



Collaborative Literacy™

BEING A WRITER, THIRD EDITION
BEING A READER, EXPANDED SECOND EDITION

Scope and Sequence

Grade 5



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 5

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> • <i>Because</i> • <i>Turning Pages: My Life Story</i> • “10 Ways Reading Improves Your Mind and Body” • <i>The Cat Man of Aleppo</i> • <i>Off to Class: Incredible and Unusual Schools Around the World</i> • <i>The Tragic Tale of the Great Auk</i> • <i>Be the Change: A Grandfather Gandhi Story</i> • “Word Collection” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about genre • discuss their reading lives and share with the class what they like to read • use the reading strategies of questioning, making connections, and visualizing • explore themes in fiction and narrative nonfiction • explore nonfiction text features <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • learn a procedure for selecting books • practice choosing books on their own • learn a procedure for self-monitoring and practice it as they read • learn and use “fix-up” strategies • write about their ideas in their reading journals • notice what they are thinking about as they read 	<ul style="list-style-type: none"> • discuss, read, and analyze polysyllabic words • learn about etymology, morphemic analysis, word webs, word families, and morphemic transformations • review prefixes <i>sub-</i>, <i>super-</i>, and <i>trans-</i> and the “not” prefixes family • review suffixes <i>-ic</i> and <i>-al</i> • learn about the features of dictionaries • begin their own word collection • review Greek and Latin roots • learn about word webs • learn about proverbs • learn syllabication strategies • learn about the schwa 	<ul style="list-style-type: none"> • listen respectfully • share ideas • build and reflect on the classroom community • learn and practice classroom procedures • take responsibility for their learning and behavior • handle materials responsibly and share them fairly • ask clarifying questions and confirm each other’s thinking • share their partners’ thinking with the class 	<ul style="list-style-type: none"> • Class Assessment Records 1–4 (weekly throughout the unit) • Comprehension Checks 1–4 • IDR Conference Record 1 (ongoing from Week 2, Day 5) • D-ELD Unit 1 Observation Record (daily throughout the unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 4) • Unit 1 Reading Comprehension Assessment (Week 4)
Unit 2 STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> • <i>Tani’s Search for the Heart</i> • “Satchmo’s Master Plan” from <i>Look Both Ways</i> • “The Egyptian Myth of Isis and the Seven Scorpions” • “Amazing Auntie Anne” • “La visita” • <i>Wangari Maathai: The Woman Who Planted Millions of Trees</i> • “The Green Belt Movement” • <i>Environmental Activist: Wangari Maathai</i> • “Beautiful Town” • “Flowers” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • use the thinking tools “Stop and Ask Questions” and double-entry journals • use the reading strategies of making inferences, making connections, questioning, determining importance, summarizing, and synthesizing • learn about and discuss the story elements of character, setting, plot, theme, and challenges • identify important events and use these to identify main ideas in the text • make and confirm predictions • discuss the organization of nonfiction: description • use text features • write a shared summary of a text • consider what they think about the topics and how their thinking might have changed <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • complete a reading self-assessment and establish reading goals • generate independent thinking • write a reading journal entry 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • learn about prefixes <i>co-</i>, <i>com-</i>, and <i>col-</i> • learn about suffixes <i>-ive</i>, <i>-ative</i>, <i>-itive</i>, <i>-ion</i>, <i>-ation</i>, and <i>-sion</i> • learn about the meaning of the Latin root <i>struct</i> • discuss shades of meaning • create a synonym word web • notice and discuss spelling changes that take place when these suffixes are added to base words that end with a silent <i>e</i> • use print and online thesauruses • use context to confirm words’ meanings • learn about the connection between etymology and spelling • learn about layers of the English language • revisit their word collections 	<ul style="list-style-type: none"> • listen carefully and actively • use discussion prompts to build on one another’s thinking and extend conversations • share their partners’ thinking with the class • take responsibility for their learning and behavior • agree and disagree with one another in a caring and respectful way • ask clarifying questions • confirm they understand each other’s thinking • give reasons to support their thinking • reach agreement with their partners before making decisions 	<ul style="list-style-type: none"> • Class Assessment Records 5–9 (weekly throughout the unit) • Comprehension Checks 5–8 • IDR Conference Record 1 (continuing from Unit 1 through Week 2) • IDR Conference Record 2 (ongoing from Week 3, Day 1) • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 5) • Unit 2 Reading Comprehension Assessment (Week 5)
