study for Teaching Reading – A Curriculum for the Reading Workshop</b> <i>Writing Resources for Teaching</i> (CD)  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b>  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p>

		<p><b>The Complete Year in Reading and Writing</b> Laurie Pastore and Pam Allyn</p> <p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant  <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> by Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies</p> <p><b>Internet Links:</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=2899_1&amp;content_id=17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>
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# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Writing ~ Grade 5

### UNIT IV: Informational Writing: Feature Articles on Topics of Personal Expertise

<b>TRANSFER:</b> Inform an audience about a topic of expertise, utilizing a wide range of resources.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS</b></p> <p><b>W.5.2</b> -Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3.-</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4-</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5</b> -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6-</b> With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.5.10-</b> 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.</p> <p><b>RL.5.1-</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.10-</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	Critical examination and evaluation of information is essential to making educated decisions.	<ul style="list-style-type: none"> <li>How do writers utilize sources and information to communicate new ideas?</li> </ul>
	Skilled communicators use language effectively to communicate a perspective on a topic.	<ul style="list-style-type: none"> <li>How can the reader identify the purpose of communication in informational text?</li> </ul>
	Effective communication relies on the structure in the format directed to a specific audience.	<ul style="list-style-type: none"> <li>Why is information organized in different ways?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Feature articles focus on a high interest topic, convey in-depth information clearly, and reveal a unique angle.</p> <p>Informational writing can be topical or sequential.</p> <p>Informational writing includes a central purpose with several sub topics.</p>	<p><b>Students will be able to:</b></p> <p>List several high interest expert topics to inform others about.</p> <p>Explain, describe or discuss background knowledge on expert topics.</p> <p>Craft questions to formulate an angle.</p> <p>Organize information logically, include formatting such as heading, subheadings, and timelines when useful to assist comprehension.</p> <p>Select one expert topic by demonstrating sufficient</p>

<p>L.5.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.5 -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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).</p> <p>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.</p> <p>SL.5.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Informational writing contains a variety of text features that provides further content.</p> <p>Writers of informational text use multiple resources to support writing.</p> <p>Domain specific vocabulary, and rules and conventions of language help writers to communicate writing effectively.</p> <p>Writers revise writing to clearly and effectively communicate their ideas.</p>	<p>understanding on a topic.</p> <p>Generate format of feature article by designing text features such as illustrations, maps, charts and other graphics.</p> <p>Apply note-taking strategies and summarize key information in writer's notebooks.</p> <p>Compose drafts to evaluate the quality of information and clarity of a unique angle.</p> <p>Introduce a topic clearly and elaborate upon the topic with facts, definitions, factual details, quotations, or examples related to the topic.</p> <p>Include transitional words or phrases and connect reasons using words such as consequently or specifically.</p> <p>Infuse literary techniques, such as dialogue, description, and pacing, to develop a unique angle.</p> <p>Support feature article with precise language and domain-specific vocabulary to inform about the topic.</p> <p>Assess feature article using Writer's Checklist.</p> <p>Generate a final product that effectively communicates information and an angle on an expert topic.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Generating ideas on topics of expertise
- Selecting a topic of true expertise
- Prewriting including writing long and selection of an angle
- Creating a sequenced table of contents reflecting subtopics
- Developing each subtopic
- Selecting purposeful graphics
- Crafting effective opening and closing
- Revising and editing draft to reflect application of learning and feedback
- Composing clear and structured feature article including appropriate analysis and supports

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Define characteristics of genre through immersion
- Build stamina for writing and revising compositions independently
- Mini lessons for feature articles will include, but are not limited to generating ideas and selecting a topic of true expertise, writing long about a topic to identify a personal angle for a topic, organizing subtopics by creating a table of contents, developing subtopics, using graphics to support or extend information, crafting an opening the previews and excites, crafting a closing that reviews and extends purpose and angle. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study. (See *Resources* to support mini lesson development.)
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply feedback to improve writing
- Assess published writing for reflection on growth

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing~ Grade 5**  
**UNIT IV: Informational Writing: Feature Articles on Topics of Personal Expertise**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 weeks	Unit IV: Informational Writing: Feature Articles on Topics of Personal Expertise	<p><b><u>Suggested Resources</u></b>  <b>Breathing Life into Essays Book 3</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b> <i>Resources for Teaching Writing</i> (CD)  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b>  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Laurie Pastore and Pam Allyn</p> <p><b>Suggested Texts:</b>  <i>Baseball in the Barrios</i> by Henry Horenstein</p> <p><b>Harcourt Trophies:</b></p>



		<p><i>Summer of Fire</i> (Theme 3) by Patricia Lauber  <i>Oceans</i> (Theme 3) by Seymour Simon  <i>Seeing Earth from Space</i> (Theme 3) by Patricia Lauber</p> <p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant  <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> By Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies</p> <p><b>Internet Links</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  <a href="http://freedomflix.digital.scholastic.com/">http://freedomflix.digital.scholastic.com/</a>  <a href="http://www.readworks.org/">http://www.readworks.org/</a>  <a href="http://www.readwritethink.com">www.readwritethink.com</a>  <a href="http://www.brainpop.com">www.brainpop.com</a>  <a href="http://www.Heinemann.com">www.Heinemann.com</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing ~ Grade 5**  
**UNIT V: Personal Narrative ~ Open Workshop Selection**

<b>TRANSFER:</b> Inform an audience about a topic of expertise, utilizing a wide range of resources.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS</b></p> <p><b>W.5.2</b> -Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3.-</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4-</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5</b> -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6-</b> With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.5.10-</b> 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.</p> <p><b>RL.5.1-</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.10-</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Reflective writers develop ideas from personal life experiences, relationships, and observations.</p>	<ul style="list-style-type: none"> <li>• How do our personal experiences shape our view of ourselves?</li> </ul>
	<p>Reflection on personal experience guides formation of identity</p>	<ul style="list-style-type: none"> <li>• Why do we reflect on our experiences?</li> </ul>
	<p>Reading about other people’s experiences can encourage us to reflect on personal identities, beliefs and values.</p>	<ul style="list-style-type: none"> <li>• Why do we reflect on the experiences of others?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Personal narratives are generated by turning points from life experience.</p> <p>Writers read a variety of literature to develop ideas for narratives, using various brainstorming strategies.</p> <p>Personal narratives include realistic elements and descriptive writing techniques to tell a story.</p>	<p><b>Students will be able to:</b></p> <p>List a variety of turning points including first times and last times.</p> <p>Record ideas, reflections, and details of experiences in writing notebooks independently or using teacher prompts.</p> <p>Extend writing by drafting a story to develop character, setting and plot using figurative language, dialogue, action and thinking.</p>

<p>L.5.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.5 -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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).</p> <p>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.</p> <p>SL.5.2-Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally)</p>	<p>Narrative writers enhance stories by elaborating on a small moment.</p> <p>An effective ending connects to the story and provides a sense of closure or reveals a new realization.</p> <p>Storytellers choose punctuation and word choice intentionally to convey meaning.</p>	<p>Manipulate pace and tone using varied sentence structure.</p> <p>Choose transitional phrases to show passage of time.</p> <p>Craft an ending to describe what the character realized about identify based on experience.</p> <p>Assess narrative to elaborate on important parts.</p> <p>Evaluate narrative reading to include correct language conventions.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Generating ideas by brainstorming (<i>i.e., first times, last times, life changes</i>)</li> <li>• Preparing several narrative flash drafts</li> <li>• Selecting a personal story with promise for development</li> <li>• Organizing ideas by planning and prewriting</li> <li>• Revising and editing selected draft to reflect application of learning and feedback</li> <li>• Composing clear and coherent personal narrative including appropriate literary elements</li> </ul>		

## **KEY LEARNING EVENTS AND INSTRUCTION:**

- Define characteristics of genre through immersion
- Build stamina for writing and revising compositions independently
- Mini lessons for personal narratives will include, but are not limited to, generating ideas from personal events in life, selecting a story with potential for development, planning and prewriting using timelines and/or story mountains, developing the heart of a story, catchy openings, and satisfying endings. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLS for the unit of study. (See *Resources* to support mini lesson development.)
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply feedback to improve writing
- Assess published writing for reflection on growth

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing~ Grade 5**  
**UNIT V: Personal Narrative ~ Open Workshop Selection**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>5 weeks</b>	<b>UNIT V: Personal Narrative ~ Open Workshop Selection</b>	<p><b><u>Suggested Resources</u></b>  <b>Breathing Life into Essays</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop (CD)</b>  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Laurie Pastore and Pam Allyn</p> <p><b><i>Suggested Texts:</i></b>  <i>Thank You Mr. Falker</i> by Patricia Polacco  <i>Max's Words</i> by Kate Banks  <i>Soda Jerk</i> by Cynthia Rylant</p>

