
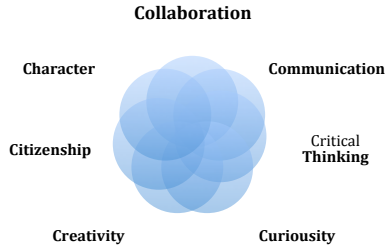


Content Area	Grade: Fifth
Language Arts 	R14: The Seven Cs of Learning 
Unit Titles	Length of Unit
• <i>Building Capacity with Experienced Readers and Writers</i>	5 weeks
• <i>Researching, Analyzing and Building Arguments</i>	5-6 weeks
• <i>Interpreting Characters As History Unfolds</i>	6 weeks
• <i>Good vs. Evil in Literature and Our Lives</i>	6 weeks
• <i>Developing a Deeper Perspective on the American Revolution</i>	6 weeks
• <i>Looking at the World Around Us Through Literature and Poetry</i>	5 weeks
• <i>Developing a Reading and Writing Repertoire</i>	3-4 weeks



Strands	Fifth Grade Level Expectations
Reading	<ul style="list-style-type: none"> • Readers quote accurately from a text to support inferential responses within, beyond and about the text. • Readers determine and critique a theme while identifying key characters, settings and events in literature. • Readers summarize literature and informational texts. • Readers can explain how key details support the main ideas in an informational text. • Readers identify overall structures in informational texts. • Readers read and comprehend texts in the grades 5-6 text complexity range with scaffolding as needed at the high end of the range.
Writing	<ul style="list-style-type: none"> • Writers can write narrative, information, and opinion pieces with purpose, organization and elaboration, a point of view, and effective organizational techniques. • Writers can edit writing for grammar, usage, mechanics, and clarity to create for a well-written piece. • Writers use conventional spelling for grade-appropriate words.
Speaking and Listening	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about grade 5 topics and texts with peers and adults in small and larger groups. • Speakers participate in collaborative conversations building on others' ideas. • Speakers plan for conversation makes communication clearer.
Language and Research	<ul style="list-style-type: none"> • Learners use the mechanics and conventions of English grammar for clarity. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from an array of strategies. • Researchers know finding new information is best found through a research process. • Learners use technology tools for research and problem solving.

Unit Title	Building Capacity with Experienced Readers and Writers Reading: <i>Agency and Independence</i> Writing: <i>Narrative Craft</i>	Length of Unit	5 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I set reading and writing goals for myself and deliberately work towards them? • How can I draw upon a repertoire of strategies to tackle more complex texts? • How can I draw on my complete repertoire of tools and strategies already learned and my life experiences to write a powerful personal narrative? • How can I effectively convey the bigger message within my writing? 		
Unit Strands and Standards	Setting Goals as a Reader and Writer, Looking at Central Elements in Stories, Analyze, Compare and Critiquing Characters and Settings <u>Reading:</u> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL 5.6 <u>Writing:</u> W.5.3, W.5.4, W.5.5, W.5.6, W.5.10 <u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6 <u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6		
Concepts	<u>Reading:</u> Cite Evidence, Theme, Compare and Contrast, Author's Craft, Story Structure, Point of View, Infer, Interpret, Analyze, Summarize <u>Writing:</u> Narrative Craft, Description, Sequence, Dialogue, Pacing, Transitional Words/Phrases, Sensory Details, Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time <u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Ideas, Summarize, Adapt Speech to Context and Task <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use		
Key Vocabulary	gist, theories, internal, external, character traits, story elements, critique, plot development, author's craft, narrative, literary device, elaboration, topic, theme		

Unit Title	Building Capacity with Experienced Readers and Writers Reading: <i>Agency and Independence</i> Writing: <i>Narrative Craft</i>	Length of Unit	5 weeks
Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...	
<ul style="list-style-type: none">• readers and writers set goals for themselves to help focus their learning.• readers can develop theories about major and minor characters to help them better understand novels.• readers understand that a story’s setting can influence its characters.• readers realize that identifying a story’s central problem can help them understand the lessons a character learns.• readers understand that identifying a story’s topics can help lead them to a story’s themes.• readers understand that talking about books with others helps them clarify and grow their ideas.• writers recognize the importance of clear and coherent writing.• writers understand that there are craft moves that they can employ to improve their story writing.		<ul style="list-style-type: none">• self-assess, develop stamina, and set goals for reading and writing• demonstrate independence in choosing “just right” texts• analyze characters (e.g. <i>actions, thinking, dialogue, interactions, response to trouble, choices made</i>)• compare and contrast characters• analyze effects of the setting• determine the topic, theme, central problem, and what characters learn in a story.• use inference to develop ideas within and beyond the text.• provide evidence from text to support ideas and thinking• converse with others about books• compose a narrative story with descriptive details and a clear sequence of events• edit and revise their writing using author’s craft (<i>narrative elements and literary devices</i>) to elaborate.• develop spelling consciousness and flexibly solve words.• use flexibly, word solving skills learned in Grade Four.	
Assessments:	End-of-Unit Published Piece (Rubric) Reading Screen		
Teacher Resources:	<ul style="list-style-type: none">❖ <i>Unit Implementation Guide</i>❖ <i>Units of Study</i> by TC Reading and Writing Project (used throughout the year)❖ <i>Mastering the Mechanics</i> by Hoyt, L. & Therriault, T. (used throughout the year)		