Unit 3 FICTION 5 weeks	<ul style="list-style-type: none"> • <i>The Night Diary</i> • “Moon” • “Quilt” • “Song to Mothers” • “Untitled Poem” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of fiction, including story structure • use the reading strategies of questioning, making inferences, making connections, visualizing, synthesizing, and summarizing • discuss the story elements of character, setting, plot, themes and narrator • identify important events • use “Stop and Jot” • participate in close reading • write a summary of a novel • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about the story elements of setting, character, plot, and theme 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • read and discuss homophones • learn about the prefix <i>inter-</i> • learn about the suffixes <i>-ize</i>, <i>-ify</i>, <i>-ure</i> • learn about the Latin roots <i>fract/frag</i> and <i>rupt</i> • use word parts and context to confirm words’ meanings • discuss the figurative language (similes, metaphors, and personification) • practice morphemic transformations • discuss nouns • create a word web • revisit word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • use clarifying questions • listen carefully and respectfully • confirm one another’s thinking • share their partners’ thinking with the class • give feedback in a helpful way • agree and disagree in a caring way • use discussion prompts to build on one another’s thinking and extend conversations • share partner time • support one another’s independent work • contribute ideas that are different from other people’s ideas • reflect on their partnerships 	<ul style="list-style-type: none"> • Class Assessment Records 10–14 (weekly throughout the unit) • Comprehension Checks 9–11 • IDR Conference Record 3 (ongoing throughout the unit) • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 5) • Unit 3 Reading Comprehension Assessment (Week 5)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> use the reading strategies of making connections and summarizing generate independent thinking 			
Unit 4 NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <i>I, Matthew Henson</i> <i>Life in the Ocean: The Story of Oceanographer Sylvia Earle</i> <i>Sharuko: Peruvian Archaeologist Julio C. Tello</i> “Matthew Henson: American Polar Explorer” “Sylvia Earle: Marine Biologist” “Junko Tabei: Mountaineering Marvel” 	<p>Whole-Class</p> <ul style="list-style-type: none"> learn about the characteristics of narrative nonfiction build knowledge by reading and discussing biographies of people who have made a difference through exploration discuss the elements of biographies, including setting, important events, and theme learn about the structure of biographies discuss the organization of nonfiction: sequence use “Written Conversations” participate in close reading write an outline for a biography build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> self-monitor and use “fix-up” strategies determine important events and identify themes use the reading strategies of making connections, making inferences, and summarizing generate independent thinking 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words build vocabulary connected to the theme of exploration read and discuss homophones learn about the prefix <i>auto-</i> learn about the suffix <i>-logy/-ology</i> and <i>-ity</i> learn about the roots <i>bio</i> and <i>mot/mob</i> match words with the suffixes to their base words or roots complete a word sort create synonym word webs for the words connected to the Reading strand theme of exploration complete morphemic transformations for words connected to the Reading strand theme of exploration 	<ul style="list-style-type: none"> learn and practice the procedure for “Heads Together” include everyone in and contribute to group work take responsibility for their learning and behavior contribute ideas that are different from their classmates’ ideas support one another’s independent work analyze the effects of their own behavior on group work reflect on their partnerships build on one another’s thinking listen carefully 	<ul style="list-style-type: none"> Class Assessment Records 15–18 (weekly throughout the unit) Comprehension Checks 12–14 IDR Conference Record 4 (ongoing throughout the unit) D-ELD Unit 4 Observation Record (daily throughout the unit) D-ELD Unit 4 End-of-Unit Assessment (Week 4) Unit 4 Reading Comprehension Assessment (Week 4)
Unit 5 EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <i>The Woolly Monkey Mysteries: The Quest to Save a Rain Forest Species</i> “Moshia’s New Forefoot” from <i>Bionic Beasts: Saving Animal Lives with Artificial Flippers, Legs, and Beaks</i> “Asian and African Elephants” <i>Bringing Back the Giant Panda</i> “The Gorilla Doctors” “Meet the Gorilla Doctors” “Rainforest” 	<p>Whole-Class</p> <ul style="list-style-type: none"> learn about the characteristics of the genre of expository nonfiction build knowledge by reading and discussing texts about wild animal conservation use the reading strategies of determining importance, synthesizing, and summarizing discuss ways authors organize information in nonfiction texts, including sequence and cause/effect use text features participate in close reading discuss digital reading review how to find and evaluate credible online sources synthesize and write about what they learned about wild animal conservation build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> self-monitor and use “fix-up” strategies determine important ideas use the reading strategies of determining importance and summarizing generate independent thinking 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words build vocabulary connected to the theme of wild animal conservation read and discuss homophones learn the meanings of the roots <i>terr</i>, <i>geo</i>, <i>aqua</i>, <i>hydra</i>, and <i>ject</i> create a word web in pairs complete morphemic transformations discuss parts of speech revisit word collections create a found poem 	<ul style="list-style-type: none"> listen respectfully and actively take responsibility for their learning and behavior include everyone in and contribute to the group work give reasons to support their thinking reach agreement before making decisions support one another’s independent work share their ideas with one another give feedback in a helpful way respectfully discuss and solve problems share their partners’ thinking with the class ask clarifying questions confirm one another’s thinking reflect on the classroom community and partnerships handle materials responsibly and share them fairly build on one another’s thinking 	<ul style="list-style-type: none"> Class Assessment Records 19–22 (weekly throughout the unit) Comprehension Checks 15–18 IDR Conference Record 5 (ongoing throughout the unit) D-ELD Unit 5 Observation Record (daily throughout the unit) D-ELD Unit 5 End-of-Unit Assessment (Week 4) Unit 5 Reading Comprehension Assessment (Week 4)