		<p><i>Gorilla</i> by Anthony Browne</p> <p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant  <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> By Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies</p> <p><b>Internet Links</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>
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# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Writing ~ Grade 5

### UNIT VI: Poetry: Open Workshop Selection

<b>TRANSFER:</b> Communicate in various genres for various audiences to entertain, persuade and inform.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>NJSLS</b></p> <p><b>W.5.3.-</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.4-</b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>W.5.5 -</b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6 -</b>With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.5.10-</b> 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.</p> <p><b>L.5.1-</b> Demonstrate command of the convention of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts</p>	Poets can invoke emotion, feelings and mood through figurative language.	<ul style="list-style-type: none"> <li>How can poetic devices engage readers?</li> </ul>
	Poets deliberately use figurative language to create imagery, rhythm and meaning.	<ul style="list-style-type: none"> <li>Why is imagery and symbolism as a poetic technique important to the understanding of poetry?</li> </ul>
	Poetic language is used by writers in a variety of genres.	<ul style="list-style-type: none"> <li>How can poems written in different time periods and genres be compared?</li> <li></li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Poetry is written in stanzas and verses and include haikus, limericks, narrative poems, free verse, ballads, odes, sonnets, and cinquains.</p> <p>Poetry can evoke deep emotions and thoughts through style, tone, rhythm, structure, mood and word choice.</p> <p>Poets use figurative language such as metaphors, similes, personification, and hyperbole to communicate their thoughts.</p> <p>Poets write to communicate a unique perspective of the world.</p>	<p><b>Students will be able to:</b></p> <p>Match and identify a variety of poems by genre.</p> <p>Compose journal entries to compare and contrast different types of poems by characteristics, rhythm, and word choice.</p> <p>Investigate how poetry affects writers emotionally.</p> <p>Observe examples of figurative language through poetry and song lyrics.</p> <p>Build and construct a variety of poems using literary</p>

<p>in verb tense.</p> <p><b>L.5.2-</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series. *</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p><b>L.5.3 -</b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><b>L.5.5 -</b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>L.5.6 -</b>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).</p> <p><b>SL5.1-</b> 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.</p>	<p>Poets write using rhyme, rhythm and alliteration to convey tone.</p> <p>Writers use knowledge of language structure and language conventions to create, critique and discuss work.</p>	<p>devices to include unique angle.</p> <p>Select multiple poetic devices and compose several verses.</p> <p>Assess writing for fluency, clarity, word choice and descriptive language.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Responding to poetic literature in writing (*i.e., writer's notebook*)
- Responding to poetic literature verbally (*i.e. Turn and Talk*)
- Selecting and interpreting poems for reflection on craft and personal meaning (*i.e., a personal anthology of self-selected poetry with interpretation and personal meaning*)

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Build stamina for reading poetry independently without distraction
- Immersion in the forms of poetry noticing the characteristics (*i.e., rhyme, stanza, lines, and patterns*)
- Compare and contrast various forms of poetry
- Mini lessons for poetry will include, but are not limited to: forms of poetry (*haiku, free verse, lyrical, limerick, etc.*), poetic devices (*rhyme, line, stanza, etc.*), craft and language (*imagery, figurative language, etc.*), and interpretation. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLS for the unit of study. (See *Resources* to support mini lesson development.)
- Organize questions and/or commentary in preparation for literary discussions
- Actively participate in organized literary discussions, communicating ideas about authentic poetry verbally and in writing (*i.e., turn and talk, stop and jot*)
- Teacher modeling of interpretation and making personal meaning from poetry
- Evaluate one's own writing and the writing of others using provided criteria
- Organize and communicate constructive feedback for others
- Actively participate in writing conferences with teachers
- Apply feedback to improve writing
- Assess published writing for reflection on growth

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Writing~ Grade 5**  
**Personal Narrative ~ Open Workshop Selection**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
5 weeks	<b>UNIT V: Personal Narrative ~ Open Workshop Selection</b>	<p><b>Suggested Resources</b>  <b>Breathing Life into Essays</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop</b>  Lucy Calkins</p> <p><b>Units of Study for Teaching Writing – A Curriculum for the Writing Workshop (CD)</b>  Lucy Calkins</p> <p><b>Units of Study in Opinion, Information, and Narrative Writing Grade 5</b>  Lucy Calkins</p> <p><b>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</b>  Jennifer Serravallo</p> <p><b>The Complete Year in Reading and Writing</b>  Laurie Pastore and Pam Allyn</p> <p><b><i>Suggested Texts:</i></b>  <i>Thank You Mr. Falker</i> by Patricia Polacco  <i>Max's Words</i> by Kate Banks  <i>Soda Jerk</i> by Cynthia Rylant  <i>Gorilla</i> by Anthony Browne</p>

		<p><b>Grammar Mentor Texts:</b>  <i>An Angel for Solomon Singer</i> by Cynthia Rylant  <i>Barn Savers</i> by Linda Oatman High  <i>Dancing in the Wings</i> by Debbie Allen  <i>Down the Road</i> by Alice Schertle  <i>Fantastic! Wow! and Unreal: A book About Interjection and Conjunctions</i> by Ruth Heller  <i>Fox</i> by Margaret Wild  <i>John Henry</i> by Julius Lester  <i>Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!</i> By Lynne Truss  <i>Up North at the Cabin</i> by Marsha Wilson Chall  <i>White Owl, Barn Owl</i> by Nicola Davies</p> <p><b>Internet Links</b>  Teachers College Reading and Writing Project:  <a href="http://tc.readingandwritingproject.com/">tc.readingandwritingproject.com/</a>  Literacy Resources for Randolph Township Public Schools  <a href="https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1">https://rtnj.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id= 2899_1&amp;content_id= 17700_1</a>  Graphic Organizers  <a href="http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf">http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf</a></p>
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# APPENDIX A: K-5 CROSSWALK

		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Kindergarten	Reading	Launching Readers Workshop: Building Habits Routines 4 Weeks	We are Readers: Familiar Books Breed Confidence  4 Weeks	Readers Use Superpowers to Develop Print Strategies 4 Weeks	Flexing Muscles: Growing with Just Right Books 4 Weeks	Avid Readers: Gaining Knowledge through Informational Text 8 Weeks		Books Empower Us: Discovering our Opinions about Stories and Topics 5 Weeks	Becoming Better Readers: Taking Risks 8 Weeks		
	Writing	Launching Writers Workshop  We are Writers, Writing Teaching Books, Writing Stories, Revision and Publication 8 Weeks		Writing for Readers  Writing More Clear Stories Utilizing Tools to Strengthen our writing Story Telling with my Partner Revision and Publication 8 Weeks		How To Books 4 Week	All About Books 4 Weeks	Persuasive Writing Making Changes in our classroom and school, Writing Letters, Having a Voice in the World 5 Weeks	Writers Are Brave: Taking risks in our writing and Becoming Stronger (Open) Poetry Narrative Informational Opinion 8 Weeks		
Grade 1	Reading	Launching Reader’s Workshop: Readers Build Good Habits 4 Weeks	Growing Readers: Tackling Words and Reading Strategies 6 Weeks	Readers Meet the Characters in our Books 6 Weeks	Nonfiction Readers Learn About the World 8 weeks		Feelings and Fluency: Exploring the Rhythm of Language 4 Weeks	Reading to Discover Opinions: An Inquiry into Text-based Evidence 4 Weeks	Reading Clubs: Deepening our Comprehension through Conversation 4 Weeks		
	Writing	Launching Writer’s Workshop: Writers Build Good Habits 4 Weeks	Small Moments: Writers Write About Their Own Lives 6 Weeks	Writing Realistic Fiction Stories 6 Weeks	Nonfiction Chapter Books: Writing “How-To” and “All About” Books 8 weeks		Writing Reviews: From Hobbies to Books, Writers Share Their Opinions 6 Weeks	Scenes to Series: Writing Stronger Fictional Stories 6 Weeks			
Grade 2	Reading	Launch: Taking Charge of Our Reading 4 weeks	Tackling Trouble: Strategies for Reading Success 6 weeks	Reading to Learn: Investigating Science Topics and Exploring Non-Fiction 9 Weeks		Story Elements: Exploring the Genre of Fiction 6 weeks		Genre Study: Poetry 4 weeks	Reading and Role Playing: Fables, Fairytales, and Folktales 6 weeks		

