



Linden Public Schools Fifth Grade Scope and Sequence

Unit 1-Opinion Essay

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write an opinion essay and they will have the opportunity to compare, contrast topics.</p> <p>Explain the following steps: Step 1) Students will evaluate an opinion essay about whether or not we need school libraries.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether or not art class is important.</p> <p>Step 3) Students will perform the task by writing an opinion essay about how much homework teachers should assign.</p>	<p>Introduce the overall concept of opinion/persuasive writing and provide an overview of the steps included in the unit.</p> <p>Students will read the Source 1: "Support Our Shelves!" and complete "Discuss and Decide" p. 5</p> <p>Students will discuss the services that the Horton Elementary Library offers students. They will cite textual evidence from the text. NOTE: The eventual essay will be based on close reading and examination of sources. Students will state opinions and strong reasons to support.</p>	<ul style="list-style-type: none"> What is an Opinion? Anchor Chart –See graphic organizers zip file Writing notebook Chart Paper & Markers SMART Board Highlighters Source 1: An Invitation, "Support Our Shelves!" p. 4-5 "Discuss and Decide" p. 5
2	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate an opinion essay about whether or not we need school libraries.</p>	<p>Students will read the Source 2: A Survey: "Survey of eBook Use in School Libraries, 2012</p> <p>Students will complete the "Discuss and Decide" p. 7</p> <p>Page 7 Discuss and Decide As students discuss whether or not we need school libraries, remind them to cite textual evidence.</p> <p>Read Nahee's student model opinion essay, "Libraries Teach Us How to Think", p. 8-9</p>	<ul style="list-style-type: none"> Source 1: An Invitation, "Support Our Shelves!" p 4-5 Writing notebook Chart Paper & Markers SMART Board Highlighters Read Source 2: A Survey, "Survey of eBook Use in School Libraries, 2012 p. 6-7 Source 3: "Student Model, Libraries Make Us Think" p. 8-9



Linden Public Schools Fifth Grade Scope and Sequence

		<p>Students will discuss the need for school libraries. They will cite textual evidence from the text.</p> <p>“Discuss and Decide” p. 9 Students will analyze an opinion essay by Nahee and the teacher comments. As students discuss whether they are convinced by Nahee’s essay. Have them stop and jot notes and cite text evidence.</p>	<ul style="list-style-type: none"> • Page 7 “Discuss and Decide” • Page 9 “Discuss and Decide”
3	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate an opinion essay about whether or not we need school libraries.</p>	<p>Students will continue to analyze an opinion essay by Nahee and the teacher comments. As students discuss whether they are convinced by Taniya’s essay have them take notes.</p> <p>Teacher and students will review the “Be Clear” page and make suggestions to fix up Nahee’s essay. Students will work in partners and then share with the whole class.</p> <p>Be Clear! p. 10 NOTE: Accept reasonable sentences that demonstrate clarification of Nahee’s ideas.</p>	<ul style="list-style-type: none"> • “Be Clear” p 10 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 1: An Invitation, “Support Our Shelves!” p 4-5 • Source 2: A Survey, “Survey of eBook Use in School Libraries, 2012 p. 6-7 • Source 3: “Student Model, Libraries Make Us Think” p. 8-9
4	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether art class is important.</p>	<p>Students will read the Source 1, Editorial, “Our Children Need Math Above All Else” and complete the “Discuss and Decide” p. 13 “Discuss and Decide” NOTE: As students discuss why the author thinks art classes should not be part of the school day, remind them to cite textual evidence.</p> <p>Students will read Source 2: Blog, “Why I Love Art” p. 15</p>	<ul style="list-style-type: none"> • Source 1: Editorial, “Our Children Need Math, Above All Else” p. 12-13 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 2: Blog, “Why I



Linden Public Schools Fifth Grade Scope and Sequence

		<p><i>Discuss and Decide p.15</i> NOTE: As students discuss what the author thinks makes art different from other school subjects, remind them to cite textual evidence.</p>	<p>Love Art” p. 14-15</p> <ul style="list-style-type: none"> • Discuss and Decide p. 13 • Discuss and Decide p. 15
5	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether art class is important.</p>	<p>Students will read the Source 3: Blog, All Things Monterey and complete the “Discuss and Decide” question p. 17</p> <p>“Discuss and Decide” NOTE: As students discuss one positive change that resulted from the Turnaround Arts program, remind them to cite textual evidence.</p> <p>Students will respond to “Respond to the Questions” on Pages 18.</p> <p>“Respond to Questions” NOTE: Accept responses that demonstrate comprehension and draw evidence from each source. (The blog and the magazine article agree that art class is important, and the editorial does not agree.)</p> <p><i>Students will respond to the Prose Constructed-Response questions on p. 19</i></p> <p>Students will be reminded to cite textual evidence.</p>	<ul style="list-style-type: none"> • Source 3 – Magazine Article, “Turning It Around” • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • “Discuss and Decide”, p. 17 • “Respond to Questions”, p. 18-19



Linden Public Schools Fifth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will work on Step 2. Step 2) Students will practice the task by writing an opinion essay about whether art class is important.	Students will begin to draft some ideas for planning and pre-writing, using page 20 to determine opinion on the issue. Students will draft 3 reasons to support opinion.	<ul style="list-style-type: none"> • Source 1: Editorial, "Our Children Need Math, Above All Else" p. 12-13 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Read Source 2: Blog, "Why I Love Art" p. 14-15 • Source 3 – Magazine Article, "Turning It Around" • Planning and Pre-Writing p. 20 • O-RE-REO planning sheet (See graphic organizers)
7	Students will work on completing Step 2. Step 2) Students will practice the task by writing an opinion essay about whether art class is important.	Students will use the graphic organizer on p. 23 to start to draft a structured opinion essay. Students will attempt to predict the opposing opinion and include a counter argument to address. Use p. 21 or the "Pre-Writing Organizer or the O-RE-RE-O template.	<ul style="list-style-type: none"> • "Finalize Your Plan" p 21 • O-RE-RE-O writing organizer/template (See graphic organizers) • Argument Writing: Pre-Writing Organizer (See graphic organizers)
8/9	Students will work on completing Step 2. Step 2) Students will practice the task by writing an opinion essay about whether art class is important.	Students will draft an opinion essay making sure to focus on the following: <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • Use the completed Graphic Organizers • Source 1: Editorial, "Our Children Need Math, Above All Else" p. 12-13 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