Unit 6 PERSUASIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> “Is Social Media Good for Society?” “Save the Penny!” “Retire the Penny!” “Keep Cell Phones Out of School” “Cell Phones in Bay City Schools” “A Hard Look at Plastic Straw Bans” 	<p>Whole-Class</p> <ul style="list-style-type: none"> learn about the characteristics of persuasive nonfiction use the reading strategies of questioning and determining importance discuss audience and purpose identify and discuss author’s opinions and the reasons and evidence to support their opinions discuss aspects of author’s craft that make texts persuasive discuss the organization of nonfiction: compare/contrast, cause/effect, and problem/solution distinguish between facts and opinions 	<ul style="list-style-type: none"> discuss, read, analyze, and spell polysyllabic words read and discuss homophones learn about the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i> learn about the roots <i>dict</i> and <i>scrib/script</i> analyze words with these suffixes using word-part and sentence clues read and discuss idioms read and discuss proverbs and adages revisit word collections 	<ul style="list-style-type: none"> share their true opinions listen and discuss opinions respectfully share their partners’ thinking with the class include everyone in and contribute to group work build on one another’s thinking support one another’s independent work give feedback in a helpful way use “Heads Together” 	<ul style="list-style-type: none"> Class Assessment Records 23–26 (weekly throughout the unit) Comprehension Checks 19–21 IDR Conference Record 6 (ongoing throughout the unit) D-ELD Unit 6 Observation Record (daily throughout the unit) D-ELD Unit 6 End-of-Unit Assessment (Week 4) Unit 6 Reading Comprehension Assessment (Week 4)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
	<ul style="list-style-type: none"> • “Plastic Straw Bans: A Necessary Step” • “It’s Not Me, It’s You” • <i>The Cat Man of Aleppo</i> 	<ul style="list-style-type: none"> • participate in close reading • discuss how an image conveys information and a message • use “Written Conversations” • share and discuss their own opinions about topics • write a persuasive book recommendation • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about author’s purpose, audience, fact, and opinion • use the reading strategies of determining importance and summarizing • generate independent thinking 			
<p>Unit 7 DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>Cucarachas</i> • “Words are Birds” • “Today I Decided to Make Up a Word” • “A Flea and a Fly in a Flue” • “Dialogue” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • listen to and discuss a play • use the reading strategies of making inferences, questioning, determining importance, and visualizing • discuss the play’s story arc and story elements, including character, setting, challenge or problem, and theme • participate in close reading • review and practice fluency skills they have learned, including reading with attention to punctuation, phrasing, and emphasizing certain words • perform dramatic readings of a play • work in groups to write and discuss facts and opinions about the genres • reflect on the reading community <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about the story elements of character, setting, plot, and theme • notice dialogue • use reading strategies • generate independent thinking 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • read and discuss homophones • match prefixes and roots with their meanings • compare sets of words • combine word parts to create words • discuss an idiom and a proverb • categorize words • analyze and sort words • locate words with suffixes in texts they read independently • review figurative language, including similes and metaphors • make connections among the meanings of roots • invent new words • review synonyms • think about shades of meaning • learn about and discuss riddles called “hink pinks” • revisit word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • listen respectfully and actively • share their ideas and explain their thinking • contribute ideas that are different from other people’s ideas • reach agreement before making decisions • give feedback in a helpful way • express interest in and appreciation for their classmates’ performances • solve problems respectfully • agree and disagree in a caring way • work responsibly in pairs • reflect on partnerships • discuss their growth as members of the classroom community 	<ul style="list-style-type: none"> • Class Assessment Records 27–30 (weekly throughout the unit) • Comprehension Checks 22–23 • IDR Conference Record 7 (ongoing throughout the unit) • D-ELD Unit 7 Observation Record (daily throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 4) • Unit 7 Reading Comprehension Assessment (Week 3)