	Writing	Launch: Building a Community of Writers  4 weeks		Learning from Authors: Improving Narrative Writing  6 weeks		Writing to Teach Others: Scientific Discovery and Procedures Writing About Topics to Become experts  9 weeks		Writing About Reading Developing Opinions on Story Elements  6 weeks		Poetry: Big Thoughts in Small Packages  4 weeks		Learning From Traditional Literature: Improving Narrative Writing (Fairytale)s  6 weeks							
Grade 3	Reading	Launching Reader’s Workshop: Building a Reading Community with Stamina and Meaning 3 Weeks		Author Study: A Study of Narrative Elements and Craft  5 Weeks		Realistic Fiction: Main Character Study  3 Weeks		Fiction: Introduction to Mystery  3 Weeks		Using Text Structures to Comprehend Expository Nonfiction  4 Weeks		Research: Skills and Strategies  7 Weeks		Fiction: Fables, Folktales, and Fairytales: An Intro into Cultural Literacy  5 Weeks					
	Writing	Launching Writing Workshop: Building a Community of Writers 3 Weeks		Literary Essay: Reflecting on Stories through Writing  5 Weeks		Realistic Fiction: Writing Stories Based on Reality  8 Weeks		The Art of Informational Writing: From Chapter Books to Essays  5 Weeks		Content Area Research  2 Weeks		Persuasive Writing: Finding a Voice in Your Community  5 Weeks		Crafting Narrative Stories Writing Personal Narratives  5 Weeks					
Grade 4	Reading	Launching Reader’s Workshop  3 weeks		Realistic Fiction: A Study of Characters and Their Relationships  6 weeks		Author Study: A Focus on Character and Theme  6 weeks		Non Fiction: Review and Analysis of Text Features and Organizational Structures 3 weeks		Non Fiction: Reading Like a Researcher  Topic of Interest  4 weeks		Article Investigat ion 4weeks		Historical Fiction: A Journey to the Past  6 weeks		Folktales, Fables, and Myths: A Study of Traditional Literature 4 weeks		Examining the Creative Arts Through Poetry and Drama  Infused Cross Curricular 5 Weeks	
	Writing	Launching Writer’s Workshop: Setting the Foundation of Writing Narratives 3 weeks		Realistic Fiction: Character Development  6 weeks		Literary Essay: Exploring Character and Theme  6 weeks		Writing to Teach: Exploring Structures in Informational Writing  7 weeks		Persuasive Writing: Take a Stance  7 weeks		Open Workshop  4 weeks							

<b>Grade 5</b>	<b>Reading</b>	Character Study / Realistic Fiction: An In-Depth Character Study 6 Weeks	Short Fiction: A Study of Narrative Analysis, Theme, and Perspective 5 Weeks	Nonfiction: Researching Debatable Issues 6 Weeks	Historical Fiction: Exploring Characters Through Adversity 7 Weeks	Understanding Setting and Social Issues Through Fantasy 5 Weeks	Open Workshop Selections: Mystery: A Study of Critical Thinking Poetry & Performing Arts 3 Weeks
	<b>Writing</b>	Narrative Craft: Complex Character and Sophisticated Conflict 6 Weeks	Literary Essay: Writing Analytically about Reading 5 Weeks	Research-Based Argument Essay: Understanding Both Sides & Taking a Position 6 Weeks	Informational Writing: Feature Articles on Topics of Personal Expertise 7 Weeks	Open Workshop Selections: Poetry Personal Narrative 8 Weeks	

Texts listed below have been selected by grades three, four, and five teacher representatives to be used on grade level, as mentor texts. Students may independently read these texts at any grade level.

Grade 3	Grade 4	Grade 5
<p><b><u>Realistic Fiction</u></b>  Molly's Pilgrim  Ramona Quimby, age 8  Mr. Popper's Penguins  100 Dresses  How to Be Cool in Third Grade  Clementine Series  Judy Moody Series (not Judy Moody Saves the World)  Miss Rumphius  Through Grandpa's Eyes</p> <p><b><u>Historical Fiction</u></b>  Boom Town  Leah's Pony <u>Fantasy</u>  Charlotte's Web  Fantastic Mr. Fox  James and the Giant Peach  Chocolate Touch  Officer Buckle and Gloria</p> <p><b><u>Mystery</u></b>  Judy Moody Mini Mysteries and Other Sneaky Stuff for Super Sleuths</p>	<p><b><u>Realistic Fiction</u></b>  From the Mixed-Up Files of Basil E. Frankweiler  Janitor's Boy  Maniac Mc Gee  Shiloh  Stone Fox  Tales of a 4th Grade Nothing  The War with Grandpa  There's a Boy in the Girls Bathroom</p> <p><b><u>Historical Fiction</u></b>  George Washington's Socks  Sarah, Plain and Tall  Sign of the Beaver  Sunflower  The Ballad of Lucy Whipple</p> <p><b><u>Fantasy</u></b>  Cricket in Times Square  The Lightning Thief  Trumpet of the Swan  The Magician's Elephant</p>	<p><b><u>Realistic Fiction</u></b>  Flying Solo  Frindle  How to Steal A Dog  Pinballs  The Report Card  Trading Game  Where the Red Fern Grows  Wonder</p> <p><b><u>Historical Fiction</u></b>  Number the Stars (Holocaust)  The Yellow Star (Picture Book/Holocaust))  Rose Blanche (Picture Book/Holocaust)  The Fighting Game (Revolutionary War)  Toliver's Secret</p> <p><b><u>Fantasy</u></b>  A Wrinkle in Time  Poppy  The Phantom Tollbooth  The Tale of Despereaux</p> <p><b><u>Mystery</u></b>  Chasing Vermeer  Westing Game  Who Stole the Wizard of Oz</p>

## APPENDIX C: Independent Reading Assessment: Fiction

Since the *Independent Reading Assessment: Fiction* uses the authentic literature listed below as part of the assessment kits, they can no longer be used for read aloud instruction.

### Independent Reading Assessment: Fiction—Grade 3

#### BOOK LIST

Level	Title	Author	ISBN
K	Andy Shane and the Very Bossy Dolores Starbuckle	Jacobson, Jennifer Richard	978-0-439-92116-9
K	Days With Frog and Toad	Lobel, Arnold	978-0-590-40109-8
L	Cam Jansen and the Mystery of the Stolen Diamonds	Adler, David A.	978-0-590-46121-4
L	Horrible Harry in Room 2B	Kline, Suzy	978-0-590-43942-8
M	Stuart Goes to School	Pennypacker, Sara	978-0-439-30183-1
M	Judy Moody Saves the World!	McDonald, Megan	978-0-439-43174-3
N	Amber Brown Is Not a Crayon	Danzinger, Paula	978-0-590-45899-3
N	Be a Perfect Person in Just Three Days!	Manes, Stephen	978-0-440-41349-3
O	Chocolate Faver	Smith, Robert Kimmel	978-0-439-85139-8
O	Jake Drake, Bully Buster	Clements, Andrew	978-0-545-07898-6
P	Koya DeLaney and the Good Girl Blues	Greenfield, Eloise	978-0-590-43299-3
P	The Time Warp Trio: Knights of the Kitchen Table	Scieszka, Jon	978-0-590-98129-3
Q	Fourth Grade Rats	Spinelli, Jerry	978-0-590-44244-2
Q	The Jacket	Clements, Andrew	978-0-545-15299-0
R	Because of Winn-Dixie	DiCamillo, Kate	978-0-439-25051-1
R	Sadako and the Thousand Paper Cranes	Coerr, Eleanor	978-0-439-16824-3

Note: Pagination of the editions listed above matches the page references provided throughout this kit.