Unit Title	Researching, Analyzing and Building Arguments Reading: <i>Nonfiction Research Projects</i> Writing: <i>Research Based Argument Essay</i>	Length of Unit	5-6 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do I use text structure to gain a deeper meaning of the text? • How can I analyze and critique the ways that different authors approach the same topic? • How can I work with others to pull different author's perspectives and information together to gain a deeper understanding of a topic? • How can I write a well-developed, research-based argument essay? 		
Unit Strands and Standards	<p>Taking Notes to Hold On To Learning, Perspectives on a Topic, Organizing Information, Understanding Claims and Counterclaims</p> <p><u>Reading:</u> RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9</p> <p><u>Writing:</u> W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10</p> <p><u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6</p> <p><u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p>		
Concepts	<p><u>Reading:</u> Cite Evidence from a Text, Main Ideas, Key Details, Analysis, Compare and Contrast, Content Vocabulary, Text Structure, Multiple Sources, Synthesis, Summary, Determine Importance, Analysis</p> <p><u>Writing:</u> Opinion Writing, Linking Words, Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Research, Print Sources, Digital Sources, Paraphrase, Use of Technology, Write Routinely for Extended Time</p> <p><u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Ideas, Summarize, Adapt Speech to Context and Task</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>		
Key Vocabulary	synthesize, perspective, argument, opinion, claims, counterclaims, rebuttals, audience, debunk, bias, thesis, stance, credible, valid, audience,		

Unit Title	Researching, Analyzing and Building Arguments Reading: <i>Nonfiction Research Projects</i> Writing: <i>Researched Based Argument Essay</i>	Length of Unit	5-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • readers gain information about a topic by reading a variety of sources. • readers recognize that taking notes will help them organize information across texts. • readers understand the importance of reading different perspectives about a topic. • readers recognize that author's purposefully choose text structures and text features that help a reader understand a topic more fully. • writers understand that strong evidence will help make their arguments more powerful. • writers understand the importance of considering their audience when writing an argument essay. 	<ul style="list-style-type: none"> • identify and summarize the main ideas of a text. • use note-taking strategies. • organize important information from various texts. • determine if a resource is valid. • identify text structures aligned to purpose and meaning. • recognize different authors have varying perspectives on the same topic. • study different perspectives in a controversial issue. • take a stance on a topic and defend it with research-based evidence. • evaluate their evidence to ensure their arguments are solid • use quotations to bolster their arguments. • incorporate claims and counterclaims to defend their opinions. • use a scholarly voice and deliberate word choice to sway their audience. • write a well-developed argument essay. • engage in conversations with others to debate and construct deeper meaning of text. • edit and revise writing (commas, ending punctuation, editing checklist). • solves content specific words using strategies. • recognize and use a variety of complex compound words.

Assessments:	Post On Demand Opinion Writing (Rubric)
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Interpreting Characters As History Unfolds Reading: <i>Historical Fiction and Related Informational Text</i> Writing: <i>Literary and Comparative Essay</i>		6 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can I keep track of multiple plotlines, many characters, and shifts in time and place? • How can I develop a deeper understanding of the characters, setting and theme by learning about that period in time? • How can I grow and revise my ideas as I move through a text? • How can I use evidence from the text and reflect on it to support my claims and ideas? • How do I communicate my thinking about a text in a well-developed literary essay? • How do I write a comparative literary essay? 		
Unit Strands and Standards	<p>How Setting and Time Period Impact Characters and Events, Point of View and Retelling, Quoting and Citing Text When Composing an Essay</p> <p><u>Reading:</u> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9</p> <p><u>Writing:</u> W.5.1, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10</p> <p><u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6</p> <p><u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p>		
Concepts	<p><u>Reading:</u> Cite Evidence, Theme, Compare and Contrast, Context Clues, Story Structure, Point of View, Historical Setting, Envisioning, Interpretation, Synthesis,</p> <p><u>Writing:</u> Literary Essay, Comparative Literary Essay, Linking Words/Phrases, Citing Text Evidence, Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Adding Complexity, Author's Craft, Use of Technology, Text Analysis, Evidence, Write Routinely for Extended Time</p> <p><u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Ideas, Summarize, Adapt Speech to Context and Task</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>		
Key Vocabulary	author's craft, structure, setting, political circumstances, symbolism, point of view, perspective, allusion, shifts in time, emotional		