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 5

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> “10 Ways Reading Improves Your Mind and Body” Turning Pages The Cat Man of Aleppo The Tragic Tale of the Great Auk 	<p>Words <i>researcher, flourish, compassionate, “big deal” (idiom)</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns, verbs, and adjectives explicitly named review unit vocabulary through Charades 	<ul style="list-style-type: none"> recount important information from an informational text using key vocabulary retell <i>Turning Pages</i> using key vocabulary, expanded sentences, and adjectives that add descriptive language collaboratively summarize an excerpt from <i>The Tragic Tale of the Great Auk</i> 	<ul style="list-style-type: none"> unpack words and phrases to better understand meaning analyze and expand sentences by adding descriptive words and phrases (including adjectives) to clarify ideas identify cohesive words and phrases 	<ul style="list-style-type: none"> jointly construct a narrative nonfiction text that tells the events of <i>The Cat Man of Aleppo</i> in order, using adjectives write their own versions of <i>The Cat Man of Aleppo</i> using adjectives and present to the group 	<ul style="list-style-type: none"> Create an Infographic” Act Out Important Events
Unit 2 FOCUS ON STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> Tani’s Search for the Heart “Satchmo’s Master Plan” Wangari Maathai “The Green Belt Movement” Environmental Activist: Wangari Maathai 	<p>Words <i>doubt, anticipate, encourage, benefit, goal</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns and verbs explicitly named use antonyms (encourage / discourage) review unit vocabulary through Charades 	<ul style="list-style-type: none"> collaboratively summarize “Satchmo’s Master Plan” using present-tense verbs and vocabulary from the text collaboratively summarize and synthesize from <i>Environmental Activist: Wangari Maathai</i> using vocabulary from the book 	<ul style="list-style-type: none"> unpack words and phrases to better understand the text modify simple sentences with descriptive details to tell more about the subject identify cohesive words and phrases explore the language of sequence and cause and effect 	<ul style="list-style-type: none"> jointly construct an expository nonfiction article about the Green Belt Movement using connecting words and phrases to connect ideas write their own expository articles about the Green Belt Movement present their writing to the group 	<ul style="list-style-type: none"> Role-Play an Interview with Tani Act Out Action Verbs Dramatize Dialogue
Unit 3 FOCUS ON FICTION 5 weeks	<ul style="list-style-type: none"> The Night Diary 	<p>Words <i>confide, conflict, yearn for, react, express</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns and verbs explicitly named use antonyms (conflict / agreement) identify verb types using the “Feeling, Thinking, and Doing Verbs” chart review unit vocabulary through Charades 	<ul style="list-style-type: none"> collaboratively summarize excerpts from <i>The Night Diary</i> using present-tense verbs, adverbs, and adverbial phrases 	<ul style="list-style-type: none"> add adverbs and adverbial phrases that show how, when, or where add descriptive details to expand sentences further identify subject, pronouns, verbs (past and present tense), and connecting words that link ideas explore descriptive language and its effect on the reader 	<ul style="list-style-type: none"> jointly construct sentences summarizing important events from the beginning, middle, and end of <i>The Night Diary</i>, using connecting words and phrases write their own summary sentences from <i>The Night Diary</i> present their writing to the group 	<ul style="list-style-type: none"> Illustrating a Scene from <i>The Night Diary</i> Dramatize a Scene from <i>The Night Diary</i> Illustrate a Scene from <i>The Night Diary</i>
Unit 4 FOCUS ON NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> Sharuko Life in the Ocean “Matthew Henson: American Polar Explorer” “Junko Tabei: Mountaineering Marvel” 	<p>Words <i>fascinated, “soften the blow” (idiom), expedition, motivate, persevere</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use adjectives, nouns, and verbs explicitly named analyze abstract nouns (words that name qualities) review unit vocabulary through Charades 	<ul style="list-style-type: none"> collaboratively summarize excerpts from <i>Sharuko</i> and <i>Life in the Ocean</i> using past-tense verbs and sequence words collaboratively summarize “Matthew Henson: American Polar Explorer” using present-tense verbs and sequence words 	<ul style="list-style-type: none"> analyze how abstract nouns help describe the subject of a biography explore the language of cause-and-effect 	<ul style="list-style-type: none"> jointly construct a paragraph about Junko Tabei’s life, based on “Junko Tabei: Mountaineering Marvel”, using connecting words and phrases write and illustrate their own paragraphs about Junko Tabei’s life present their writing to the group 	<ul style="list-style-type: none"> Drawing Abstract Nouns Role-Play Plan an Expedition

<p>Unit 5 FOCUS ON EXPOSITORY NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • <i>The Woolly Monkey Mysteries</i> • “Moshas’ New Forefoot” from Bionic Beasts • <i>Bringing Back the Giant Panda</i> • “The Gorilla Doctors” 	<p>Words <i>remote, permanent, function, endangered species, committed</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use adjectives and verbs explicitly named • discuss noun phrases / expanded noun phrases (e.g., endangered species) • review unit vocabulary through Charades 	<ul style="list-style-type: none"> • collaboratively summarize <i>The Woolly Monkey Mysteries</i> using present-tense verbs and connecting words and phrases • collaboratively summarize <i>Bringing Back the Giant Panda</i> using present-tense verbs, nouns, and noun phrases 	<ul style="list-style-type: none"> • explore cohesion words and phrases that show cause and temporal sequence • explore how authors use past-, present-, and future-tense verbs to explain how problems are solved over time • add detailed noun phrases with adjectives, prepositional phrases, and appositives 	<ul style="list-style-type: none"> • jointly construct an expository nonfiction text about the Gorilla Doctors, based on “<i>The Gorilla Doctors</i>”, using important nouns, verbs, and expanded sentences • write their own expository texts about wild animal conservation • present their writing to the group 	<ul style="list-style-type: none"> • Role-Play an Interview • Role-Play a Conversation • Draw and Write
<p>Unit 6 FOCUS ON PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • “Is Social Media Good for Society?” • “Cell Phones in Bay City Schools” • “Plastic Straw Bans: A Necessary Step” • “A Hard Look at Plastic Straw Bans” 	<p>Words <i>debate, distract, access, toxic, reusable</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use verbs and adjectives explicitly named • discuss modal expressions / modal verbs (may, can, could, might, should, would) • review unit vocabulary through Charades 	<ul style="list-style-type: none"> • collaboratively summarize “Is Social Media Good for Society?” using verbs that show positive and negative effects • collaboratively summarize “Plastic Straw Bans: A Necessary Step” using present-tense verbs, transitional words and phrases, and key vocabulary 	<ul style="list-style-type: none"> • examine how authors use verbs (including modal expressions) to show effects and persuade • identify main idea, reasons, and evidence; notice how authors connect ideas • identify cohesive words and phrases in a persuasive article 	<ul style="list-style-type: none"> • jointly construct a persuasive nonfiction article based on “<i>A Hard Look at Plastic Straw Bans</i>”, using reasons, evidence, and a counterclaim • write their own persuasive nonfiction articles • present their writing to the group 	<ul style="list-style-type: none"> • Role-Play a Debate • Create an Infographic • Creating a Persuasive Poster
<p>Unit 7 FOCUS ON DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>Cucarachas</i> • “Dialogue” 	<p>Words <i>deviation, unprecedented, radical, truce</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns and adjectives explicitly named • review unit vocabulary through Charades 	<ul style="list-style-type: none"> • retell parts of <i>Cucarachas</i> using vocabulary and language from the play 	<ul style="list-style-type: none"> • identify cohesive words and phrases in the play and the poem • explore the language of cause and effect; discuss the role of dialogue • identify orientation, rising action, climax, falling action, and resolution 	<ul style="list-style-type: none"> • jointly construct an alternative ending to <i>Cucarachas</i>, incorporating dialogue and stage directions • write their own alternative endings to <i>Cucarachas</i> • present their writing to the group 	<ul style="list-style-type: none"> • Dramatic Reading