To order additional copies,  
go to [www.scholastic.com/  
IndependentReadingAssessment](http://www.scholastic.com/IndependentReadingAssessment)



## Independent Reading Assessment: Fiction—Grade 4

### BOOK LIST

Level	Title	Author	ISBN
<b>N</b>	Amber Brown Is Not a Crayon	Danzinger, Paula	978-0-590-45899-3
<b>N</b>	Be a Perfect Person in Just Three Days!	Manes, Stephen	978-0-440-41349-3
<b>O</b>	Chocolate Fever	Smith, Robert Kimmel	978-0-439-85139-8
<b>O</b>	Jake Drake, Bully Buster	Clements, Andrew	978-0-545-07898-6
<b>P</b>	Koya DeLaney and the Good Girl Blues	Greenfield, Eloise	978-0-590-43299-3
<b>P</b>	The Time Warp Trio: Knights of the Kitchen Table	Scieszka, Jon	978-0-590-98129-3
<b>Q</b>	Fourth Grade Rats	Spinelli, Jerry	978-0-590-44244-2
<b>Q</b>	The Jacket	Clements, Andrew	978-0-545-15299-0
<b>R</b>	Because of Winn-Dixie	DiCamillo, Kate	978-0-439-25051-1
<b>R</b>	Sadako and the Thousand Paper Cranes	Coerr, Eleanor	978-0-439-16824-3
<b>S</b>	Taking Sides	Soto, Gary	978-0-590-13800-0
<b>S</b>	The Great Gilly Hopkins	Paterson, Katherine	978-0-590-61389-7
<b>T</b>	Joey Pigza Swallowed the Key	Gantos, Jack	978-0-064-40833-2
<b>T</b>	The Tiger Rising	DiCamillo, Kate	978-0-439-38995-2
<b>U</b>	Loser	Spinelli, Jerry	978-0-439-46079-8
<b>U</b>	The Watsons Go to Birmingham—1963	Curtis, Christopher Paul	978-0-590-69014-0

Note: Pagination of the editions listed above matches the page references provided throughout this kit.

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## BOOK LIST

Level	Title	Author	ISBN
P	Koya DeLaney and the Good Girl Blues	Greenfield, Eloise	978-0-590-43299-3
P	The Time Warp Trio: Knights of the Kitchen Table	Scieszka, Jon	978-0-590-98129-3
Q	Fourth Grade Rats	Spinelli, Jerry	978-0-590-44244-2
Q	The Jacket	Clements, Andrew	978-0-545-15299-0
R	Because of Winn-Dixie	DiCamillo, Kate	978-0-439-25051-1
R	Sadako and the Thousand Paper Cranes	Coerr, Eleanor	978-0-439-16824-3
S	Taking Sides	Soto, Gary	978-0-590-13800-0
S	The Great Gilly Hopkins	Paterson, Katherine	978-0-590-61389-7
T	Joey Pigza Swallowed the Key	Gantos, Jack	978-0-064-40833-2
T	The Tiger Rising	DiCamillo, Kate	978-0-439-38995-2
U	Loser	Spinelli, Jerry	978-0-439-46079-8
U	The Watsons Go to Birmingham—1963	Curtis, Christopher Paul	978-0-590-69014-0
V	Becoming Naomi León	Ryan, Pam Muñoz	978-0-439-26997-1
V	Crash	Spinelli, Jerry	978-0-439-17674-3
W	Freak the Mighty	Philbrick, Rodman	978-0-439-28606-0
W	Home of the Brave	Applegate, Katherine	978-0-545-15415-4

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## APPENDIX D: Grade 5 – Common Benchmark Rubrics

### Grade 5 – November Benchmark for Fiction

Narrative Element	Exceptional Level - U and above	Proficient Level - T	Approaching Levels – Q/R/S	Requires Support Level – P and below
<b>All Evaluation Criteria</b> <b>Serravallo's Independent Reading Assessment</b>	<ul style="list-style-type: none"> <li>- An indicator of deep comprehension.</li> <li>- The student is likely to show evidence of accumulating and synthesizing more text than in the proficient responses, and/or exhibiting outstanding inferential and/or interpretive abilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>An indicator of solid comprehension.</b></li> <li>- <b>The student is likely to answer the question or respond to the prompt accurately and clearly.</b></li> <li>- <b>The student is likely to have accumulated many details from the text to answer the question.</b></li> </ul>	<ul style="list-style-type: none"> <li>- An indicator of shaky comprehension.</li> <li>- The student may have some elements of the proficient response, but the answer may be vague, overly literal, and/or include language pulled directly from the text.</li> <li>- The answer may contain some slight inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- The child's response shows a misunderstanding.</li> <li>- The answer is not close to any of the answers on the rubric and/or conflicts with the book summary.</li> </ul>
<b>Character</b> <ul style="list-style-type: none"> <li>- Inferring about, interpreting and analyzing main characters</li> <li>- Synthesizing character change</li> <li>- Inferring about, interpreting and analyzing secondary characters</li> </ul> <b>5.RL.1, 5.RL.2, 5.RL.3</b>	<ul style="list-style-type: none"> <li>- Identify and may interpret several less obvious traits and/or feelings that show different aspects of a main character. Traits identified may be contradictory and show complexity of character.</li> <li>- Identifies and may comment on multiple feelings and/or traits of a secondary character. Names effects that a secondary character has on a main character. Can analyze a relationship between main and secondary characters.</li> <li>- Describes in detail significant change(s) in a main and/or secondary character's thoughts, feelings, and/or traits, by accumulating and synthesizing multiple details. Compare and contrasts present traits, thoughts, and/or feelings to past traits, thoughts and/or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identifies several obvious traits and/or feelings of a main character.</b></li> <li>- <b>Identifies multiple, yet similar, feelings and/or traits of a secondary character. May hint at the effect a secondary character has on a main character.</b></li> <li>- <b>Identifies a change in a main character's thoughts, feelings, traits, or actions, by accumulating and synthesizing multiple details. Compares and contrasts present traits, thoughts and/or feelings to past traits, thought, and/or feelings.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identifies one obvious trait, thought, and/or feeling of a main character.</li> <li>- Identifies a feeling or trait (or fact about) a secondary character. May use language directly from the text.</li> <li>- Identifies a new trait, thought, feeling, or action of a main character.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a trait, or selects one that does not apply to the main character.</li> <li>- Does not recognize any changes in the character.</li> <li>- Is unable to identify an action, feeling, or fact about a secondary character.</li> </ul>

<b><u>Vocab/Fig Lang</u></b> - Monitoring for meaning and using context clues <b>5.RL.4, 5.L.4, 5.L.5</b>	- Synthesizes larger context (story so far) to explain the meaning of the word or phrase, and demonstrates deep understanding of event, character, or theme.	- <b>Uses immediate context (scene or chapter) to accurately define the word or phrase and shows understanding of the character, event or theme.</b>	- Demonstrates a partial understanding of the word or phrase. The perceived meaning does not interfere with an accurate understanding of character, event, or theme. - Uses mostly own language, but may borrow a key word or phrase from the text.	- Defines word incorrectly, and/or is unaware of the use of figurative language, or misinterprets the meaning of the word or phrase.
<b><u>Plot &amp; Setting</u></b> - Retelling important events - Synthesizing problems and solutions - Synthesizing cause and effect - Visualizing setting <b>5.RL.1, 5.RL.3 5.RL.5</b>	- Retells most important main events from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards. - Identifies multiple (more than two) problems, or aspects of the main problem in the story. Mentions both internal and external aspects. - Draws connections between multiple causes and effects in order to deeply understand the present scene. - Describes with some original detail the time(s) and place(s). Demonstrates understanding of the significance or mood of the setting and/or the effects the setting has on the character(s).	- <b>Retells some important event(s) from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards.</b> - <b>Identifies one or two main problem(s), or two aspects of the main problem, in the story. Problems mentioned are internal or external, but not both.</b> - <b>Demonstrates understanding of cause and effect to understand the present scene.</b> - <b>Identifies time(s) or place(s). Details often come directly from text. Hints at the significance of the setting and/or its effect(s) on character(s).</b>	- Retells one event that may be less important to the overall story. May summarize the scene. - Identifies a minor problem, or aspect of a more important problem, using text and/or pictures, but inflates its significance and may use vague terms. - Demonstrates basic understanding of cause and effect. Typically inflates the importance of a more minor or recent cause or effect. - Identifies a time or place using vague terms.	- Unable to recall enough important information to retell the story, or it is incorrect. - Unable to identify a problem in the story, or says the problem hasn't happened yet. - Doesn't realize that actions cause reactions. Unable to remember events, actions, or reactions from chapter to chapter. - Time and place are incorrect, or uses vague terms to describe setting.

