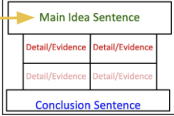
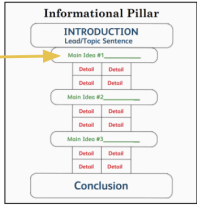
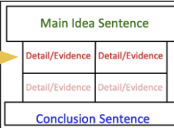
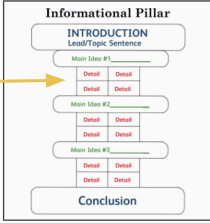


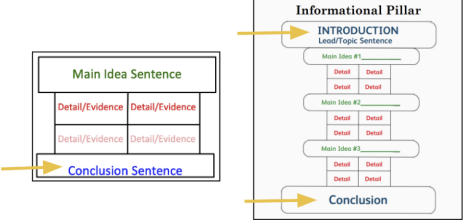
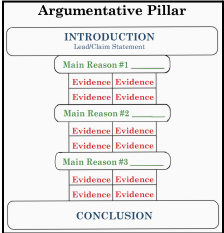
## 5th Grade


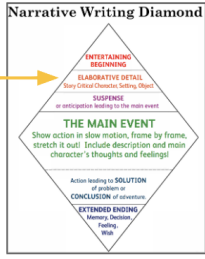
\*Each lesson provides the number of sessions required in parenthesis. *1 session is considered to be about 30 minutes.* This estimation depends on the time allotted for writing, familiarity with the skill/lesson, previous exposure as a result of vertical alignment already in place, individual approach, and how the lesson is chunked, and the amount of integration with reading and other subjects.

The Hub Navigation Menu denotes all assessments and lessons included in this guide with highlighting.

Assessment #1 to provide baseline for response	
<b>Literacy Launch (11-15 sessions)</b>	
L1- Introducing Graphic Organizers (1-2)	Reading Response Outcomes:  Students will recognize the genre of the source text(s) and of the required organization of the response. The skills within <b>Steps 1-6 of Steps for a Constructed Response</b> are all introduced and practiced (annotation, summary, givens & variables, locating evidence, and becoming familiar with an author's prewriting plan).
L2- Recognizing Genre (1)	
L5- Strategic Reading - Informed Writing (2-4)	
L8- Distinguishing Between Three Genres of Writing (3-4)	
L9- Introduction to Literary Analysis (2)	
L10- Analyzing Assignments for Givens and Variables (1)	
L11- Inferential and Evaluative Thinking (1)	
<b>Informational/Opinion (47-55 sessions)</b>	
<u>Broad Yet Distinct Main Ideas/Reasons (10-13)</u>	Reading Response Outcomes:  Students will notice how authors purposefully group details, often clearly stating a central idea at the beginning of paragraphs. They will also be able to sort and categorize evidence to address a task. With the <b>Steps for a Constructed Response, Step 3 and 7</b> will be a focus (connections between the givens & variables of the task and the main idea sentence and generating a strong main idea
L3- Pick, List and Choose - A Process for Thinking, Prewriting and Planning (2)	
L3a- Applying Pick List Choose to Response Writing (1)	
L8- Naming Givens and Variables (1)	
L10- Alternatives to Boring, Redundant Main Idea/Reason Sentences (1)	
L11- Revising Boring, Redundant Main Idea/Reason	

Sentences (1)	sentence that states the controlling idea).
L13- Turning Questions into Responses (1-2)	
L15- Word Referents (1-2)	
L16- Preparing to Write a Response to Text (2-3)	
<u>Elaboration- Detail Generating Questions (12-14)</u>	Reading Response Outcomes:
L2- What Does it Look Like? Why is it Important? Grab Bag (2)	Students will use detail generating questions to both identify and elaborate evidence within a source text. This reinforces <b>Steps 4-5 of Steps for a Constructed Response</b> and supports the development of the body of the paragraph in <b>Step 8</b> .
L5- Find the Overly General Words or Phrases (1)	
L7- Using Detail-Generating Questions (2)	
L7a- Using Detail-Generating Questions to Identify Evidence (1)	
L7b- Using Detail-Generating Questions to Develop Responses (2)	
L8- Flip the Sentence Subject (1)	
L11- Paraphrasing (1-2)	
L12- Giving the Author Credit (2-3)	
Assessment #2 to show growth of skills explicitly taught up to this point; specific areas of improvement- organization, main ideas/reasons, elaboration	
<u>Research (7-8)</u>	Reading Response Outcomes:
L6- Taking Notes (1)	Students will identify strong evidence. Learning to take notes will encourage using words and phrases on a response planning template versus copying full sentences.
L8- Restating Information from Research (2)	
L8a- Comparing and Contrasting in Research Simulation Tasks (3-4)	
L11- Transitional Words and Phrases (1)	
<u>Introductions and Conclusions (8)</u>	Reading Response Outcomes:
L6a- Response to Text Introductions- Single Source (2)	Students will understand strategies