Being a Reader™

EXPANDED SECOND EDITION

SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 5

Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p>On My Block Expository nonfiction ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Making Connections • Determining Importance • Summarizing • Synthesizing <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning • Using Homographs 	<p>Day 1: Making Connections and Determining Importance</p>	<p>Day 2: Determining Importance</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Summarizing and Synthesizing</p>	<p>Day 4: Determining Word Meaning and Using Homographs</p> <p>Assessment: Exit Ticket</p>
<p>“Making a Place for Bikes” Expository nonfiction ■ Lexile®: 950L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Identifying Topic • Determining Important Ideas • Discussing Cause and Effect <p>Syntax:</p> <ul style="list-style-type: none"> • Combining Sentences 	<p>Day 1: Reading an Expository Nonfiction Article</p>	<p>Day 2: Identifying Topics and Determining Important Ideas</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Discussing Cause and Effect</p>	<p>Day 4: Combining Sentences</p> <p>Assessment: Exit Ticket</p>
<p>Fossils Expository nonfiction ■ Lexile®: 880L and Living Fossils: Clues to the Past Expository nonfiction ■ Lexile®: 1040L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Discussing Text Features • Determining Important and Main Ideas • Discussing Author’s Purpose • Making Connections <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> • Unscrambling Sentences <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning 	<p>Day 1: Discussing Text Features and Reading Part of an Expository Nonfiction Book <i>Fossils</i></p> <p>Day 5: Identifying Text Features, Reading Part of an Expository Nonfiction Book, and Identifying Important Ideas <i>Living Fossils</i></p>	<p>Day 2: Reading Part of an Expository Nonfiction Book <i>Fossils</i></p> <p>Day 6: Reading Part of an Expository Nonfiction Book and Identifying Important and Main Ideas <i>Living Fossils</i></p>	<p>Day 3: Identifying Important and Main Ideas <i>Fossils</i></p> <p>Assessment: Group Discussion Observation</p> <p>Day 7: Sharing and Supporting Opinions, Making Connections, and Discussing Author’s Purpose <i>Living Fossils</i></p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Unscrambling Sentences <i>Fossils</i></p> <p>Assessment: Exit Ticket</p> <p>Day 8: Determining Word Meaning <i>Living Fossils</i></p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><i>The Case of the Vanishing Honeybees: A Scientific Mystery</i> Expository nonfiction ■ Lexile®: 980L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Discussing Text Features Determining Important and Main Ideas Discussing Author’s Purpose Making Connections <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Determining Word Meaning 	<p>Day 1: Discussing Text Features, Reading Part of an Expository Nonfiction Book, and Identifying Important Ideas</p>	<p>Day 2: Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p>	<p>Day 3: Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p>
		<p>Day 5: Reading Part of an Expository Nonfiction Book, Identifying Important and Main Ideas, and Jigsawing</p>	<p>Day 6: Determining Word Meaning</p> <p>Assessment: Exit Ticket</p>	<p>Day 7: Watching an Expository Nonfiction Video, Sharing and Supporting Opinions, Making Connections, and Discussing Author’s Purpose</p> <p>Assessment: Group Discussion Observation</p>	
<p>“From Wild to Mild” Expository nonfiction ■ Lexile®: 1000L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Discussing Text Features <p>Self-Monitoring and Self-Correcting</p> <p>Syntax:</p> <ul style="list-style-type: none"> Using Em Dashes 	<p>Day 1: Reading an Expository Nonfiction Article and Self-Monitoring</p>	<p>Day 2: Reading an Expository Nonfiction Article, Self-Monitoring, and Self-Correcting</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Discussing Text Features</p>	<p>Day 4: Using Em Dashes</p> <p>Assessment: Exit Ticket</p>
<p><i>Safe Harbor</i> Realistic novel-in-verse ■ Lexile®: 840L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>	

Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><i>How Tía Lola Saved the Summer</i> Realistic fiction ■ Lexile®: 850L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Understanding Cohesion 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Understanding Cohesion</p> <p>Assessment: Exit Ticket</p>	
<p><i>Dorothea Lange: The Photographer Who Found the Faces of the Depression</i> Narrative nonfiction ■ Lexile®: 1030L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Identifying Important Events Making Connections <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Understanding Idioms 	<p>Day 1: Sharing and Supporting Opinions</p>	<p>Day 2: Sharing and Supporting Opinions</p>	<p>Day 3: Identifying Important Events and Making Connections</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Understanding Idioms</p> <p>Assessment: Exit Ticket</p>
<p><i>The Ballad of Tubs Marshfield</i> Fiction ■ Lexile®: N/A</p>	<p>Setting the Foundation Using Fiction:</p> <ul style="list-style-type: none"> Previewing the Novel Generating Book Club Agreements Exploring Ways Readers Think About Texts Making a Book Club Schedule Building On One Another's Thinking Turning Journal Entries into Conversation Starters Asking Powerful Questions 	<p>Day 1: Previewing the Novel and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		

Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><i>The Story of Car Engineer Soichiro Honda</i> Expository and narrative nonfiction ■ Lexile®: 1010L</p>	<p>Setting the Foundation Using Nonfiction:</p> <ul style="list-style-type: none"> Previewing the Book Generating Book Club Agreements Exploring Ways Readers Think About Texts Making a Book Club Schedule Building On One Another's Thinking Turning Journal Entries into Conversation Starters Asking Powerful Questions 	<p>Day 1: Previewing the Book and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		

Small-Group Comprehension, Grade 5

Book Clubs Mini-Lessons*

Mini-Lesson Type	Genre Focus	Instructional Focus
Discussion Support	Any genre	Mini-Lesson 1, “Asking Follow-Up Questions”
	Any genre	Mini-Lesson 2, “Sharing Airtime”
	Any genre	Mini-Lesson 3, “Setting Goals for More Robust Discussions”
Fiction Comprehension**	Fiction	Mini-Lesson 4, “Investigating Character”
	Fiction	Mini-Lesson 5, “Tracking Characters’ Challenges and Solutions”
	Fiction	Mini-Lesson 6, “Exploring Setting”
	Fiction	Mini-Lesson 7, “Savoring Word Choice”
	Fiction	Mini-Lesson 8, “Reflecting On Themes”
Nonfiction Comprehension	Nonfiction	Mini-Lesson 9, “Learning from Text Features”
	Nonfiction	Mini-Lesson 10, “Asking Questions Before Reading”
	Nonfiction	Mini-Lesson 11, “Identifying Important Ideas”
	Nonfiction	Mini-Lesson 12, “Troubleshooting Comprehension Problems”
Book Choice	Any genre	Mini-Lesson 13, “Conducting a Book Pass”

*Mini-lessons can be used as needed, with any text.

**Some of the Fiction Comprehension mini-lessons can be used with nonfiction texts and vice versa. For example, many nonfiction texts use rich word choice, and many fiction texts include text features.



Being a Writer™

THIRD EDITION

Scope and Sequence

Grade 5

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<p>Unit 1 THE CLASSROOM COMMUNITY 3 weeks</p>	<ul style="list-style-type: none"> • <i>Say Something!</i> • "About Peter Reynolds" • <i>Turning Pages: My Life Story</i> • "Turning Pages with Sonia Sotomayor" • <i>Water Dance</i> • <i>Stickmen's Guide to Oceans in Layers</i> 	<ul style="list-style-type: none"> • Write about sharing ideas • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Become familiar with writing notebooks • Discuss: making the world a better place; their own reasons for writing; memories • Think about events in their own lives • Quick write: about events in their own lives; from the point of view of a thing; about interesting nonfiction topics; about nonbook writing • Learn and practice a prewriting technique • Learn a procedure for conferring in pairs • Confer in pairs <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: stories; a nonfiction article; part of a nonfiction text • Learn about why professional authors write • Explore: narrative point of view; examples of nonbook writing 	<ul style="list-style-type: none"> • Discuss model sentences • Write complete sentences • Explore: past tense verbs; proper nouns 	<ul style="list-style-type: none"> • Learn and practice classroom procedures • Build and reflect on the classroom community • Learn and practice "Turn to Your Partner" • Take turns talking and listening • Learn "Think, Pair, Share" • Take responsibility for learning and behavior • Listen respectfully • Express interest in and appreciation for one another's writing • Use discussion prompts • Build on one another's thinking • Work responsibly in pairs
<p>Unit 2 THE WRITING PROCESS 2 weeks</p>	<ul style="list-style-type: none"> • "Jason Reynolds's Writing Process" • <i>Turning Pages: My Life Story</i> 	<ul style="list-style-type: none"> • Select and publish a draft from Unit 1 	<p>Writing Process</p> <ul style="list-style-type: none"> • Review their drafts and select one to develop • Reread their selected drafts critically • Complete and type their drafts • Remove extra information and revise confusing parts of their drafts • Confer in pairs and revise their drafts based on partner feedback • Learn a procedure for initiating pair conferences • Become familiar with the proofreading checklist • Proofread drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Learn how to use spell-check • Present their published pieces from the Author's Chair • Reflect on taking writing from an idea to a published piece <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Watch and discuss a video • Discuss using precise words and replace imprecise words 	<ul style="list-style-type: none"> • Discuss model sentences • Correct run-on sentences • Review: complete sentences; sentence fragments; run-on sentences 	<ul style="list-style-type: none"> • Work responsibly in pairs • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Share partners' thinking • Act considerately toward others • Speak loudly and clearly • Express interest in and appreciation for one another's writing
<p>Unit 3 PERSONAL NARRATIVE 4 weeks</p>	<ul style="list-style-type: none"> • "Perfectly Pan-Fried Tofu" • <i>Turning Pages: My Life Story</i> • "Rattlesnake Mesa" • "Where Dreams Come True" • "The Runaways" • "One Bead at a Time" 	<ul style="list-style-type: none"> • Write personal narrative • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Quick write about: favorite foods; memories or experiences; achieving a goal; learning from an experience; appreciation and respect • Draft personal narrative • Review their personal narrative drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread their drafts for: complete sentences; sentence fragments; run-on sentences; shifts in verb tense • Share and present their published pieces from the Author's Chair <p>Genre and Author's Craft</p> <ul style="list-style-type: none"> • Listen to and discuss personal narrative • Discuss: transitional words and phrases; strong opening and closing sentences • Analyze temporal words and phrases in a personal narrative • Revise their drafts by adding sensory details • Use temporal words and phrases 	<ul style="list-style-type: none"> • Review verbs • Discuss model sentences • Use: perfect tense verbs; prepositional phrases • Recognize and correct inappropriate shifts in verb tense • Expand sentences • Explore the function of: verbs and verb tenses; nouns and pronouns; adjectives; adverbs • Discuss: linking verbs; progressive tense verbs; singular pronoun-noun agreement; plural pronoun-noun agreement; using possessives; the order of adjectives 	<ul style="list-style-type: none"> • Listen respectfully • Work responsibly in pairs • Share partners' thinking • Express interest in and appreciation for one another's writing • Solve problems respectfully • Confer in pairs responsibly • Handle materials responsibly • Give full attention to people who are speaking • Reflect on learning • Speak loudly and clearly