<p><b><u>Themes &amp; Ideas</u></b></p> <ul style="list-style-type: none"> <li>- Interpreting lessons or themes</li> <li>- Identifying and interpreting social issues</li> <li>- Identifying and interpreting symbols</li> </ul> <p><b>5.RL.2</b></p>	<ul style="list-style-type: none"> <li>- Articulates several universal lessons/themes, or one universal lesson/theme, and applies them or it to another context outside the text, such as to other texts or the reader's own life.</li> <li>- Accumulates and synthesizes events from the story, or takes into account multiple plotlines, and relates them to the book's lessons or themes.</li> <li>- Can identify a social issue in the text. Recognizes stereotypes. Accumulates and synthesizes multiple details to explain the complexity of the issue.</li> <li>- Interprets a symbol and its complexity and recognizes it may be multifaceted. May name the abstract idea the concrete symbol represents. Accumulates and synthesizes several past events to explain the significance of the symbol in relation to the whole text or title.</li> </ul>	<p><b>- Articulates a lesson/theme or a collection of lessons/themes derived from minor incidents in the story. May use story specific language.</b></p> <p><b>- Can identify a social issue in the text. Recognizes stereotypes and/or complexity of the issue.</b></p> <p><b>- Interprets a symbol in a way that aligns to text. Cites a concrete connection to the symbol. May cite one piece of textual evidence to support interpretation.</b></p>	<ul style="list-style-type: none"> <li>- Identifies a partial, literal lesson/theme from only one part of the text.</li> <li>- Can identify a social issue in a text. Sees the issue simplistically.</li> <li>- Interprets a symbol in a vague or literal manner.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a lesson or a theme, or includes one that is inaccurate.</li> <li>- Does not understand the term "social issue," or when prompted cannot identify one.</li> <li>- Unaware that an object can represent an idea, or makes a guess that is inaccurate.</li> </ul>
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Grade 5 – January Benchmark for Fiction

Narrative Element	Exceptional Level – V and above	Proficient Level - U	Approaching Levels – R/S/T	Requires Support Level - Q and below
<b>All Evaluation Criteria</b> <b>Serravallo's Independent Reading Assessment</b>	<ul style="list-style-type: none"> <li>- An indicator of deep comprehension.</li> <li>- The student is likely to show evidence of accumulating and synthesizing more text than in the proficient responses, and/or exhibiting outstanding inferential and/or interpretive abilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>An indicator of solid comprehension.</b></li> <li>- <b>The student is likely to answer the question or respond to the prompt accurately and clearly.</b></li> <li>- <b>The student is likely to have accumulated many details from the text to answer the question.</b></li> </ul>	<ul style="list-style-type: none"> <li>- An indicator of shaky comprehension.</li> <li>- The student may have some elements of the proficient response, but the answer may be vague, overly literal, and/or include language pulled directly from the text.</li> <li>- The answer may contain some slight inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- The child's response shows a misunderstanding.</li> <li>- The answer is not close to any of the answers on the rubric and/or conflicts with the book summary.</li> </ul>
<u><b>Character</b></u> <ul style="list-style-type: none"> <li>- Inferring about, interpreting and analyzing main characters</li> <li>- Synthesizing character change</li> <li>- Inferring about, interpreting and analyzing secondary characters</li> </ul> <b>5.RL.1, 5.RL.2, 5.RL.3</b>	<ul style="list-style-type: none"> <li>- Identify and may interpret several less obvious traits and/or feelings that show different aspects of a main character. Traits identified may be contradictory and show complexity of character.</li> <li>- Identifies and may comment on multiple feelings and/or traits of a secondary character. Names effects that a secondary character has on a main character. Can analyze a relationship between main and secondary characters.</li> <li>- Describes in detail significant change(s) in a main and/or secondary character's thoughts, feelings, and/or traits, by accumulating and synthesizing multiple details.</li> <li>- Compare and contrasts present traits, thoughts, and/or feelings to past traits, thoughts and/or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identifies several obvious traits and/or feelings of a main character.</b></li> <li>- <b>Identifies multiple, yet similar, feelings and/or traits of a secondary character. May hint at the effect a secondary character has on a main character.</b></li> <li>- <b>Identifies a change in a main character's thoughts, feelings, traits, or actions, by accumulating and synthesizing multiple details. Compares and contrasts present traits, thoughts and/or feelings to past traits, thought, and/or feelings.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identifies one obvious trait, thought, and/or feeling of a main character.</li> <li>- Identifies a feeling or trait (or fact about) a secondary character. May use language directly from the text.</li> <li>- Identifies a new trait, thought, feeling, or action of a main character.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a trait, or selects one that does not apply to the main character.</li> <li>- Does not recognize any changes in the character.</li> <li>- Is unable to identify an action, feeling, or fact about a secondary character.</li> </ul>
<u><b>Vocab/Fig Lang</b></u> <ul style="list-style-type: none"> <li>- Monitoring for meaning and using</li> </ul>	<ul style="list-style-type: none"> <li>- Synthesizes larger context (story so far) to explain the meaning of the word or phrase, and demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Uses immediate context (scene or chapter) to accurately define the word or phrase and shows</b></li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates a partial understanding of the word or phrase. The perceived meaning does not</li> </ul>	<ul style="list-style-type: none"> <li>- Defines word incorrectly, and/or is unaware of the use of figurative language, or</li> </ul>

<p>context clues <b>5.RL.4, 5.L.4, 5.L.5</b></p>	<p>deep understanding of event, character, or theme.</p>	<p><b>understanding of the character, event or theme.</b></p>	<p>interfere with an accurate understanding of character, event, or theme. - Uses mostly own language, but may borrow a key word or phrase from the text.</p>	<p>misinterprets the meaning of the word or phrase.</p>
<p><b><u>Plot &amp; Setting</u></b> - Retelling important events - Synthesizing problems and solutions - Synthesizing cause and effect - Visualizing setting <b>5.RL.1, 5.RL.3</b> <b>5.RL.5</b></p>	<p>- Retells most important main events from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards. - Identifies multiple (more than two) problems, or aspects of the main problem in the story. Mentions both internal and external aspects. - Draws connections between multiple causes and effects in order to deeply understand the present scene. - Describes with some original detail the time(s) and place(s). Demonstrates understanding of the significance or mood of the setting and/or the effects the setting has on the character(s).</p>	<p><b>- Retells some important event(s) from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards.</b> <b>- Identifies one or two main problem(s), or two aspects of the main problem, in the story. Problems mentioned are internal or external, but not both.</b> <b>- Demonstrates understanding of cause and effect to understand the present scene.</b> <b>- Identifies time(s) or place(s). Details often come directly from text. Hints at the significance of the setting and/or its effect(s) on character(s).</b></p>	<p>- Retells one event that may be less important to the overall story. May summarize the scene. - Identifies a minor problem, or aspect of a more important problem, using text and/or pictures, but inflates its significance and may use vague terms. - Demonstrates basic understanding of cause and effect. Typically inflates the importance of a more minor or recent cause or effect. -Identifies a time or place using vague terms.</p>	<p>- Unable to recall enough important information to retell the story, or it is incorrect. - Unable to identify a problem in the story, or says the problem hasn't happened yet. - Doesn't realize that actions cause reactions. Unable to remember events, actions, or reactions from chapter to chapter. - Time and place are incorrect, or uses vague terms to describe setting.</p>

<p><b><u>Themes &amp; Ideas</u></b></p> <ul style="list-style-type: none"> <li>- Interpreting lessons or themes</li> <li>- Identifying and interpreting social issues</li> <li>- Identifying and interpreting symbols</li> </ul> <p><b>5.RL.2</b></p>	<ul style="list-style-type: none"> <li>- Articulates several universal lessons/themes, or one universal lesson/theme, and applies them or it to another context outside the text, such as to other texts or the reader's own life.</li> <li>- Accumulates and synthesizes events from the story, or takes into account multiple plotlines, and relates them to the book's lessons or themes.</li> <li>- Can identify a social issue in the text. Recognizes stereotypes. Accumulates and synthesizes multiple details to explain the complexity of the issue.</li> <li>- Interprets a symbol and its complexity and recognizes it may be multifaceted. May name the abstract idea the concrete symbol represents. Accumulates and synthesizes several past events to explain the significance of the symbol in relation to the whole text or title.</li> </ul>	<p><b>- Articulates a lesson/theme or a collection of lessons/themes derived from minor incidents in the story. May use story specific language.</b></p> <p><b>- Can identify a social issue in the text. Recognizes stereotypes and/or complexity of the issue.</b></p> <p><b>- Interprets a symbol in a way that aligns to text. Cites a concrete connection to the symbol. May cite one piece of textual evidence to support interpretation.</b></p>	<ul style="list-style-type: none"> <li>- Identifies a partial, literal lesson/theme from only one part of the text.</li> <li>- Can identify a social issue in a text. Sees the issue simplistically.</li> <li>- Interprets a symbol in a vague or literal manner</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a lesson or a theme, or includes one that is inaccurate.</li> <li>- Does not understand the term "social issue," or when prompted cannot identify one.</li> <li>- Unaware that an object can represent an idea, or makes a guess that is inaccurate.</li> </ul>
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Grade 5 – June Benchmark for Fiction