Linden Public Schools Fifth Grade Scope and Sequence

			<ul style="list-style-type: none"> • Read Source 2: Blog, “Why I Love Art” p. 14-15 • Source 3 – Magazine Article, “Turning It Around” • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computer
10	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will practice the task by writing an opinion essay about whether art class is important.</p>	<p>Students will work on editing and revising the draft of the opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • “Revision Checklist Self Evaluation” p. 22 • “Revision Checklist Peer Review” p. 23 • “Connected Words” p. 24



Linden Public Schools Fifth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about how much homework teachers should assign.</p>	<p>Students will read the Source 1: A Newspaper Editorial, “Keep the Schoolwork at School” and complete the “Close Read” question p. 26-27</p> <p>Close Read p. 27 NOTE: Student answers should demonstrate comprehension and draw evidence from the text. They may cite how homework creates pressure for students, how extra work does not reward students who learn quickly, how there are many factors besides homework that impact academic performance, or how it burdens students with extra responsibility.</p> <p>Students will read Source 2: “A Letter to Parents”, p. 28-29 Close Read p. 28 NOTE: Student answers should demonstrate comprehension and draw evidence from the text. They may cite that Principal Reed supports how homework reinforces what students learn, how it improves understanding and test-taking skills, or that it shouldn’t take more than an hour a day.</p>	<ul style="list-style-type: none"> • Source 1: A Newspaper Editorial, “Keep the Schoolwork at School” p. 26-27 • Source 2: A Letter to Parents p. 28-29 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
12	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about how much homework teachers should assign.</p>	<p>Students will read Source 3: A Survey: “How Much Time Do You Spend on Homework” p. 30</p> <p>“Discuss and Decide” NOTE: As students discuss why the percentage of students who have less than an hour of homework has increased, remind them to cite textual evidence.</p> <p>Students will complete the “Respond to Questions” on pages 31-32.</p> <p>“Respond to Questions” p 31-32 NOTE: Accept responses that demonstrate comprehension and draw evidence from the source. The newspaper editorial supports the position that there should not be any homework, and the letter to parents supports the position that there should</p>	<ul style="list-style-type: none"> • Source 3: A Survey: “How Much Time Do You Spend on Homework” p. 30 • “Discuss and Decide” p. 30 • “Respond to Questions” p. 31 -32 • O-RE-RE-O writing organizer/template (See graphic organizers) • Argument Writing: Pre-Writing Organizer (See graphic organizers)

		<p>be about an hour of homework each night. The survey results indicate a trend toward more homework.</p> <p>Students will be reminded to cite textual evidence.</p> <p>If time permits, students will begin to draft some ideas for planning and pre-writing, using page 33 to determine opinion on the issue.</p> <p>NOTE: Can use additional graphic organizers provided.</p> <p>Students will draft 3 reasons to support opinion.</p>	
13/14	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about how much homework teachers should assign.</p>	<p>Students will draft an opinion essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • Use the completed Graphic Organizers • Source 1: A Newspaper Editorial, “Keep the Schoolwork at School” p. 26-27 • Source 2: A Letter to Parents, p. 28-29 • Source 3: A Survey: “How Much Time Do You Spend on Homework” p. 30 • “Plan” p. 33 • O-RE-RE-O writing organizer/template (See graphic organizers) • Argument Writing: Pre-Writing Organizer (See graphic organizers) • Computers
15	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an opinion essay about how much homework teachers should assign.</p>	<p>Students will work on editing and revising the draft of the opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • Revision Checklist Self Evaluation” p. 24 • “Revision Checklist Peer Review” p. 25 • “Connected Words” p. 26



Linden Public Schools Fifth Grade Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journeys Program.

*Teacher can refer to students as WRITERS so they see themselves as WRITERS.

**Documents can be projected on Promethean Boards or SMART boards.

***Teachers must model writing example for the students.

**** Teachers can also choose to use chart paper and markers to model writing with the students.

Teacher may choose to celebrate publishing in varying ways: (See below for examples)

- Author's Chair
- Museum Walk
- Share with another class or administration
- Use See Saw technology or Flip Grid for assistance
- Provide refreshments as students compare opinion pieces. "A Taste of Writing"
- See Appendix from Jennifer Serravallo's Writing Strategies for publishing celebrations
- **Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following:** (See below for examples.)

- 2.2 Picture the End! (Or Imagine It Done)
- 2.6 Writers Are Problem Solvers
- 2.8 Keep Your Pencil in Your Hand/Fingers on the Keyboard
- 2.14 Set a "More" Goal for the Whole Writing Time
- 3.2 Moments with Strong Feelings
- 3.7 Writing to Change the World
- 3.9 Interview to Dig for and Uncover Topics
- 3.15 Jot Today, Write Tomorrow
- 3.21 Borrow a (Spark) Line
- 3.26 Word Mapping
- 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
- 3.29 Collect Triggers
- 3.30 Subtopics Hiding in Topics
- 3.32 Abstract Issues, Specific Examples
- 3.38 Start with an Outlandish Claim
- 4.8 Find Your Passion to Focus
- 4.9 Imagine Your Audience and Consider Your Purpose
- 4.18 Craft a Thesis
- 4.21 Focus on an Issue
- 4.22 What Problem Are You Solving?
- 5.21 Lead by Addressing the Reader
- 5.22 Audiences for Information
- 5.26 Take Scissors to Your Draft
- 5.30 Problem-Solution Structure for Persuasive Writing
- 5.37 Conclude with a Big Idea
- 6.10 Prove It
- 6.32 Be Your Own Harshest Critic
- 7.7 Alphabox
- And Many, Many More



