

Purpose of Planning	<u>Unit One</u> (pg. 2)	<u>Unit Two</u> (pg. 5)	<u>Unit Three</u> (pg. 4)	<u>Unit Four</u> (pg. 5)
Build students' knowledge: Illustrate how knowledge builds through texts within and across grades	<i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i> , Joy Hakim (Informational, Appendix B Exemplar) How do we determine what happened in the past? Students are asked to consider different versions of the same historical account and the significance of point of view when validating information and determining meaning.	<i>Wonderstruck</i> , Brian Selznick (Literary) The decisions and actions of one person can alter the lives of many others, revealing that we are all connected by a common thread through our interactions with others.	<i>Coming to America: The Story of Immigration</i> , Betsy Maestro (Informational) Students will learn about immigrant life in the United States, the melding of cultures into communities, and the struggle to maintain cultural identity and the memory of ancestors.	<i>The Lion, the Witch, and the Wardrobe</i> , C.S. Lewis (Literary) Writers create fantastical situations to entertain us, teach us valuable life lessons, and make us believe the impossible is possible. Students continue to learn that reading expands their minds and creates opportunities for learning.
<u>Increase text complexity</u> ¹ : Illustrate how text complexity increases within and across grades	The readability of the anchor text measures toward the beginning of the 4-5 grade band. The related texts range in complexity to prepare students to read more complex text in the next unit.	The readability of the anchor text is comparable to the first unit, but the innovative structure of the text makes the meaning of the text more complex. The related texts range in complexity.	The anchor text readability increases slightly from the previous unit, but most of the related texts are from the higher end of the 4-5 grade band.	The readability of the anchor text measures toward the upper range of the 4-5 grade band. The related texts range in complexity.
Integrate standards around texts: Provide multiple opportunities for students to develop their literacy	The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include: <ul style="list-style-type: none"> • A sample visual of how a year might be organized, • An overview of the Common Core State Standard expectations in grade 5, • Writing standards progression from grade 4 to 5, and • Speaking and Listening standards progression from grade 4 to 5. The plan below provides a sample of the specific year-long content for grade 5 based on the PARCC Model Content Frameworks.			

¹ By the end of grade 5, students should demonstrate the ability to read and understand texts in the 4-5 grade band independently and proficiently (RL.5.10, RI.5.10, RF.5.4a-c). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading of whole-class texts. Small-group literacy instruction in grade 5 should build student proficiency with reading grade-level texts and might involve: for weaker readers—continued work with the [reading foundational skills](#) and reading of related leveled readers (not an easier version of the whole-class text); for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with scaffolding text-dependent questions); or for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts and books written at their independent reading level.

English Language Arts/Literacy Grade 5 Year-in-Detail (SAMPLE)

Unit One	Anchor Text <i>The First Americans: Prehistory-1600 (A History of US, Book 1),</i> Joy Hakim (Informational, Appendix B Exemplar)	Related Texts <u>Literary Texts</u> <ul style="list-style-type: none"> Excerpts from <i>Pedro’s Journal</i>, Pam Conrad Excerpts from <i>The Birchbark House</i>, Louise Erdich (Appendix B Exemplar) “Columbus,” Joaquin Miller (Poem) <u>Informational Texts</u> <ul style="list-style-type: none"> Excerpts from <i>Awesome Ancient Ancestors!: Mound Builders, Maya and More</i>, Elizabeth Levy and Dan McFeeley “Columbus Controversy,” <i>History.com</i> (Read Aloud) Excerpts from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann (Appendix B Exemplar, Read Aloud) <u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u> <ul style="list-style-type: none"> “The Real Story of Columbus,” <i>History.com</i> (Video) “Images of Christopher Columbus and His Voyages,” <i>Library of Congress</i> 	Building Student Knowledge Students will learn how we learn about our past and discuss how point of view is important for constructing meaning, as it changes the information that is given and how we perceive past events. Students will also learn historical content. This unit connects to social studies.	Possible Common Core State Standards ²
	Text Complexity Rationale While there is a range of text complexity levels in this set, the majority of these texts fit in the 4-5 grade band, with some occasions for more complex texts for reading aloud.	Sample Research ³ Students investigate different aspects of Columbus’ arrival in the New World through classroom texts and additional sources (including first and secondhand accounts) gathered through library or Internet research. For example, they could research American Indian life before and after Columbus’ arrival, the mistakes made and successes gained on Columbus’ voyage, or Columbus’ influence on future explorers. Students will write a report, present their findings to the class, and state their opinion about Columbus based on evidence.	Possible Common Core State Standards ²	
Possible Teacher Resources http://www.let.rug.nl/usa/documents/before-1600/		Reading RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.6, RL.5.10 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	Reading Standards: Foundational Skills ⁴ RF.5.3a, RF.5.4a-c	Writing W.5.1a-d, W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10
		Speaking and Listening SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	Language L.5.1a, d-e; L.5.2a, d-e; L.5.3a; L.5.4a-c; L.5.5a, c; L.5.6	

² The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](#) document.