Narrative Element	Exceptional Level - W and above	Proficient Level - V	Approaching Levels – S/T/U	Requires Support Level - R and below
<b>All Evaluation Criteria</b> <b>Serravallo's Independent Reading Assessment</b>	<ul style="list-style-type: none"> <li>- An indicator of deep comprehension.</li> <li>- The student is likely to show evidence of accumulating and synthesizing more text than in the proficient responses, and/or exhibiting outstanding inferential and/or interpretive abilities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>An indicator of solid comprehension.</b></li> <li>- <b>The student is likely to answer the question or respond to the prompt accurately and clearly.</b></li> <li>- <b>The student is likely to have accumulated many details from the text to answer the question.</b></li> </ul>	<ul style="list-style-type: none"> <li>- An indicator of shaky comprehension.</li> <li>- The student may have some elements of the proficient response, but the answer may be vague, overly literal, and/or include language pulled directly from the text.</li> <li>- The answer may contain some slight inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- The child's response shows a misunderstanding.</li> <li>- The answer is not close to any of the answers on the rubric and/or conflicts with the book summary.</li> </ul>
<b>Character</b> <ul style="list-style-type: none"> <li>- Inferring about, interpreting and analyzing main characters</li> <li>- Synthesizing character change</li> <li>- Inferring about, interpreting and analyzing secondary characters</li> </ul> <b>5.RL.1, 5.RL.2, 5.RL.3</b>	<ul style="list-style-type: none"> <li>- Identifies and may interpret several less obvious traits and/or feelings that show different aspects of a main character. Traits identified may be contradictory and may show complexity of character. Demonstrates understanding of how a main character's relationship to secondary characters influences the main character's traits, thoughts, and feelings.</li> <li>- Identifies and may comment on multiple feelings and/or traits of a secondary character. Names effects that a secondary character has on a main character. Can analyze a relationship between main and secondary characters.</li> <li>- Describes in detail significant change(s) in a main and/or secondary character's thoughts, feelings, and/or traits, by accumulating and synthesizing multiple details.</li> <li>- Compares and contrasts present traits, thoughts, and/or feelings to past traits, thoughts and/or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identifies multiple conflicting obvious traits and/or feelings of a main character. Demonstrates understanding of the complexity of the main character.</b></li> <li>- <b>Identifies multiple, yet similar, feelings and/or traits of a secondary character. May hint at the effect a secondary character has on a main character.</b></li> <li>- <b>Identifies a change in a main character's thoughts, feelings, traits, or actions, by accumulating and synthesizing multiple details. Compares and contrasts present traits, thoughts, and/or feelings to past traits, thoughts, and/or feelings.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Identifies several obvious traits, thoughts, or feelings of a main character.</li> <li>- Identifies a feeling or trait of (or fact about) a secondary character. May use language directly from the text.</li> <li>- Identifies a new trait, thought, feeling or action of a main character.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a trait, or selects one that does not apply to the main character.</li> <li>- Does not recognize any changes in the character.</li> <li>- Is unable to identify an action, feeling, or fact about a secondary character.</li> </ul>
<b>Vocab/Fig Lang</b>	- Synthesizes larger context (story so	- <b>Uses immediate context (scene or</b>	- Demonstrates a partial	- Defines word incorrectly,

<ul style="list-style-type: none"> <li>- Monitoring for meaning and using context clues</li> </ul> <b>5.RL.4, 5.L.4, 5.L.5</b>	far) to explain the meaning of the word or phrase, and demonstrates deep understanding of event, character, or theme.	<b>chapter) to accurately define the word or phrase and shows understanding of the character, event or theme.</b>	understanding of the word or phrase. The perceived meaning does not interfere with an accurate understanding of character, event, or theme. - Uses mostly own language, but may borrow a key word or phrase from the text.	and/or is unaware of the use of figurative language, or misinterprets the meaning of the word or phrase.
<b>Plot &amp; Setting</b> <ul style="list-style-type: none"> <li>- Retelling important events</li> <li>- Synthesizing problems and solutions</li> <li>- Synthesizing cause and effect</li> <li>- Visualizing setting</li> </ul> <b>5.RL.1, 5.RL.3</b> <b>5.RL.5</b>	<ul style="list-style-type: none"> <li>- Retells most important main events from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards.</li> <li>- Identifies multiple (more than two) problems, or aspects of the main problem in the story. Mentions both internal and external aspects.</li> <li>- Draws connections between multiple causes and effects in order to deeply understand the present scene.</li> <li>- Describes with some original detail the time(s) and place(s). Demonstrates understanding of the significance or mood of the setting and/or the effects the setting has on the character(s).</li> </ul>	<ul style="list-style-type: none"> <li>- Retells some important event(s) from more-complex plots that may include multiple plotlines and/or flashbacks and flash-forwards.</li> <li>- Identifies some of the main problems, or aspects of the main problem, in the story. Problems mentioned are either internal or external, but usually not both.</li> <li>- Demonstrates understanding of cause and effect to understand the present scene.</li> <li>- Identifies time(s) or place(s). Details often come directly from text. Hints at the significance of the setting and/or its effect(s) on character(s).</li> </ul>	<ul style="list-style-type: none"> <li>- Retells one event that may be less important to the overall story. May summarize the scene.</li> <li>- Identifies one or two problems in the story. Problems mentioned are either internal or external.</li> <li>- Identifies a time or place using vague terms.</li> <li>- Demonstrates basic understanding of cause and effect. Typically inflates the importance of a more minor or recent cause or effect.</li> <li>- Identifies a time or place using vague terms.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to recall enough important information to retell the story, or it is incorrect.</li> <li>- Unable to identify a problem in the story, or says the problem hasn't happened yet.</li> <li>- Doesn't realize that actions cause reactions. Unable to remember events, actions, or reactions from chapter to chapter.</li> <li>- Time and place are incorrect, or uses vague terms to describe setting.</li> </ul>

<p><b><u>Themes &amp; Ideas</u></b></p> <ul style="list-style-type: none"> <li>- Interpreting lessons or themes</li> <li>- Identifying and interpreting social issues</li> <li>- Identifying and interpreting symbols</li> </ul> <p><b>5.RL.2</b></p>	<ul style="list-style-type: none"> <li>- Articulates several universal lessons/themes, or one universal lesson/theme, and applies them or it to another context outside the text, such as to other texts or the reader's own life.</li> <li>- Accumulates and synthesizes events from the story, or takes into account multiple plotlines, and relates them to the book's lessons or themes.</li> <li>- Can identify a social issue in the text. Recognizes stereotypes. Accumulates and synthesizes multiple details to explain the complexity of the issue.</li> <li>- Interprets a symbol and its complexity and recognizes it may be multifaceted. May name the abstract idea the concrete symbol represents. Accumulates and synthesizes several past events to explain the significance of the symbol in relation to the whole text or title.</li> </ul>	<p><b>- Articulates a lesson/theme or a collection of lessons/themes derived from minor incidents in the story. May use story specific language.</b></p> <ul style="list-style-type: none"> <li>- Can identify a social issue in the text. Recognizes stereotypes and/or complexity of the issue.</li> <li>- Interprets a symbol in a way that aligns to text. Cites a concrete connection to the symbol. May cite one piece of textual evidence to support interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies a partial, literal lesson/theme from only one part of the text.</li> <li>- Can identify a social issue in a text. Sees the issue simplistically.</li> <li>- Interprets a symbol in a vague or literal manner</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a lesson or a theme, or includes one that is inaccurate.</li> <li>- Does not understand the term "social issue," or when prompted cannot identify one.</li> <li>- Unaware that an object can represent an idea, or makes a guess that is inaccurate.</li> </ul>
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**APPENDIX E: LEVELED TEXTS FROM HARcourt TROPHIES COLLECTION**