Linden Public Schools Fifth Grade Scope and Sequence

Unit 2 Informative Essay

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will evaluate the way writers organized their informative essays and analyzed information from nonfiction articles. They will also analyze information from journal entries, a map, a timeline and a speech. Then students will write what they learned and write an informative essay on their own.</p> <p>Explain the following steps: Step 1) Students will evaluate an informative essay about events in the life of the unusual hero Ann Bailey. What made Ann Bailey a hero?</p> <p>Step 2) Students will practice the task by writing an informative essay about the events that led to Tecumseh's fight with the settlers.</p> <p>Step 3) Students will perform the task by writing an informative essay comparing the experiences of the explorer York during & after his expedition.</p>	<p>Introduce the overall concept of informative writing. Explain that the sources in this unit present factual information about three amazing figures from American History.</p> <p>Students will read the Source 1: Magazine Article, "Mad Ann Bailey" and complete "Close Read" p. 40</p> <p>Students will read and make notes in the side columns of the essay and underline information that they find helpful that focuses on the question, what made Ann Bailey a hero?</p> <p>NOTE: Students answers should show comprehension and draw evidence from the text. They may cite that none of the men from Fort Lee volunteered to travel; that Bailey rode without stopping; or that she refused an escort on the return trip, so as not to be slowed down.</p>	<ul style="list-style-type: none"> What is an informative essay? Anchor Chart –See graphic organizers zip file Writing notebook Chart Paper & Markers SMART Board Highlighters Source 1: Magazine Article, "Mad Ann Bailey" p. 38-40 "Close Read" p. 40
2	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate an informative essay about events in the life of the unusual</p>	<p>Students will read the Source 2: Sidebar to a Magazine Article, "The Howl Upon the Helm" p.41</p> <p>Page 41 Discuss and Decide</p>	<ul style="list-style-type: none"> Source 1: Magazine Article, "Mad Ann Bailey" p. 38-40 Writing notebook Chart Paper & Markers



Linden Public Schools

Fifth Grade

Scope and Sequence

	hero Ann Bailey. What made Ann Bailey a hero?	<p>NOTE As students discuss Ann Bailey's attitude toward danger, remind them to cite textual evidence.</p> <p>Read Dolores's student model informative essay, "Courageous and Outrageous", p. 42-43</p> <p>Students will discuss what made Ann Bailey a hero according to Dolores's essay. They will cite textual evidence from the text.</p>	<ul style="list-style-type: none"> • SMART Board • Highlighters • Source 2: Sidebar to a Magazine Article, "The Howl Upon the Helm" p. 41 • P. 41 Discuss and Decide • P. 42 Analyze a Student Model • P. 43 Discuss and Decide
3	<p>Students will continue to work on Step 1.</p> <p>Step 1) Students will evaluate an informative essay about events in the life of the unusual hero Ann Bailey. What made Ann Bailey a hero?</p>	<p>Students will continue to analyze an informative essay by Dolores and organize the facts.</p> <p>Teacher and students will review the "Organizing an Informative Essay" on p. 44.</p> <p>Students will work in partners and discuss ideas to completing the template.</p> <p>Have students share ideas for the introduction and one detail, then have students complete the rest of the organizer on their own.</p> <p>Note: Accept reasonable examples that demonstrate understanding of Dolores's main-idea-and-details informative essay, and the logical sequencing of her details.</p>	<ul style="list-style-type: none"> • Main Idea & Detail-template • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • "Organizing an Informative Essay" p. 44 - template • Source 1: Magazine Article, "Mad Ann Bailey" p. 38-40 • Source 2: Sidebar to a Magazine Article, "The Howl Upon the Helm" p. 41 • Source 3: "Analyze a Student Model" p. 42-43
4	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will read the Source 1, Historical Timeline, "Tecumseh's Life" and complete the "Discuss and Decide" p. 47</p> <p>As students discuss how Tecumseh resisted attempts by people from the</p>	<ul style="list-style-type: none"> • Source 1: Historical Timeline, "Tecumseh's Life" p. 46-47 • Writing notebook • Chart Paper & Markers



Linden Public Schools

Fifth Grade

Scope and Sequence

		<p>U.S. to settle on America Indian land, remind them to cite textual evidence.</p> <p>Students will read Source 2: Informational Article, "The Battle of Point Pleasant" p. 48-49 <i>Close Read p.49</i></p> <p>They may site that Pucksinwah was mortally wounded at the Battle of Point Pleasant, and that he wanted Tecumseh to continue to defend American Indian land. Also, remind them to cite textual evidence.</p>	<ul style="list-style-type: none"> • SMART Board • Highlighters • Read Source 2: Informational Article, "The Battle of Point Pleasant" p. 48-49 • Discuss and Decide p. 47 • Close Read p. 49
5	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will read the Source 3, Speech, "Excerpt from Tecumseh's Address to General William Henry Harrison, 1810" p. 50-51 <i>Discuss and Decide</i></p> <p><i>As students discuss Tecumseh's views on owning land and how they differed from those of the U.S. government, remind them to cite textual evidence.</i></p> <p>Students answer the "Respond to the Questions" on Pages 52-53.</p> <p>"Respond to Questions" Accept responses that demonstrate comprehension and draw evidence from each source. Students responses should include evidence of Tecumseh's desire and ability to make strategic alliances. Also, evidence describing the Battle of Tippecanoe, where the U.S. government made war against American Indian nations.</p> <p><i>Students will respond to the Prose Constructed-Response questions on p. 53.</i></p> <p>Students will be reminded to cite textual evidence.</p>	<ul style="list-style-type: none"> • Source 3: Speech, "Excerpt from Tecumseh's Address to General William Henry Harrison, 1810" p. 50-51 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Discuss and Decide, p. 51 • "Respond to Questions" p. 52-53 • Prose Constructed Responses p. 53



Linden Public Schools Fifth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will begin to draft some ideas for planning and pre-writing, using page 54 to review and critique students' planning charts.</p> <p>Students will write an informative essay to answer the questions: What led Tecumseh to fight?</p>	<ul style="list-style-type: none"> • Source 1: Historical Timeline, "Tecumseh's Life" p. 46-47 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Informational Article, "The Battle of Point Pleasant" p. 48-49 • Source 3: Speech, "Excerpt from Tecumseh's Address to General William Henry Harrison, 1810" p. 50-51 • Planning and Pre-Writing p. 54
7	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will use the graphic organizer on p. 55 to start drafting a structured informative essay.</p> <p>Students will attempt to write their informative essay focusing on the main cause and effects from a Historical Timeline, an Informational Article and a Speech. Students will choose evidence from the sources to support their answers for their writing piece. Use p. 54 to help organize ideas for writing piece or Criteria chart.</p>	<ul style="list-style-type: none"> • "Finalize Your Plan" p.55 • Cause and Effect - template • Criteria Chart-template • Source 1: Historical Timeline, "Tecumseh's Life" p. 46-47 • Source 2: Informational Article, "The Battle of Point Pleasant" p. 48-49 • Source 3: Speech, "Excerpt from Tecumseh's Address to General William Henry Harrison, 1810" p. 50-51