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
<p>Unit 4 FICTION 6 weeks</p>	<ul style="list-style-type: none"> • <i>The Cat from Hunger Mountain</i> • “The Egyptian Myth of Isis and the Seven Scorpions” • <i>The Boy Who Grew Flowers</i> • “Satchmo’s Master Plan” • <i>Water Dance</i> 	<ul style="list-style-type: none"> • Write fiction pieces • Write freely 	<ul style="list-style-type: none"> • Revise opening and closing sentences <p>Writing Process</p> <ul style="list-style-type: none"> • Draft fiction • Quick write: about characters with special powers; about unexpected events that can happen in a story; characters’ speech; characters’ actions; about challenges or problems a character could have • Reflect on creativity • Review their fiction drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Remove extra information and revise confusing parts of their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences, confer in pairs, and revise their drafts based on partner feedback • Proofread their drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences; commas • Share and present their published pieces from the Author’s Chair <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss fiction • Watch and discuss a video • Discuss: plot; setting; character; challenge or problem; first-person and third-person points of view; transitional words and phrases; using sensory details; endings that bring a story’s events to a close • Describe characters’ thoughts, feelings, and actions • Review how characters are developed in stories • Write consistently from a single point of view • Revise their drafts: to add details about a character’s thoughts, feelings, actions, or speech; for sensory details; for a consistent narrator; for strong endings • Use temporal words and phrases 	<ul style="list-style-type: none"> • Learn about: the coordinating conjunctions <i>and, but, yet, and or</i>; the subordinating conjunctions <i>when, as, and since</i> • Discuss model sentences • Write compound and complex sentences • Write and punctuate dialogue with interjections using: commas; quotation marks; exclamation points • Use: prepositional phrases; commas in a series; commas to set off nouns of direct address and the words <i>yes</i> and <i>no</i>, and to tag questions; consistent verb tenses • Review: complete sentences; sentence fragments; run-on sentences • Expand sentences 	<ul style="list-style-type: none"> • Work responsibly in pairs • Express interest in and appreciation for one another’s writing • Take responsibility for learning and behavior • Share partners’ thinking • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Reflect on learning • Speak loudly and clearly
<p>Unit 5 EXPOSITORY NONFICTION 7 weeks</p>	<ul style="list-style-type: none"> • <i>North America</i> • <i>Stickmen’s Guide to Oceans in Layers</i> • <i>Discover Saturn</i> • “Machu Picchu” • Teacher-Selected Website and Web Page • “Let’s Go to the Galápagos!” 	<ul style="list-style-type: none"> • Write about: places; nonfiction reading • Write informational reports • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Discuss and quick write questions about places • Read web pages about different places • Select places to research and write about • Do pre-research writing • Search for and evaluate web pages • Create shared research documents • Determine research questions • Read web pages about selected places and take notes • Review pre-research writing and notes • Identify subtopics for reports and group notes by subtopic • Organize their notes • Confer in pairs and in groups • Put subtopic sections in order • Analyze and revise their drafts for: interest; clarity; completeness • Proofread their drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Transfer their proofread drafts to slides • Add images to their slides • Present their published reports from the Author’s Chair • Reflect on writing nonfiction <p>Genre and Author’s Craft</p>	<ul style="list-style-type: none"> • Learn about: the coordinating conjunctions <i>so, for, and nor</i>; the subordinating conjunctions <i>although, because, and if</i> • Discuss model sentences • Write: compound sentences; complex sentences; sentences using correlative conjunctions • Combine and reduce sentences using: compound subjects; compound predicates; appositives • Review: complete sentences; sentence fragments; run-on sentences • Explore: subject-verb agreement; using prepositional phrases 	<ul style="list-style-type: none"> • Listen carefully • Share what partners wrote about • Build on one another’s thinking • Work responsibly in pairs • Share work fairly • Reach agreement before making decisions • Show respect for others • Express interest in and appreciation for one another’s writing