	Interpreting Characters As History Unfolds Reading: <i>Historical Fiction and Related Informational Text</i> Writing: <i>Literary and Comparative Essay</i>		6 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers recognize that a graphic organizer can help them keep track of multiple plot lines, many characters, and shifts in time and place. • readers understand that setting and time period impact characters' challenges and actions. • readers realize that who tells the story affects how it is told. • readers can find huge meanings in books by analyzing who has power, what form power takes, and how power changes. • readers can find multiple and varied themes within one text. • readers and writers grow their thinking and draw out big ideas by reading and rereading texts. • writers strengthen their claims by using strong, text-based evidence as support. 	<ul style="list-style-type: none"> • create and use timelines and/or other graphic organizers to track information across a text. • identify the challenges related to a period of history. • explain how a character's behavior is shaped by historical context. • analyze a narrator's perspective. • analyze a text through the lens of power. • identify multiple themes/life lessons within a text. • recognize the use of symbolism in a text. • revise/grow their ideas about a text through conversations with others. • write to grow ideas that are central to the story. • retell parts of a story that support their thinking. • quote from a text. • write a well-organized literary essay that uses text-based evidence to support claims. • write a comparative literary essay to compare two or more texts. • revise and edit writing (adverbs, compound sentences, single vs. double subjects, subject verb agreement) • solves multisyllabic words using word features. (prefixes, suffixes, etc.).

Assessments:	End-of-Unit Published Piece (Rubric)
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Good vs Evil in Literature and Our Lives Reading: <i>Fantasy</i> Writing: <i>Shaping Texts (Memoir)</i>	Length of Unit	6 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What strategies can I use when the setting is unfamiliar and hard to envision? • What strategies can I use to hold onto the story when plots get tangled and characters and language seem confusing? • How can I dig deeper in my reading to understand the physical and metaphorical “dragons” within the story line? • How do I draw on all I know about narrative and expository writing to craft my memoir? • How can I craft a memoir researching and reflecting on my own experiences? 		
Unit Strands and Standards	<p>How Fantasy Stories Are Different, Using Organizers to Track Information, Common Themes, Different Authors, Developing a Memoir</p> <p><u>Reading:</u> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.9</p> <p><u>Writing:</u> W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10</p> <p><u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6</p> <p><u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p>		
Concepts	<p><u>Reading:</u> Cite Evidence, Theme, Compare and Contrast, Context Clues, Figurative Language, Synthesis, Interpretation, Analysis, Visualizing</p> <p><u>Writing:</u> Memoir Writing, Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Adding Complexity, Author’s Craft, Use of Technology, Write Routinely for Extended Time</p> <p><u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Ideas, Summarize, Adapt Speech to Context and Task</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>		
Key Vocabulary	memoir, symbolism, allusion, craft, theme, metaphor, simile, hero, flaw, mood, tone, tension, internal, external, inventive language, imaginary places, angling		

Unit Title	Good vs Evil in Literature and Our Lives Reading: <i>Fantasy</i> Writing: <i>Shaping Texts (Memoir)</i>	Length of Unit	6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • readers understand that there are certain challenges to reading fantasy stories. • readers can use organization strategies to help them keep track of the complex information in a fantasy story. • readers recognize that when they close read fantasy books, patterns in structure, character, and themes emerge. • readers understand the influence which fantasy settings have on characters and plot line. • readers recognize that common themes are approached differently by various authors. • readers recognize that following a set of norms will make their book club conversations more meaningful. • writers recognize that authoring a memoir can help them define themselves. • writers of memoir can dig deeper into their topics by studying how other authors write with depth. 	<ul style="list-style-type: none"> • use graphic organizers to keep track of multiple plot lines, many characters, and shifts in time and place. • compare and contrast settings. • learn alongside characters in texts and synthesize information ahead of the character. • identify character motivations and struggles to find multiple themes in a text. • identify a common theme across multiple texts. • build/revise their ideas about a text through deep conversations about their reading. • analyze their writer’s notebooks for seed ideas to build into a memoir. • choose an appropriate structure to write a memoir. • revise and edit writing using the checklist and conferring with peers/teacher. (commas and closing, pronouns, antecedents, nouns and pronouns)