Linden Public Schools Fifth Grade Scope and Sequence

<p>8/9</p>	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will draft an informative essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Audience • Clarity • Support • Organization • Connecting words 	<ul style="list-style-type: none"> • Source 1: Historical Timeline, "Tecumseh's Life" p. 46-47 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Informational Article, "The Battle of Point Pleasant" p. 48-49 • Source 3: Speech, "Excerpt from Tecumseh's Address to General William Henry Harrison, 1810" p. 50-51 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computer
<p>10</p>	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will practice the task by writing an informative essay about what led Tecumseh to fight.</p>	<p>Students will work on editing and revising the draft of the informative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • "Revision Checklist Self Evaluation" p. 56 • "Revision Checklist Peer Review" p. 57 • "Revision: Writing an Introduction" p. 58



Linden Public Schools

Fifth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay how York's life changed after his adventure?</p>	<p>Students will read the Source 1: Informational Article, "The Lewis and Clark Expedition" and complete the Discuss and Decide question on pages 60-61.</p> <p><i>Discuss and Decide p. 61</i> Students discuss details from the text and map that conveys the difficulty of Lewis and Clark's journey, remind them to cite evidence.</p> <p>Students will read Source 2: Journal Excerpts, "Excerpts from Clark's Expedition Journals" Close Read p. 63 Students answers should demonstrate comprehension and draw evidence from the text. They may explain that York had skills that differentiated him from others on the expedition (such as his ability to swim and care for those who were ailing. York was the first African American to cross the United States, and he also was allowed to carry a gun and vote.</p>	<ul style="list-style-type: none"> • Source 1: Informational Article, "The Lewis and Clark Expedition" p. 60-61 • Source 2: Journal Excerpts p. 62-63 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
12	<p>Students will work on completing Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay how York's life changed after his adventure?</p>	<p>Students will read Source 3: Informational Article, "After the Expedition" p. 64</p> <p><i>Discuss and Decide p. 64</i> As students discuss how York was treated differently from other members of the expedition, remind them to cite textual evidence.</p> <p>Students will complete the Respond to Questions on pages 65-66.</p> <p><i>"Respond to Questions" p 65-66</i> Accept responses that demonstrate comprehension and draw evidence from the source. Responses may include the following; evidence of York's skills-his ability to gather food, cook, swim, hunt, and care for those who are ailing. York's trustworthiness, which earned him the privilege to carry a gun. His courage and strength, which earned him the distinction of being the first African American to cross the U.S.</p>	<ul style="list-style-type: none"> • Source 3: Informational Article, "After the Expedition" p. 64 • "Discuss and Decide" p. 64 • "Respond to Questions" p. 65-66 • Criteria Chart - template

		<p>York's importance to the group-which earned him the distinction of being the first African American to vote.</p> <p>Students will be reminded to cite textual evidence.</p>	
13/14	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay on how York's life changed after his adventure?</p>	<p>Students will draft an informative essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Audience • Clarity • Support • Organization <p>Connecting words</p> <p>"Write the Essay" p. 67</p> <p>Note: Students will begin to write their informative essay focusing on comparing and contrasting York's experiences east and west of St. Louis.</p> <p>Cite text evidence from what you have read.</p>	<ul style="list-style-type: none"> • Criteria chart-template • "Write the Essay" p. 67 • Compare & Contrast -template • Source 1: Informational Article, "The Lewis and Clark Expedition" p. 60-61 • Source 2: Journal Excerpts: "Excerpts from Clark's Expedition Journals" p. 62-63 • Source 3: Informational Article, "After the Expedition" p. 64 • Computers
15	<p>Students will continue working on Step 3.</p> <p>Step 3) Students will perform the task by writing an informative essay how York's life changed after his adventure?</p>	<p>Students will work on editing and revising the draft of the informative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p>	<ul style="list-style-type: none"> • Revision Checklist Self Evaluation p. 57 • "Revision Checklist Peer Review" p. 58 • "Evaluation Criteria" p. 68



Linden Public Schools

Fifth Grade

Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- Author's Chair
- Museum Walk
- Share with another class or administration
- Use See Saw or Flip Grid to for assistance
- Provide refreshments as students compare informative pieces. "A Taste of Writing"

*Teacher can begin each session/lesson with a meeting.

**Teacher can refer to students as WRITERS so they see themselves as WRITERS

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing example for the students.

Teachers can also choose to use chart paper and markers to model writing with the students.



Linden Public Schools

Fifth Grade

Scope and Sequence

Unit 3-Response to Literature

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write a response to a short story and they will have an opportunity to develop 2 responses after reading 2 sources.</p> <p>Explain the following steps: Step 1: Students will evaluate an essay about how the characters at a very strange tea party interact.</p> <p>Step 2: Students will practice the task by writing a response to a short story about the adventures of two puzzled ants.</p> <p>Step 3: Students will read a familiar story told from another point of view, and explain how the narrator presents the events in a different light.</p>	<p>Introduce the literary elements such as characters, settings, and events and discuss how they work together to make a story. Explain how these elements shape a story and how they interact. Provide an overview of the steps included in the unit.</p> <p>Students will read the Source 1: An Excerpt from a Novel, "A Mad Tea-Party" from Alice's Adventures in Wonderland p. 72-79 Students will stop and jot about anything they feel is important while reading.</p> <p>Students will read Source 2: A Short Story, "Two Bad Ants" p. 84-91</p> <p>Students will complete the Close Read.</p> <p>Close Read What reasons does Alice have for deciding to never go to the tea party again? Cite evidence from the text in your response.</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite how Alice continues to speak in an "offended tone" throughout the tea-party, then how</p>	<ul style="list-style-type: none"> • What is a <i>Response to Literature</i>? See Graphic Organizers in zip file • Source 1: An Excerpt from a Novel, "A Mad Tea-Party" from Alice's Adventures in Wonderland p. 72-79 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: A Short Story, "Two Bad Ants" p. 84-91 • "Close Read", p. 79 • Source 3: A Short Story, "The True Story of the Three Little Pigs" p. 100-106