TITLE	ISBN	GRADE LEVEL RANGE	READING RECOVERY LEVELS	GUIDED READING LEVEL	DRA LEVEL	LEXILE LEVEL	GENRE	CROSS - CURRICULAR CONNECTION
ELL Books Collection (1 each of 30 titles) 0-15-325508-0								
Mine	0-15-327840-4	3.5-4.0	N/A	O-P	34 - 38	430	Realistic Fiction	Social Studies
The Test	0-15-327841-2	3.5-4.0	N/A	O-P	34 - 38	140	Realistic Fiction	Science
Are We Having Fun Yet?	0-15-327842-0	3.5-4.0	N/A	O-P	34 - 38	320	Fiction	Social Studies
What You Can Learn, What You Can Do	0-15-327843-9	3.5-4.0	N/A	O-P	34 - 38	590	Nonfiction	Social Studies
HomeWork	0-15-327844-7	3.5-4.0	N/A	O-P	34 - 38	340	Fiction	Social Studies
The Science Fair	0-15-327845-5	3.5-4.0	N/A	O-P	34 - 38	700	Fiction	Science
Together, We Can Do It	0-15-327846-3	3.5-4.0	N/A	O-P	34 - 38	730	Nonfiction	Social Studies
Race the Wind	0-15-327847-1	3.5-4.0	N/A	O-P	34 - 38	810	Nonfiction	Social Studies
Good Dog!	0-15-327848-X	3.5-4.0	N/A	O-P	34 - 38	450	Nonfiction	Science
Wave Rider	0-15-327849-8	3.5-4.0	N/A	O-P	34 - 38	320	Realistic Fiction	Science
Dear Grandma	0-15-327850-1	3.5-4.0	N/A	O-P	34 - 38	570	Letters	Social Studies
Ring of Fire	0-15-327851-X	3.5-4.0	N/A	O-P	34 - 38	470	Nonfiction	Math
Sea Gifts	0-15-327852-8	3.5-4.0	N/A	O-P	34 - 38	520	Nonfiction	Science
Kids Care	0-15-327853-6	3.5-4.0	N/A	O-P	34 - 38	440	Nonfiction	Science
Walk the Moon	0-15-327854-4	3.5-4.0	N/A	O-P	34 - 38	540	Nonfiction	Science
Time for a Play	0-15-327855-2	4.0-4.5	N/A	Q	40	540	Fiction	Writing
City Builders	0-15-327856-0	4.0-4.5	N/A	Q	40	610	Nonfiction	Social Studies
You Are an Artist	0-15-327857-9	4.0-4.5	N/A	Q	40	510	Nonfiction	Art
Money, Money, Money	0-15-327858-7	4.0-4.5	N/A	Q	40	650	Fiction	Writing
I Want to Be Me	0-15-327859-5	4.0-4.5	N/A	Q	40	360	Fiction	Social Studies
Holidays, Family and Fun	0-15-327860-9	4.0-4.5	N/A	Q	40	740	Nonfiction	Social Studies
The Hamster from Room 24 is Missing	0-15-327861-7	4.0-4.5	N/A	Q	40	280	Fiction	Science
The Potluck Picnic	0-15-327862-5	4.0-4.5	N/A	Q	40	320	Fiction	Social Studies

Library, Library	0-15-327863-3	4.0-4.5	N/A	Q	40	660	Nonfiction	Writing
School 2501	0-15-327864-1	4.0-4.5	N/A	Q	40	470	Fiction	Social Studies
Food for Fun	0-15-327865-X	4.0-4.5	N/A	Q	40	600	Realistic Fiction	Social Studies
Let's Do a Play	0-15-327866-8	4.0-4.5	N/A	Q	40	520	Nonfiction	Social Studies
Lights Out!	0-15-327867-6	4.0-4.5	N/A	Q	40	590	Nonfiction	Social Studies
Cross Country	0-15-327869-2	4.0-4.5	N/A	Q	40	380	Fiction	Social Studies
Westward, Bound!	0-15-327868-4	4.0-4.5	N/A	Q	40	620	Nonfiction	Social Studies

**BELOW-LEVEL Books Collection (1 each of 30 titles) 0-15-325514-5**

Lonely No More	0-15-327382-8	4.0-4.5	N/A	Q	40	500	Realistic Fiction	Social Studies
Fire from Ice	0-15-327383-6	4.0-4.5	N/A	Q	40	730	Historical Fiction	Social Studies
Kwan's Big Performance	0-15-327384-4	4.0-4.5	N/A	Q	40	620	Realistic Fiction	Language Arts
Dear Grandma	0-15-327385-2	4.0-4.5	N/A	Q	40	610	Letters	Social Studies
Estrella Shining Brightly	0-15-327386-0	4.0-4.5	N/A	Q	40	630	Fiction	Social Studies
The 3,000th Hit	0-15-327387-9	4.0-4.5	N/A	Q	40	NP	Poem	Social Studies
Colorful Characters in American Tall Tales	0-15-327388-7	4.0-4.5	N/A	Q	40	750	Fiction	Social Studies
Adventure in Alaska	0-15-327389-5	4.0-4.5	N/A	Q	40	740	Realistic Fiction	Science
Friends in Need	0-15-327390-9	4.0-4.5	N/A	Q	40	860	Nonfiction	Science
Shipwrecked!	0-15-327391-7	4.0-4.5	N/A	Q	40	630	Realistic Fiction	Science
Exploring the Everglades	0-15-327392-5	4.0-4.5	N/A	Q	40	710	Nonfiction	Social Studies
Heroes in the Flames	0-15-327393-3	4.0-4.5	N/A	Q	40	810	Nonfiction	Science
Energy from Water	0-15-327394-1	4.0-4.5	N/A	Q	40	810	Nonfiction	Science
The Great Barrier Reef	0-15-327395-X	4.0-4.5	N/A	Q	40	850	Nonfiction	Science
Apollo to the Moon	0-15-327396-8	4.0-4.5	N/A	Q	40	510	Nonfiction	Science
Taming the Land	0-15-327397-6	4.5-5.0	N/A	R	40	730	Short Story	Social Studies
Is All the World Really a Stage?	0-15-327398-4	4.5-5.0	N/A	R	40	590	Fiction	Language Arts
A Story by Dorie	0-15-327399-2	4.5-5.0	N/A	R	40	680	Fiction	Science
Always in Style	0-15-327400-X	4.5-5.0	N/A	R	40	NP	Play	Social Studies
Toe Shoes and Tutus	0-15-327401-8	4.5-5.0	N/A	R	40	800	Nonfiction	Social Studies

The Best Candidate	0-15-327402-6	4.5-5.0	N/A	R	40	590	Short Story	Language Arts
The New Girl	0-15-327403-4	4.5-5.0	N/A	R	40	490	Realistic Fiction	Language Arts
A Drummer's Dream	0-15-327404-2	4.5-5.0	N/A	R	40	570	Fiction	Language Arts
The Graceful Bull and Other Surprises	0-15-327405-0	4.5-5.0	N/A	R	40	820	Nonfiction	Language Arts
Fun with Robots	0-15-327406-9	4.5-5.0	N/A	R	40	750	Nonfiction	Language Arts
The Stowaway	0-15-327407-7	4.5-5.0	N/A	R	40	600	Historical Fiction	Geography
Susan B. Anthony	0-15-327408-5	4.5-5.0	N/A	R	40	780	Nonfiction	Social Studies
Wise Ben	0-15-327409-3	4.5-5.0	N/A	R	40	700	Biography	Social Studies
My Surprising Vacation with Lewis and Clark	0-15-327410-7	4.5-5.0	N/A	R	40	760	Realistic Fiction	Social Studies
A Big Day in Nicodemus	0-15-327411-5	4.5-5.0	N/A	R	40	590	Fiction	Social Studies

**ON-LEVEL Books Collection (1 each of 30 titles) 0-15-325520-X**

Good-bye Country, Hello City	0-15-327412-3	5.0-5.5	N/A	S-T	44	540	Realistic Fiction	Social Studies
Louis Arrow and the Bull's-eyes	0-15-327413-1	5.0-5.5	N/A	S-T	44	390	Realistic Fiction	Science
Strings Around the World	0-15-327414-X	5.0-5.5	N/A	S-T	44	760	Nonfiction	Language Arts
Making a Difference	0-15-327415-8	5.0-5.5	N/A	S-T	44	700	Fiction	Social Studies
Downstream Crossing: A Revolutionary Tale	0-15-327416-6	5.0-5.5	N/A	S-T	44	490	Historical Fiction	Social Studies
The Helping Hands Baseball Team	0-15-327417-4	5.0-5.5	N/A	S-T	44	610	Short Story	Social Studies
The Red and Blue Hat	0-15-327418-2	5.0-5.5	N/A	S-T	44	730	Folktales	Social Studies
Traveling Around Alaska	0-15-327419-0	5.0-5.5	N/A	S-T	44	970	Nonfiction	Social Studies
Animal Helpers	0-15-327420-4	5.0-5.5	N/A	S-T	44	960	Nonfiction	Science
Rescue at Fox Creek	0-15-327421-2	5.0-5.5	N/A	S-T	44	510	Realistic Fiction	Science
Alligators and the Everglades	0-15-327422-0	5.0-5.5	N/A	S-T	44	660	Nonfiction	Science
Prairie Fire	0-15-327423-9	5.0-5.5	N/A	S-T	44	610	Nonfiction	Social Studies
Into the Deep: Diving with Sylvia Earle	0-15-327424-7	5.0-5.5	N/A	S-T	44	880	Nonfiction	Social Studies
Secrets Under the Sands and Seas	0-15-327425-5	5.0-5.5	N/A	S-T	44	710	Nonfiction	Science
The Case of Derrick and the Mind-	0-15-327426-3	5.0-5.5	N/A	S-T	44	650	Mystery	Science