Assessments:	Post On Demand - Narrative Writing
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

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Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can I research to learn, synthesize across texts, and teach others what I am learning? • How can I analyze different authors' information, noticing facts and, perspectives. • How can I think about how an author's treatment of the subject sways readers' thinking about the topic? • How can I write a well-structured, informative research report?
Unit Strands and Standards	<p>Reading to Learn, Determining Importance and Synthesizing Information, Collaboration in Writing</p> <p><u>Reading:</u> RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p><u>Writing:</u> W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10</p> <p><u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6</p> <p><u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p>
Concepts	<p><u>Reading:</u> Research, Primary Source Documents, Cite Evidence, Quote Sources, Main Idea, Historical Context, Domain-Specific Vocabulary, Text Structure, Compare & Contrast, Multiple Sources, Point of View/Author's Perspective, Integrate Information, Complex Texts, Summarize, Infer, Synthesize</p> <p><u>Writing:</u> Research Writing, Note-Taking, Point of View, Text Features, Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Adding Complexity, Author's Craft, Use of Technology, Write Routinely for Extended Time</p> <p><u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Ideas, Summarize, Adapt Speech to Context and Task</p> <p><u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use</p>
Key Vocabulary	text features, formal tone, domain-specific vocabulary, flash drafts, fact checking, outline, timeline, relevant facts, primary source, cite, thesis, anecdotes, aspect, boxes and bullets, point of view, glossary, index, biography, misinformation

Unit Title	Developing a Deeper Perspective on the American Revolution Reading: <i>Reading to Learn</i> Writing: <i>Lens of History: Research Reports</i>	Length of Unit	6 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers of nonfiction text focus on <i>what</i> information they are learning as well as <i>how</i> that information is presented. • readers understand that the structure of a text helps them to know what is most important. • readers understand that determining importance of ideas will help them summarize the key points of a text. • researchers broaden their knowledge of a topic by gathering information from multiple print and media digital sources. • researchers recognize the importance of synthesizing information from multiple sources. • research writers can sound like an expert by using domain-specific words and can look like an expert by using appropriate text features. • writers collaborate with others to clarify their thinking and improve their understanding of their research topics. 	<ul style="list-style-type: none"> • read with a focus on both content and structure. • take notes and organize important and relevant information. • summarize a text, including key details. • synthesize information across texts. • identify and use domain-specific words which are important to understanding a topic. • build their own ideas, asking questions as they research. • utilize both primary and secondary resources. • write a well-organized, powerful, and cohesive informational piece, citing multiple sources. • skim a resource for information to support their topic. • use technology to take notes and annotate texts. • incorporate pertinent text features and domain-specific vocabulary within their written work. • confer with others, offering and obtaining feedback for improvement. • synthesize their learning by collaborating and debating their research with peers/teachers. • incorporate transition words in their research reports. • revise and edit their work for content and structure. (nouns, verbs, adjectives) • use word parts to decode and derive the meaning of a word.

Assessments:	Post On Demand Information Writing (Rubric) Research Report and Conversation Checklist
Teacher Resources:	❖ Unit Implementation Guide

	Looking at the World Around Us Through Literature and Poetry Reading: <i>Social Issues</i> Writing: <i>Poetry Anthologies</i>		
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Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can I read with a lens that lets me see the issues that are hiding in texts? • How can I notice how various authors and texts approach an issue differently? • How can I become more complex in my thinking and live my life differently because I read? • How can I use my personal experience and the world around me to write with a poet's eyes?
Unit Strands and Standards	Social Issues and Author's Message, Learning About Ourselves and Our World, Developing Poetic Senses, Mentors and Author's Craft <u>Reading:</u> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9 <u>Writing:</u> W.5.3d, W.5.4, W.5.5, W.5.6, W.5.10 <u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6 <u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6
Concepts	<u>Reading:</u> Cite Evidence, Theme, Compare and Contrast, Vocabulary, Figurative Language, Story Structure, Point of View, Interpret, Analyze, Infer, Synthesize <u>Writing:</u> Poetry, Sensory Details, Word Choice, Figurative Language, Theme, Perspective, Poetic Device, Structural Elements, Clear & Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology, Write Routinely for Extended Time <u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key, Summarize, Adapt Speech to Context and Task <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use
Key Vocabulary	social issues, crucial scenes, empathy, discrimination, prejudice, injustice, emotions, metaphor, simile, alliteration, hyperbole, onomatopoeia, personification, universal issue, anthology, stanza, verse, rhythm, meter, repetition, limerick, haiku, cinquain, free verse, acrostic,