Linden Public Schools Fifth Grade Scope and Sequence

		the Hatter's rudeness became "more than Alice could bear." Alice walks off without anyone taking notice, and although she was "half hoping that they would call after her," they did not.	
2	<p>Students will continue working on Step 1.</p> <p>Step 1: Students will evaluate an essay about how the characters at a very strange tea party interact.</p>	<p>As students discuss how the characters at a very strange tea party interact they should be reminded to cite textual evidence.</p> <p>Students will analyze Guy's literary response writing sample and his teacher comments.</p> <p>Students will also complete several Discuss and Decide questions, pages 73, 75, 77.</p> <p>Discuss and Decide Which actions tell you that the March Hare is argumentative? In what ways is the behavior of the March Hare and the Hatter similar? Why does Alice keep interrupting the Dormouse? What is Guy's main idea in his responses to "A Mad Tea-Party? How does he support his main idea with examples from the text?</p>	<ul style="list-style-type: none"> • Source 1: An Excerpt from a Novel, "A Mad Tea-Party" from Alice's Adventures in Wonderland p. 72-79 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: A Short Story, "Two Bad Ants" p. 84-91 • Teacher might choose to write their own sample for students to critique. • "Discuss and Decide", pgs. 73, 75, 77.
3	<p>Students will work on Step 2.</p> <p>Step 2: Students will practice the task by writing a response to a short story about the adventures of two puzzled ants.</p>	<p>Students will read Source 1: An Excerpt from a Novel, "A Mad Tea-Party" from Alice's Adventures in Wonderland p. 72-79 and Source 2: A Short Story, "Two Bad Ants" p. 84-91</p> <p>Students will complete several Discuss and Decide questions along with the Close Read.</p> <p>Discuss and Decide From the ants' point of view, they travel through a forest. How would a human being describe this forest? Explain What reactions do the ants have to their experience as their surroundings change? Why are the ants happy to be home?</p>	<ul style="list-style-type: none"> • Source 1: An Excerpt from a Novel, "A Mad Tea-Party" from Alice's Adventures in Wonderland p. 72-79 • Source 2: A Short Story, "Two Bad Ants" p. 84-91 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Discuss and Decide pages. 85, 89, 91 • Close Read, p. 87



Linden Public Schools Fifth Grade Scope and Sequence

		<p>Close Read, p 87 Reread lines 50-56. What is the glassy, curved wall?</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite evidence that the “glassy, curved wall” is a sugar bowl, because from the “top of the wall” the ants look down “to a sea of crystals.” They then climb down into the bowl to find their “sparkling treasure,” sugar. Students may also cite evidence from the image beside the paragraph, which shows a sugar bowl and the ants carrying sugar crystals.</p>	
4	<p>Students will continue working on Step 2.</p> <p>Step 2: Students will practice the task by writing a response to a short story about the adventures of two puzzled ants</p>	<p>Students will complete the “Respond to the Questions” on pages 92-93.</p> <p>“Respond to Questions” p.92 Accept responses that demonstrate comprehension and draw evidence from the source. See Performance Assessment Teacher’s Guide for answer key.</p> <p>Students will respond to the Prose-Constructed-Response questions on p. 93. See Performance Assessment Teacher’s Guide for example responses.</p> <p>Students will be reminded to use textual evidence in response.</p> <p>If students complete, they will begin to draft some ideas for planning and pre-writing, using page 94 to determine the main idea. Think about the ants’ point of view. Students will compare the ants’ point of view to a human being’s point of view.</p>	<ul style="list-style-type: none"> • Source 1: An Excerpt from a Novel, “A Mad Tea-Party” from Alice’s Adventures in Wonderland p. 72-79 • Source 2: A Short Story, “Two Bad Ants” p. 84-91 • Respond to Questions, p. 92-93 • Planning and Prewriting • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



Linden Public Schools

Fifth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6/7	<p>Students will work on Step 2.</p> <p>Step 2: Students will practice the task by writing a response to a short story about the adventures of two puzzled ants</p>	<p>Students will draft an essay making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary <p>Students should use their response and notes from pp. 92-94 to complete the graphic organizer.</p>	<ul style="list-style-type: none"> • “Planning and Prewriting”, p. 94 • “Finalize Your Plan”, p. 95 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
8/9	<p>Students will work on completing Step 2.</p> <p>Step 2: Students will perform the task by writing a response to literature essay about the adventures of two puzzled ants.</p>	<p>Students will work on editing and revising their draft essay.</p> <p>Students will self-evaluate and then exchange their essay with a peer to review and revise. Focus on organization and evidence. Review “Your Use of Text Evidence” for essay tips.</p> <p>Use the graphic organizers to record notes. Review “Your Use of Text Evidence”</p> <p>Teacher should model with a partner.</p>	<ul style="list-style-type: none"> • Student Drafts • Revision Checklist: “Self-Evaluation”, p. 96 • Revision Checklist: Peer Review p. 97 • “Your Use of Text Evidence”, p. 98
10	<p>Students will work on completing Step 3.</p> <p>Step 3: Students will read a familiar story told from another point of view, and explain how the narrator presents the events in a different light.</p>	<p>Students will read the Source 3: Short Story. As you read think about the differences you find between the familiar story of the Three Little Pigs and this telling from the wolf’s perspective. Make notes about the wolf’s presentation of events.</p> <p>Discuss and Decide: pp. 101, 103</p>	<ul style="list-style-type: none"> • Source 3: A Short Story, “The True Story of the Three Little Pigs” p. 100-106 • Discuss and Decide pp. 101,103 • “Close Read”, p 105 • Writing notebook • Chart Paper & Markers



Linden Public Schools

Fifth Grade

Scope and Sequence

		<p>Does the wolf think that he has done something wrong? How can you tell? According to the wolf, why did he eat the First Little Pig?</p> <p>Close Read p. 105 Find two examples that reveal the Wolf's feelings toward the Third Little Pig. Cite evident in your response.</p>	<ul style="list-style-type: none"> • SMART Board • Highlighters
11	<p>Students will work on completing Step 3.</p> <p>Step 3: Students will read a familiar story told from another point of view, and explain how the narrator presents the events in a different light.</p>	<p>Students will answer the Respond to Questions on Pages 107-108.</p> <p>Respond to Questions Accept responses that demonstrate comprehension and draw evidence from the source.</p> <p>Students will complete the Prose Constructed-Response questions on p. 108.</p> <p>Students will be reminded to use textual evidence.</p> <p>Students will begin to draft some ideas for planning and pre-writing, using page 109 to plan their essay.</p>	<ul style="list-style-type: none"> • Source 3: A Short Story, "The True Story of the Three Little Pigs" p. 100-106 • "Respond to Questions", p 107-108 • "Write the Essay" p. 109 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