³ “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards.

⁴ The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year.

English Language Arts/Literacy Grade 5 Year-in-Detail, cont. (SAMPLE)

Unit Two	Anchor Text <i>Wonderstruck</i> , Brian Selznick	Related Texts <u>Literary Texts</u> <ul style="list-style-type: none"> • Excerpts from <i>The Phantom Tollbooth</i>, Norton Juster • Excerpts from <i>Maniac Magee</i>, Jerry Spinelli • Excerpts from <i>Frindle</i>, Andrew Clements <u>Informational Texts</u> <ul style="list-style-type: none"> • Excerpts from the Collection of Essays Illuminating the World of Wonderstruck, various authors • Excerpts from <i>The Story of My Life</i>, Helen Keller <u>Nonprint Texts</u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>) <ul style="list-style-type: none"> • <i>The Handmade Alphabet</i>, Laura Rankin (Worldless Picture Book) 	Building Student Knowledge Students learn about the importance of language, education, and communication. They will learn how language and stories can connect us or divide us, and that bridging differences requires effective communication.	Possible Common Core State Standards⁵
	Text Complexity Rationale The anchor text is from the beginning of the grades 4-5 band, but the innovative structure of the text makes determining the meaning more complex. The related texts range in complexity.	Sample Research Students will investigate the history of communication and the various ways that people can communicate and connect with one another all over the world, noting the evolution of innovations in communication (e.g., printing press, sign language, hearing aids, telephones, e-mail, etc.). They will then prepare a written report detailing the invention and evolution of one communication innovation and present the findings to the class in a formal presentation that uses multimedia components and visual displays.	Reading RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.8, RI.5.9 Reading Standards: Foundational Skills⁶ RF.5.3a, RF.5.4a-c	
	Possible Teacher Resources American Museum of Natural History: http://www.amnh.org/ and “ The History of Communication ” Note: Students learned about Helen Keller in grade 2, so the inclusion of Helen Keller in this set is to build student knowledge and understanding about the ways that humans communicate and in spite of communication disabilities, not to provide an introduction or overview of her life.	Writing W.5.1a-d, W.5.2a-e, W.5.3a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9a-b, W.5.10 Speaking and Listening SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6 Language L.5.1a, c-e; L.5.2a-e; L.5.3a-b; L.5.4a-c; L.5.5a-c; L.5.6		

⁵ The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](#) document.

⁶ The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year.

English Language Arts/Literacy Grade 5 Year-in-Detail, cont. (SAMPLE)

<p>Unit Three</p>	<p>Anchor Text <i>Coming to America: The Story of Immigration</i>, Betsy Maestro</p>	<p>Related Texts <i>Literary Texts</i></p> <ul style="list-style-type: none"> • <i>Seedfolks</i>, Paul Fleischman • “The New Colossus,” Emma Lazarus (Appendix B Exemplar, Poem) • Excerpts from <i>The View from Saturday</i>, E.L. Konigsburg • “Paul Robeson,” Gwendolyn Brooks <p><i>Informational Texts</i></p> <ul style="list-style-type: none"> • Excerpts from <i>Of Thee We Sing: Immigrants and American History</i>, Dale Steiner, from <i>Coming to America: A New Life in a New Land</i>, edited by Katharine Emdsen • Excerpts from <i>Shutting Out the Sky</i>, Deborah Hopkinson • “We Are Each Other’s Business” from <i>This I Believe</i>, Eboo Patel <p><i>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> • <i>The Arrival</i>, Shaun Tan (Wordless Novel) • “Both Community and Garden Grow in Seedfolks” <i>All Things Considered</i>, NPR (Full text with radio broadcast) • “Declaration of Interdependence,” Moxie Institute (Video) 	<p>Building Student Knowledge Students will learn about immigrant life in the United States, the melding of cultures into communities, and the struggle to maintain cultural identity and the memory of ancestors. Students will explore how the actions of one person can alter the lives of many others, revealing our interconnectedness, despite our diversity of thought and backgrounds. This set connects to social studies.</p>	<p>Possible Common Core State Standards⁷</p>
	<p>Text Complexity Rationale The texts within this set fall in the 4-5 grade band, with the exception of <i>Seedfolks</i>, whose readability falls below the band. However, the meaning of the text is complex, offering opportunities for students to meet the expectations of the CCSS for grade 5. Students should demonstrate independence in reading this text because of its lower readability. The additional texts in the set will require scaffolding.</p>	<p>Sample Research Have students engage in a service learning project (e.g., building a community garden), and journal about their experiences throughout. Then create a class collection of stories as a summation of their experience.</p>	<p>Reading RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10</p> <p>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>Reading Standards: Foundational Skills⁸ RF.5.3a, RF.5.4a-c</p>	
	<p>Possible Teacher Resources</p> <ul style="list-style-type: none"> • <i>Grandfather’s Journey</i> by Allen Say also fits the content of this set, but the readability of the text is lower than <i>Seedfolks</i> and presents a more uniform point of view and style of writing. This text could be useful in small-group instruction to support weaker readers. • Shaun Tan’s author site for <i>The Arrival</i>, which includes “Comments on <i>The Arrival</i>” • “United States Immigration Before 1965” 	<p>Writing W.5.1a-d, W.5.2a-e, W.5.3a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9a-b, W.5.10</p> <p>Speaking and Listening SL.5.1a-d, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> <p>Language L.5.1a-e, L.5.2a-e, L.5.3a-b, L.5.4a-c, L.5.5a-c, L.5.6</p>		