Unit Title	Looking at the World Around Us Through Literature and Poetry Reading: <i>Social Issues</i> Writing: <i>Poetry Anthologies</i>	Length of Unit	5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers who are familiar with common social issues use those as a lens to view texts and the world. • readers understand that paying attention to characters' struggles and crucial scenes will help them identify the social issues in a book. • readers can infer issues/themes from evidence presented in a story. • readers develop a deeper understanding of themselves and others by studying social issues in texts. • writers use a poet's eye to look at the world around them for ideas. • writers understand that multiple themes are embedded within a topic. • writers explore different craft moves (e.g. <i>dialogue</i>, <i>internal thinking</i>, <i>descriptive details</i>) to bring out what a poem is really about. • writers study mentor poems to get ideas for craft and structure. 	<ul style="list-style-type: none"> • identify the struggles characters face in a story. • close read crucial scenes in a book, looking for clues to the issues. • determine social issues addressed in and across texts. • use supporting evidence from a text to determine issues/themes. • analyze various view points on a social issue using fictional and informational texts. • compare and contrast how different characters deal with similar issues. • engage in collaborative discussions to clarify and revise their thinking. • write poetry utilizing various techniques and structures. • choose a topic of interest to write about and explore multiple themes within that topic. • interpret poetry. • recognize and use syllables to read and write more complex words. • analyze craft and structure to identify author's purpose • edit and revise their writing (e.g. <i>precise word choice</i>, <i>imagery</i>, <i>rhythm</i>, <i>rhyme</i>) (e.g. <i>playing with punctuation</i>, <i>homophones</i>, <i>etc</i>).

Assessments:	End-of-Unit Published Poetry Anthology
Teacher Resources:	❖ Unit Implementation Guide

	Developing a Reading and Writing Repertoire Reading: <i>Reading Like a Fan</i> Writing: <i>Authoring an Independent Writing Life</i>		3-4 weeks
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Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can I come to know an author so well that I am aware of that author's distinctive moves? • How can I study the way an author uses craft techniques to pop out his/her theme? • How can I learn life lessons from the authors that I love, thinking about how I can live my life differently because of what I read? • How do I live as a writer, considering the possible genre, ideas, audiences, and all I know about living a writerly life?
Unit Strands and Standards	Connecting Across Texts, Developing Independence as a Reader and Writer, Emulating Mentors, <u>Reading:</u> RL.5.1, RL.5.2, RL.5.3, RL.5.9, RL.5.10 <u>Writing:</u> W.5.4, W.5.5, W.5.6, W.5.10 <u>Speaking and Listening:</u> SL.5.1, SL.5.2, SL.5.3, SL.5.6 <u>Language:</u> L.5.1, L.5.2, L.5.3, L.5.4, L.5.6
Concepts	<u>Reading:</u> Cite Evidence, Theme, Compare and Contrast, Analyze, Interpret, Synthesize, Read Complex Texts <u>Writing:</u> Clear and Coherent Writing, Writing for a Purpose and Audience, Writing Process, Use of Technology Write Routinely for Extended Time <u>Speaking and Listening:</u> Collaborative Conversations, Rules for Discussions, Ask and Answer Questions, Key Summarize, Adapt Speech to Context and Task <u>Language:</u> English Grammar and Usage Conventions, Vocabulary Acquisition and Use
Key Vocabulary	repetition, symbolism, word choice, genre, audience, expectations, purpose, project, patterns, questioning, preference, style, connections

Unit Title	Developing a Reading and Writing Repertoire Reading: <i>Reading Like a Fan</i> Writing: <i>Authoring an Independent Writing Life</i>	Length of Unit	3-4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • readers build a sense of what authors are “known for” as they study characters, structure, topics, and themes across texts • readers create expectations about an author’s work based on their studies. • readers develop preferences for certain authors and continue to read books by those authors beyond the school year. • writers can be in charge of their own writing, choosing purpose and audience. • writers understand that collaborating with others can help them improve their writing. 	<ul style="list-style-type: none"> • participate in “author” book clubs. • compare and contrast characters and themes across multiple texts by the same author. • consider patterns in structure (e.g. <i>flashbacks, multiple perspectives, twist endings</i>) across texts by the same author. • create an independent writing project • choose the genre that best conveys their purpose for writing. • emulate mentor texts of the same genre as their writing project. • independently follow the writing process. • collaborate with others on their writing projects. • edit and revise their writing (commas and transitions, editing checklist, verb tenses comparative adjectives). • use flexible word solving skills to read smoothly and fluently.

Assessments:	Independent Writing Project Reading Screen
Teacher Resources:	❖ Unit Implementation Guide