Linden Public Schools

Fifth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
12/13	Students will work on completing Step 3. Step 3: Students will read a familiar story told from another point of view, and explain how the narrator presents the events in a different light.	Students will draft a narrative piece making sure to focus on the following: <ul style="list-style-type: none">• Purpose• Clarity• Support• Organization• Connecting Words• Academic Vocabulary	<ul style="list-style-type: none">• “Plan”, p. 109• Consult Graphic Organizer Zip file• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• Computers
14/15	Students will continue working on Step 3. Step 3: Students will read a familiar story told from another point of view, and explain how the narrator presents the events in a different light.	Students will work on editing and revising the draft for the response to literature essay. Students will self-evaluate and then work with a peer(s) to revise and edit using the “Revision Checklist” and “Evaluation Criteria”.	<ul style="list-style-type: none">• Student Drafts & Graphic Organizers• Source 3: A Short Story, “The True Story of the Three Little Pigs” p. 100-106• “Revision Checklist: Self- Evaluation”, p. 96• “Evaluation Criteria”, p. 110• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• Computers



Linden Public Schools Fifth Grade Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- Author's Chair
- Museum Walk
- Share with another class or administration
- Use See Saw technology or Flip Grid for assistance
- Provide refreshments as students compare opinion pieces. "A Taste of Writing"
- Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following:
 - 1.12 Writing Across the Pages
 - 2.6 Writers Are Problem Solvers
 - 2.12 Writers Re-Read to Jump Back In
 - 2.22 One Bite at a Time
 - 3.13 Start with a Character
 - 3.15 Jot Today, Write Tomorrow
 - 3.21 Borrow a (Spark) Line
 - 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
 - 3.36 Find Characters and Ideas in the World
 - 4.13 Their Topic, Your Idea
 - 4.20 Write "Off the Page"
 - 5.2 Say, Say, Say, Sketch, Sketch, Sketch, Write, Write, Write
 - 5.8 Uh-Oh...UH OH...Phew
 - 5.11 End in the Moment
 - 5.12 End with the Last Words from the Character
 - 5.25 Lay Out Pages to See the Architecture
 - 5.26 Take Scissors to Your Draft
 - 5.29 Multi-scene Storyboarding
 - 6.20 External Character Descriptions
 - 6.33 How Does Your Character Talk?
 - 7.17 Hyperbole
 - And Many, Many More

*Teacher can begin each session/lesson with a meeting.

**Teacher can refer to students as WRITERS so they see themselves as WRITERS

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing example for the students.

*****Teachers can also choose to use to use chart paper and markers to model writing with the students.



Linden Public Schools Fifth Grade Scope and Sequence

Unit 4- Narrative Essay

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will learn how to write of narrative piece and they will have an opportunity to develop 2 narrative pieces after reading 2 sources.</p> <p>Explain the following steps: Step 1) Students will evaluate a narrative about what happens when Albert Einstein and Harry Houdini meet.</p> <p>Step 2) Students will practice the task by writing a story about what happens when superheroes compete at a school field day.</p> <p>Step 3) Students write a narrative about what happens when you realize you're not alone during an overnight stay in a strange house.</p>	<p>Introduce the overall concept of narrative writing and provide an overview of the steps included in the unit.</p> <p>Students will read the Source 1: Biography, Albert Einstein, p. 114-115. Students will stop and jot about anything they feel is important while reading.</p> <p>Students will read Source 2: Biography, Harry Houdini, p. 116-117</p> <p>Students will complete the Close Read.</p> <p><i>Close Read</i> <i>What might Einstein ask Houdini about if he were to meet him? Cite evidence from the text.</i></p> <p>Students will cite evidence from the text.</p> <p>NOTE: The eventual essay will be based on close reading and examination of sources. Students will create a narrative based on the two texts read.</p>	<ul style="list-style-type: none"> • What is a Narrative? See Graphic Organizers in zip file • Source 1: Biography, Albert Einstein p. 114-115 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Biography, Harry Houdini, p. 116-117 • "Close Read", p. 117



Linden Public Schools Fifth Grade Scope and Sequence

<p style="text-align: center;">2</p>	<p>Students will work on continuing with Step 1.</p> <p>Step 1) Students will evaluate a narrative about what happens when Albert Einstein and Harry Houdini meet.</p>	<p>As students discuss whether people should use disposable bags. Students will be reminded to cite textual evidence.</p> <p>“Discuss and Decide” p. 9</p> <p>Students will analyze a narrative writing sample written by Jane and the teacher comments. As students will complete the Discuss and Decide, p. 119.</p> <p>Discuss and Decide As students discuss two factual examples from the sources that Jane used in her narrative, remind them to cite textual evidence.</p> <p>Teacher might choose to use another self-written piece to continue to use as students critique and discuss. Teacher will have students work in partners to complete Set the Scene!</p> <p>Teachers will accept reasonable sentences that demonstrate understanding of the different settings that Jane uses in her narrative, and how the development of one setting description could strengthen her narrative.</p>	<ul style="list-style-type: none"> • Source 1: Biography, Albert Einstein p. 114-115 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Source 2: Biography, Harry Houdini, p. 116-117 • Source 3: Student Model “When Harry Met Albert” p. 118-119, written by Jane York in Mr. Kim’s class. • Teacher might choose to write their own sample for students to critique. • “Discuss and Decide”, p. 119 • “Set the Scene!” p. 120
<p style="text-align: center;">3</p>	<p>Students will continue to work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when superheroes compete at a school field day.</p>	<p>Students will read Source 1, An Event Schedule, “Jefferson Elementary Athletic Day Program” and Source 2: “A Comic Book Blog, “My New Favorite Superhero Team”. Students will complete the Close Read, and write about how Zip Girl’s ability could be helpful during the athletic day event.</p>	<ul style="list-style-type: none"> • Source 1: An Event Schedule, Jefferson Elementary Athletic Day Program p. 122-123 • Source 2: A Comic Book Blog, “My New Favorite Superhero Team”, p. 124-125 • Writing notebook • Chart Paper & Markers