<p>L6b- Writing Response to Text Introduction Paragraphs- Multiple Source (2)</p>	<p>to begin and end essay responses. <b>Steps 7 and 9 of Steps to Constructed Response</b> will be the focus.</p>
<p>L9- Definitive Words and Phrases and Informative Verbs (1)</p>	
<p>L13- Writing Response to Text Conclusion Paragraphs (3)</p>	
<p><b><i>Authentic Writing Tasks (10-12)</i></b></p>	
<p>L3- Literary Themes- What Do they Look Like? Why are they Important? (2)</p>	<p>Reading Response Outcomes:</p>
<p>L4- Read Like an Author (2)</p>	<p>Students will rehearse skills and broaden understanding through literary texts.</p>
<p>L5- Identity the Theme (3-4)</p>	
<p>L6- Narrator's Point of View (3-4)</p>	
<p>Assessment #3 to demonstrate skills explicitly taught up to this point; specific areas of improvement- introductions and conclusions in addition to organization, main ideas/reasons, elaboration</p>	
<p><b>Argument (8-9 sessions)</b></p>	
<p>L1- The Language of Argument (2)</p>	<p>Reading Response Outcomes:</p>
<p>L3- Ask, List, Link, Choose (1)</p>	<p>Students will recognize argumentative texts, consider the pros and cons of other author's issues to develop their own claims, and write argumentative paragraphs.</p>
<p>L4- Credible Groups (1)</p>	
<p>L5- Craft a Paragraph (2)</p>	
<p>L6- Writing Response to Argumentative Text (2-3)</p>	
<p><b>Narrative (57-75 sessions)</b></p>	
<p><b><i>Beginnings (5-7)</i></b></p>	<p>Reading Response Outcomes:</p>

L2- Analyze the Beginning (1-2)	<p>Students will gain deeper comprehension of story beginnings and be better prepared to respond to questions relating to the following literary elements: character, setting, and motivation.</p> <p><b>*Steps 1-9 of the Steps to Constructed Response</b> will be rehearsed through the Literary Analysis Task.</p> 
L4- Literary Analysis Task- Beginnings (4-5)	
<b>Assessment #4 to show continued growth in all skill areas</b>	
<u>Elaborative Detail (14-21)</u>	<p>Reading Response Outcomes:</p> <p>Students will become more aware of reading segments with rich elaboration and strengthen their ability to both visualize and infer. Character feelings and traits will also become clearer.</p> <p><b>*Steps 1-9 of the Steps to Constructed Response</b> will be rehearsed through the Literary Analysis Task.</p> 
L1- Story Critical Characters, Settings, Objects (1)	
L3- General or Specific? (1)	
L4- Story Critical Elements in Literature (1)	
L5- Creating Elaborative Segments (3-6)	
L6- Elaborative Detail- Reading with Author's Eyes (2-4)	
L8- Feelings and Showing or Telling? (2-3)	
L9- Literary Analysis Task- Elaborative Detail (4-5)	
<b>Assessment #4 to show continued growth in all skill areas</b>	
<u>Suspense (13-15)</u>	<p>Reading Response Outcomes:</p> <p>Students will more easily identify</p>
L1- Find the Suspense (1)	

L3- Red Flag Words and Phrases (1)	<p>the main problem, conflict, tension, and foreshadowing while also better following the development of the plot.</p> <p><b>*Steps 1-9 of the Steps to Constructed Response</b> will be rehearsed through the Literary Analysis Tasks.</p> 
L4- The Magic Of Three (3)	
L6- Literary Analysis Task- Theme (4-5)	
L7- Literary Analysis Task- Suspense (4-5)	
<u>Main Event (9-13)</u>	
L1- Comparing Summaries and Fully Elaborated Main Events (2)	
L2- Main Event (3-6)	
L3- Literary Analysis Task- Main Event (4-5)	
<u>Endings (9-11)</u>	<p>Reading Response Outcomes:</p> <p>Students will determine the themes of stories and be able to analyze how main characters grow or change from beginning to end and lessons that emerge.</p> <p><b>*Steps 1-9 of the Steps to Constructed Response</b> will be rehearsed through the Literary Analysis Tasks.</p> 
L1- Analyze the Ending (1-2)	
L2- Extending this Ending (4)	
L4- Literary Analysis Task- Extended Endings (4-5)	
<u>Prompts and Process Writing (7-8)</u>	
L4- Writing A Literary Analysis Exploring “Point of View” (3-4)	
L5- Writing in Response to Multiple Texts (4)	
Assessment #5 to show continued growth in all skill areas	