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
			<ul style="list-style-type: none"> • Listen to and discuss: parts of nonfiction books; a digital article; a web page; a slide presentation • Discuss: organizing information by sequence and description; audience and purpose; paragraphing; and use transitional words and phrases; precise language in nonfiction; topic-related vocabulary and create glossaries; images in nonfiction texts • Draft: subtopic paragraphs; introductions; conclusions • Read and discuss: the introduction to an informational report; the conclusion to an informational report • Analyze their drafts for imprecise language and revise for precise language 		
<p>Unit 6 <i>OPINION WRITING</i> 4 weeks</p>	<ul style="list-style-type: none"> • “Real Books Are Best” • “Warning: Too Much Gaming Can Rot Your Brain” • “Expand Your Mind: Play Video Games!” • “Shorten the School Week!” 	<ul style="list-style-type: none"> • Write about opinions • Write persuasive essays • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Quick write about opinions • Select topics for persuasive essays • Create concept maps • Draft persuasive essays • Type, revise, and complete their drafts • Reread their drafts critically • Organize their reasons and add facts and details • Identify reasons and research questions • Conduct online research • Confer in pairs and revise drafts based on partner feedback • Review the proofreading checklist • Revise their drafts for: interest; clarity; correct paragraphing • Proofread their drafts for: spelling; misused words; capitalization; complete sentences; sentence fragments; run-on sentences • Share and present their published essays from the Author’s Chair • Reflect on: Author’s Chair sharing; the writing process <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Listen to and discuss: persuasive articles; persuasive essays • Discuss: audience and author’s purpose; the author’s opinion and reasons; the structure of persuasive texts; the reasons in the body paragraphs; paragraphing; opening paragraphs of persuasive texts; how authors use and organize reasons to support opinions; why authors add facts and details from other sources; citing sources; using transitional words and phrases; conclusions of persuasive texts • Analyze and revise: opening paragraphs of drafts; drafts to organize reasons and add facts and details; drafts to integrate research; conclusions of drafts • Add introductory phrases to cite sources • Replace imprecise words 	<ul style="list-style-type: none"> • Review verbs • Discuss model sentences • Use perfect tense verbs • Explore using commas after introductory elements 	<ul style="list-style-type: none"> • Listen respectfully and share ideas • Share partners’ thinking • Discuss opinions respectfully • Work responsibly in pairs • Express interest in and appreciation for one another’s writing • Speak loudly and clearly
<p>Unit 7 <i>POETRY</i> 3 weeks</p>	<ul style="list-style-type: none"> • “I Want to Write” • “Untitled” by Jiyun Hwang • “Three Untitled Haiku” • “A Tree” • “A Tree Within” • “My Great Grand Uncle” • “maggie and milly and molly and may” • “Excerpt from ‘Caged Bird’” • “cagedbird” • “PERFORMANCE SCORE for cagedbird” • “Wonder World” 	<ul style="list-style-type: none"> • Write thunder poems • Write poems • Write freely 	<p>Writing Process</p> <ul style="list-style-type: none"> • Draft poems • Quick write about: things found in nature; people and pets; growing and changing; questions • Confer in pairs • Reflect on creativity • Review their poetry drafts and select one • Reread their drafts critically and revise • Explore and discuss features of: broadsides; collages; performance • Create and finish broadsides or collages of their poems • Rehearse and perform their poems • Share their completed broadsides or collages <p>Genre and Author’s Craft</p>	<ul style="list-style-type: none"> • Review punctuation and capitalization 	<ul style="list-style-type: none"> • Express interest in and appreciation for one another’s writing • Build on one another’s thinking • Share partners’ thinking • Include everyone in and contribute to group work • Work responsibly • Handle materials responsibly and share them fairly • Act considerately toward others • Speak loudly and clearly

Unit	Texts	Writing Topics	Writing Process & Craft	Grammar & Conventions	Social Skills
	<ul style="list-style-type: none"> • “giovanni singleton: Poetry Reading and Conversation” • “Dana Teen Lomax: Poetry Reading and Conversation” • “Dana Teen Lomax: Advice About Giving and Receiving Feedback on Poetry” • “giovanni singleton: Advice About Revising Poetry” • “Dana Teen Lomax: Advice About Revising Poetry” • “Atta-Dude” • “CREATE” • “giovanni singleton: Advice About Performing Poetry” • “Dana Teen Lomax: Advice About Performing Poetry” • “Rainbow in the Clouds” • “What Makes a Poem a Poem?” 		<ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Discuss characteristics of poetry, including: sensory details; repetition; variation; meaning; form; specific rules; personification; precise verbs; messages; metaphor; direct address; alliteration; simile; symbols; rhyme; onomatopoeia • Discuss collages • Watch and discuss videos • Revise to incorporate characteristics of poetry • Proofread drafts to either apply grade-level conventions or purposely break the rules 		
<p>Unit 8 <i>REVISITING THE CLASSROOM COMMUNITY</i> 1 week</p>	<ul style="list-style-type: none"> • No texts 	<ul style="list-style-type: none"> • Write: about how they have grown as writers; letters to next year’s class; about their favorite authors; about the classroom community 	<p>Writing Process</p> <ul style="list-style-type: none"> • Review their writing from the year and reflect on their growth • Review and discuss the writing process • Plan their summer writing <p>Genre and Author’s Craft</p> <ul style="list-style-type: none"> • Discuss genres • Review texts from the year • Learn about the writing habits of professional authors 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Listen carefully • Express interest in and appreciation for one another’s writing • Listen respectfully and share ideas • Share partners’ thinking • Reflect on the classroom community • Reflect on behavior