Linden Public Schools Fifth Grade Scope and Sequence

		<p>Close Read, p 125</p> <p>Student answers should demonstrate comprehension and draw evidence from the text. They may cite that Zip Girl's speed would help her in any of the race events.</p>	<ul style="list-style-type: none"> • SMART Board • Highlighters • Close Read, p. 125
4	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when superheroes compete at a school field day.</p>	<p>Students will respond to respond to the question on Pages 126-127.</p> <p>"Respond to Questions" p.126</p> <p>Accept responses that demonstrate comprehension and draw evidence from the source. See Performance Assessment Teacher's Guide for answer key.</p> <p><i>Students will respond to the Prose Constructed-Response questions on p. 127. See Performance Assessment Teacher's Guide for examples responses.</i></p> <p>Students will be reminded to use textual evidence in response.</p> <p>If students complete, they will begin to draft some ideas for planning and pre-writing, using page 128 to determine opinion on the issue.</p> <p>Students will draft 3 reasons to support opinion.</p>	<ul style="list-style-type: none"> • Source 1: An Event Schedule, Jefferson Elementary Athletic Day Program p. 122-123 • Source 2: A Comic Book Blog, "My New Favorite Superhero Team", p. 124-125 • Respond to Questions, p. 126-127 • Planning and Prewriting • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
5	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when superheroes compete at a school field day.</p>	<p>Students will use the graphic organizer on p. 129 to start to draft a structured narrative.</p> <p>Teacher and students will be presented additional graphic organizer from the zip file to support the process.</p>	<ul style="list-style-type: none"> • Source 1: An Event Schedule, Jefferson Elementary Athletic Day Program p. 122-123 • Source 2: A Comic Book Blog, "My New Favorite Superhero Team", p. 124-



Linden Public Schools Fifth Grade Scope and Sequence

			<p>125</p> <ul style="list-style-type: none">• “Planning and Prewriting”, p. 128• “Finalize Your Plan”, p. 129• Consult Graphic Organizer Zip file• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters
--	--	--	--



Linden Public Schools Fifth Grade Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6/7	<p>Students will work on Step 2.</p> <p>Step 2) Students will practice the task by writing a story about what happens when superheroes compete at a school field day.</p>	<p>Students will draft a narrative piece making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • “Planning and Prewriting”, p. 128 • “Finalize Your Plan”, p. 129 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
8/9	<p>Students will work on completing Step 2.</p> <p>Step 2) Students will perform the task by writing an opinion essay about whether or not dogs should be allowed on the beach.</p>	<p>Students will work on editing and revising the draft of the narrative essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise.</p> <p>Teacher should model with a partner.</p> <p>Consult the graphic organizers used.</p>	<ul style="list-style-type: none"> • Student Drafts • Revision Check-list: “Self-Evaluation”, p. 130
10	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you realize you’re not alone during an overnight stay in a strange house.</p>	<p>Students will read the Source 1, A Newspaper Article, “An Adventure Right Here in Lawndale” p.134-135</p> <p>Close Read p. 135 Student answers should demonstrate comprehension and draw evidence from the text. They may cite that Mr. Smith would have books on Venus fly traps, antique suits of armor, and mummies—among his books on Rube Goldberg machines.</p> <ul style="list-style-type: none"> • Students will read Source 2, a Floor Plan, “The Home of Explorer Illinois Smith” p. 136 	<ul style="list-style-type: none"> • Source 1: A Newspaper Article, “An Adventure Right Here in Lawndale” p. 134-135 • Source 2: Floor Plan, “The Home of Explorer Illinois Smith” p. 136 • “Close Read”, p. 135 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



Linden Public Schools Fifth Grade Scope and Sequence

11	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you realize you're not alone during an overnight stay in a strange house.</p>	<p>Students will respond to respond to the question on Pages 137-138.</p> <p><i>"Respond to Questions"</i> <i>Accept responses that demonstrate comprehension and draw evidence from the source.</i></p> <p><i>Students will complete the Prose Constructed-Response questions on p. 138. Evidence that Mr. Smith shows two suits of armor in the Grand Hallway. Evidence describing the suits of armor: that they are huge, heavy, and very old.</i></p> <p>Students will be reminded to use textual evidence.</p> <p>Students will begin to draft some ideas for planning and pre-writing, using page 139 to plan they story.</p>	<ul style="list-style-type: none"> • Source 1: A Newspaper Article, "An Adventure Right Here in Lawndale" p. 134-135 • Source 2: Floor Plan, "The Home of Explorer Illinois Smith" p. 136 • "Respond to Questions", p 137-138 • "Write the Story" p. 139 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
-----------	---	---	--



Linden Public Schools

Fourth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
12/13	<p>Students will work on completing Step 3.</p> <p>Step 3) Students write a narrative about what happens when you realize you're not alone during an overnight stay in a strange house.</p>	<p>Students will draft a narrative piece making sure to focus on the following:</p> <ul style="list-style-type: none"> • Purpose • Clarity • Support • Organization • Connecting Words • Academic Vocabulary 	<ul style="list-style-type: none"> • "Plan", p. 139 • Consult Graphic Organizer Zip file • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers
14/15	<p>Students will continue working on Step 3.</p> <p>Step 3) Students write a narrative about what happens when you realize you're not alone during an overnight stay in a strange house.</p>	<p>Students will work on editing and revising the draft of the opinion essay.</p> <p>Students will self-evaluate and then work with a peer(s) to review and revise using the Revision Check and the Evaluation Criteria.</p>	<ul style="list-style-type: none"> • Student Drafts & Graphic Organizers • Source 1: A Newspaper Article, "An Adventure Right Here in Lawndale" p. 134-135 • Source 2: Floor Plan, "The Home of Explorer Illinois Smith" p. 136 • "Revision Check: Self-Evaluation", p. 130 • "Evaluation Criteria", p. 140 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Computers



Linden Public Schools Fifth Grade Scope and Sequence

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- Author's Chair
- Museum Walk
- Share with another class or administration
- Use See Saw technology or Flip Grid for assistance
- Provide refreshments as students compare opinion pieces. "A Taste of Writing"
- Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo's Writing Strategies. Examples include the following:
 - 1.12 Writing Across the Pages
 - 2.6 Writers Are Problem Solvers
 - 2.12 Writers Re-Read to Jump Back In
 - 2.22 One Bite at a Time
 - 3.13 Start with a Character
 - 3.15 Jot Today, Write Tomorrow
 - 3.21 Borrow a (Spark) Line
 - 3.27 If it Could Go on Facebook You Can Jot It in a Notebook
 - 3.36 Find Characters and Ideas in the World
 - 4.13 Their Topic, Your Idea
 - 4.20 Write "Off the Page"
 - 5.2 Say, Say, Say, Sketch, Sketch, Sketch, Write, Write, Write
 - 5.8 Uh-Oh...UH OH...Phew
 - 5.11 End in the Moment
 - 5.12 End with the Last Words from the Character
 - 5.25 Lay Out Pages to See the Architecture
 - 5.26 Take Scissors to Your Draft
 - 5.29 Multi-scene Storyboarding
 - 6.20 External Character Descriptions
 - 6.33 How Does Your Character Talk?