⁷ The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](#) document.

⁸ The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year.

English Language Arts/Literacy Grade 5 Year-in-Detail, cont. (SAMPLE)

Unit Four	Anchor Text <i>The Lion, the Witch, and the Wardrobe</i> , C.S. Lewis	Related Texts <u>Literary Texts</u> <ul style="list-style-type: none"> • “Chapter One: The Not Truthful Cure” from <i>Mrs. Piggle-Wiggle’s Farm</i>, Betty MacDonald • Excerpts from <i>The Invention of Hugo Cabret</i>, Brian Selznick • “The Robin Who Showed the Way,” <i>The Secret Garden</i>, Frances Hodgson Burnett (Appendix B Exemplar) and/or “Chapter I: Down the Rabbit-Hole” and “Chapter XII: Alice’s Evidence,” <i>Alice’s Adventures in Wonderland</i>, Lewis Carroll (Appendix B Exemplar) • “Adventures of Isabel,” Odgen Nash (Poem) • “Bilbo’s Adventure Song” J.R.R. Tolkien (Poem) <u>Informational Texts</u> <ul style="list-style-type: none"> • “The History of Special Effects,” <i>NOVA Online</i>, PBS.org and “How Special Effects Artists Work,” Dave Roos <u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u> <ul style="list-style-type: none"> • “A Brief History of Special Effects,” <i>TIME</i> (Photo Essay) and “The History of Special Effects” (Website) • “The Lion, the Witch, and the Wardrobe: Visual Effects” and “The Magic of Hugo” • “Peter Jackson Shows Off ‘Hobbit’ Special Effects,” TODAY 	Building Student Knowledge Students will learn that even in the most fantastical settings, literature can teach us real lessons about life. Students will explore the opposition of good versus evil, the value in courage, adventure, forgiveness, and honesty, and the importance of maintaining the natural world. They will begin to consider how authors convince readers to believe the impossible and discuss the history and use of special effects in movies to begin to see how imagination and creativity can inspire progress and change.	Possible Common Core State Standards⁹
	Text Complexity Rationale The readability of the anchor text measures toward the high end of the 4-5 grade band. The related texts include exemplars from Appendix B of the CCSS or texts with complexity in the mid to high end of the 4-5 grade band. Several of the online and nonprint texts are difficult to determine readability, so teachers will need to use professional judgment to determine how much scaffolding will be needed to support students in reading and understanding the listed texts.			Reading RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10 RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10
	Possible Teacher Resources “Brief History of Special Effects in Film,” (Electronic Presentation), http://magazine.creativecow.net/article/the-joy-of-filmmaking , “ A Trip to the Moon ,” Georges Méliès, “ Andy Serkis, the Man Behind Gollum ,” CBSNews.com, Creating a Flip Book ; Size Illusions			Reading Standards: Foundational Skills¹⁰ RF.5.3a, RF.5.4a-c
			Sample Research Students will create a different visual representation (print or nonprint, recorded or live action) of one of the texts and present it to the class. Students will explain how their visual version enhances the original text.	Writing W.5.1a-d, W.5.3a-e, W.5.4, W.5.5, W.5.6, W.5.9a-b, W.5.10
				Speaking and Listening SL.5.1a-d, SL.5.2, SL.5.4, SL.5.5, SL.5.6
				Language L.5.1a-e, L.5.2a-e, L.5.3a-b, L.5.4a-c, L.5.5a-c, L.5.6

⁹ The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](#) document.

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