Benders								
At Play on the Plains and Prairie: Barnraisings, Birthdays, and Other Celebrations	0-15-327427-1	5.5-6.0	N/A	U-V	NA	990	Nonfiction	Social Studies
Quiet, Backstage!	0-15-327428-X	5.5-6.0	N/A	U-V	NA	710	Fiction	Language Arts
My Life in a Picture Book	0-15-327429-8	5.5-6.0	N/A	U-V	NA	700	Fiction	Science
Grandpa's Camera	0-15-327430-1	5.5-6.0	N/A	U-V	NA	710	Fiction	Language Arts
Rivers of Dance	0-15-327431-X	5.5-6.0	N/A	U-V	NA	780	Nonfiction	Social Studies
Advertising in Action	0-15-327432-8	5.5-6.0	N/A	U-V	NA	930	Nonfiction	Language Arts
From One Man's Dream	0-15-327433-6	5.5-6.0	N/A	U-V	NA	820	Biography	Language Arts
Favorite American Children's Authors	0-15-327434-4	5.5-6.0	N/A	U-V	NA	1020	Nonfiction	Language Arts
Where Do Sideburns Come From? A Guide to Eponyms	0-15-327435-2	5.5-6.0	N/A	U-V	NA	780	Nonfiction	Language Arts
School in the 50's	0-15-327436-0	5.5-6.0	N/A	U-V	NA	920	Nonfiction	Language Arts
Tisquantum and the Pilgrims	0-15-327437-9	5.5-6.0	N/A	U-V	NA	740	Historical Fiction	Social Studies
A Home for the President	0-15-327438-7	5.5-6.0	N/A	U-V	NA	920	Nonfiction	Social Studies
The Great Franklin Debate	0-15-327439-5	5.5-6.0	N/A	U-V	NA	NP	Play	Social Studies
Oregon Trail Days: The Diary of Lucy Bell	0-15-327440-9	5.5-6.0	N/A	U-V	NA	970	Realistic Fiction	Social Studies
With Love, J: Letters from the Past	0-15-327441-7	5.5-6.0	N/A	U-V	NA		Realistic Fiction	Social Studies
<b>ADVANCED-LEVEL Books Collection (1 each of 30 titles) 0-15-325526-9</b>								
Let's Talk About Parrots	0-15-327442-5	6.0-6.5	N/A	V-W	NA	820	Nonfiction	Science
Having a Great Time (Really!) at Camp Resolve	0-15-327443-3	6.0-6.5	N/A	V-W	NA	490	Realistic Fiction	Science
Lani's Concert	0-15-327444-1	6.0-6.5	N/A	V-W	NA	930	Fiction	Language Arts
A Bus Ride into History: The Story of Rosa Parks	0-15-327445-X	6.0-6.5	N/A	V-W	NA	800	Biography	Social Studies
Vaquero, the Cowboy	0-15-327446-8	6.0-6.5	N/A	V-W	NA	600	Nonfiction	Social Studies
Baseball: From Soaking to Satchel	0-15-327447-6	6.0-6.5	N/A	V-W	NA	820	Nonfiction	Social Studies
Why Geese Fly in Teams (and the Turtle Stays on Land)	0-15-327448-4	6.0-6.5	N/A	V-W	NA	NP	Folktale	Science
The Legend of Arctic Ice	0-15-327449-2	6.0-6.5	N/A	V-W	NA	710	Realistic	Science

							Fiction	
Klondy and the Wolf Dog	0-15-327450-6	6.0-6.5	N/A	V-W	NA	680	Fiction	Science
Discovery at Oyster Cove	0-15-327451-4	6.0-6.5	N/A	V-W	NA	640	Realistic Fiction	Social Studies
Marjory Stoneman Douglas: Champion of the Everglades	0-15-327452-2	6.0-6.5	N/A	V-W	NA	650	Biography	Social Studies
Yellowstone: Geology at Work	0-15-327453-0	6.0-6.5	N/A	V-W	NA	750	Nonfiction	Science
Living with Hurricanes	0-15-327454-9	6.0-6.5	N/A	V-W	NA	990	Nonfiction	Science
Volcanoes: Destroyers and Creators	0-15-327455-7	6.0-6.5	N/A	V-W	NA	790	Nonfiction	Science
The Encounter	0-15-327456-5	6.0-6.5	N/A	V-W	NA	500	Science Fiction	Science
The Ice Storm Birthday	0-15-327457-3	6.5-7.0	N/A	X-Y	NA	890	Realistic Fiction	Social Studies
Early Days of American Theater	0-15-327458-1	6.5-7.0	N/A	X-Y	NA	910	Nonfiction	History
If You Were an Illustrator	0-15-327459-X	6.5-7.0	N/A	X-Y	NA	860	Nonfiction	Language Arts
Jazz: America's Musical Gift to the World	0-15-327460-3	6.5-7.0	N/A	X-Y	NA	950	Nonfiction	Social Studies
Dancing: No Matter What	0-15-327461-1	6.5-7.0	N/A	X-Y	NA	800	Fiction	Art
Who's Running for President?	0-15-327462-X	6.5-7.0	N/A	X-Y	NA	960	Short Story	Language Arts
That Reminds Me of a Story	0-15-327463-8	6.5-7.0	N/A	X-Y	NA	880	Autobiography	Language Arts
Meet Manuel	0-15-327464-6	6.5-7.0	N/A	X-Y	NA	910	Fiction	Language Arts
Short for Estrellita	0-15-327465-4	6.5-7.0	N/A	X-Y	NA	1040	Realistic Fiction	Language Arts
Trapped in the Future	0-15-327466-2	6.5-7.0	N/A	X-Y	NA	640	Science Fiction	Science
Mayflower Surprise	0-15-327467-0	6.5-7.0	N/A	X-Y	NA	830	Fiction	Social Studies
Living History Day	0-15-327468-9	6.5-7.0	N/A	X-Y	NA	700	Short Story	Social Studies
Inventive Americans	0-15-327469-7	6.5-7.0	N/A	X-Y	NA	920	Nonfiction	Language Arts
The Bison and the People of the Plains	0-15-327470-0	6.5-7.0	N/A	X-Y	NA	930	Nonfiction	Social Studies
Discovering History in a Suitcase	0-15-327471-9	6.5-7.0	N/A	X-Y	NA	940	Nonfiction	Social Studies
LIBRARY Books Collection (1 each of 12 titles) 0-15-329245-8								
Frindle	0-15-319332-8	4.5-5.0	N/A	R	40	830	Fiction	Language
Sees Behind Trees	0-15-319339-5	4.5-5.0	N/A	R	40	840	Fiction	Health/Social Studies



Maria's Comet	0-15-319334-4	4.5-5.0	N/A	R	40	770	Historical Fiction	Social Studies/Science
The Cat Who Escaped from Steerage	0-15-319342-5	5.0-5.5	N/A	S	44	940	Historical Fiction	Social Studies
And Then What Happened, Paul Revere?	0-15-319335-2	5.0-5.5	N/A	S	44	790	Biography	Social Studies
The Tarantula in My Purse and 172 Other Wild Pets	0-15-319327-1	5.5-6.0	N/A	T	44	830	Autobiography	Science
Baseball in the Barrios	0-15-319326-3	5.5-6.0	N/A	T	44	940	Nonfiction	Social Studies
The Black Stallion	0-15-319325-5	5.5-6.0	N/A	T	44	680	Realistic Fiction	Social Studies/Science
Beetles, Lightly Toasted	0-15-319345-X	6.0	N/A	T-T+	NA	950	Realistic Fiction	Language Arts
Dear Benjamin Banneker	0-15-319331-X	6.0-6.5	N/A	T+	NA	1100	Biography	Science
Stone Wall Secrets	0-15-319347-6	6.5-7.0	N/A	T+	NA	620	Fiction	Social Studies
The Young Artist	0-15-319330-1	6.5-7.0	N/A	T+	44	790	Fiction	Art