*Teacher can begin each session/lesson with a meeting.

- 7.17 Hyperbole
- And Many, Many More

**Teacher can refer to students as WRITERS so they see themselves as WRITERS

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing example for the students.

Teachers can also choose to use chart paper and markers to model writing with the students.



Linden Public Schools Fifth Grade Scope and Sequence

Mixed Practice

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Explain that at the end of the unit the students will have the opportunity to continue to practice varied types of writing:</p> <p>Task 1) Opinion Essay <u>Should students be assigned summer reading?</u></p> <p>Task 2) Informative Essay <u>Why do people value precious metals and gemstones?</u></p> <p>Task 3) Response to Literature <u>How do different characters each view the events in the story?</u></p> <p>Task 4) Narrative <u>What happens to a traveler who arrives in the wrong city?</u></p>	<p>Re-introduce the overall concept of opinion writing and provide an overview of the steps included with this type of writing.</p> <p>Review the task on p. 144 Part 1- "Read Sources: Students will read two sources on handwritten letters.</p> <p>Preview the task on p. 145 Part 2 -"Write the Essay": Students will write and opinion essay about whether people should send hand written letters today.</p> <p>Preview the Assignment – 35 minutes to read the 2 texts Students will answer questions about both sources and then write and revise their essay.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Opinion Writing <p>See Graphic Organizers from Unit 1</p> <ul style="list-style-type: none"> • Part 1- "Read the Sources" p. 144 • Part 2-"Write the Essay" p. 145 • Source 1: p. 147-148 "Summer Reading is for Relaxing Not Reading" • Source 2: "Summer Reading Serves Students", p. 149-150" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
2	<p>Students will work on continuing on Opinion Essay.</p> <p>Task 1) Opinion Essay <u>Should students be assigned summer reading?</u></p>	<p>Students will read Source 1 and Source 2 in one session.</p> <p>Students will be encouraged to note-take while reading.</p> <p>Students will complete the questions on page 151.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Opinion Writing <p>See Graphic Organizers from Unit 1</p> <ul style="list-style-type: none"> • Part 1- "Read the Sources" p. 144 • Part 2-"Write the Essay" p. 145 • Source 1: p. 147-148 "Summer Reading is for Relaxing Not Reading" • Source 2: "Summer Reading Serves Students", p. 149-



Linden Public Schools Fifth Grade Scope and Sequence

			150" <ul style="list-style-type: none"> • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
3-4	Students will work on continuing with Opinion Essay. Task 1) Opinion Essay <u>Should students be assigned summer reading?</u>	<ul style="list-style-type: none"> • "Summer Reading is for Relaxing Not Reading" • "Summer Reading Serves Students" <p>Students will take time to review notes and sources. They will plan, draft, revise and edit an opinion essay on whether students should be assigned summer reading.</p> <p>Use evidence to support your opinion.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Opinion Writing <p>See Graphic Organizers from Unit 1</p> <ul style="list-style-type: none"> • Part 1- "Read the Sources" p. 144 • Part 2- "Write the Essay" p. 145 • Source 1: p. 147-148 "Summer Reading is for Relaxing Not Reading" • Source 2: "Summer Reading Serves Students", p. 149-150" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
5	Students will work on developing Informative Essay. Task 2) Informative Essay <u>Why do people value precious metals and gemstones?</u>	<p>Re-introduce the overall concept of informative writing and provide an overview of the steps included with this type of writing.</p> <p>Review the task on p. 154 Part 1- "Read Sources: Students will read two sources on precious metals and gemstones.</p> <p>Preview the task on p. 155 Students will write and informative essay about why</p>	<ul style="list-style-type: none"> • Previous anchor chart for Informative Writing <p>See Graphic Organizers from Unit 2</p> <ul style="list-style-type: none"> • Part 1- "Read the Sources" p. 154 • Part 2- "Write the Essay" p. 155 • Source 1: p. 157-158 "Why It's Worth What It's Worth" • Source 2: "It Does More than Glitter", p. 159-160 • Writing notebook • Chart Paper & Markers • SMART Board



Linden Public Schools
Fifth Grade
Scope and Sequence

		people value precious metals and gemstones. Preview the Assignment – 35 minutes to read the 2 texts. Students will answer questions about both sources and then write and revise their essay.	<ul style="list-style-type: none">• Highlighters
6	Students will work on developing Informative Essay. Task 2) Informative Essay <u>Why do people value precious metals and gemstones?</u>	Students will read Source 1 and Source 2 in one session. Students will be encouraged to note-take while reading. Students will complete the questions on page 161.	<ul style="list-style-type: none">• Previous anchor chart for Informative Writing• See Graphic Organizers from Unit 2• Part 1- “Read the Sources” p. 154• Part 2-“Write the Essay” p. 155• Source 1: p. 157-158 “Why It’s Worth What It’s Worth”• Source 2: “It Does More than Glitter”, p. 159-160• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters



Linden Public Schools

Fifth Grade

Scope and Sequence

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
7/8	<p>Students will work on developing Informative Essay.</p> <p>Task 2) Informative Essay <u>Why do people value precious metals and gemstones?</u></p>	<ul style="list-style-type: none"> • “Why It’s Worth What It’s Worth” • “It Does More than Glitter” <p>Students will take time to review notes and sources. They will plan, draft, revise and edit an informative essay on why people valued precious metals and gemstones.</p> <p>Use text evidence to support the facts.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Informative Writing • See Graphic Organizers from Unit 2 • Source 1: p. 157-158 “Why It’s Worth What It’s Worth” • Source 2: “It Does More than Glitter”, p. 159-160 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
9	<p>Students will work on developing a Response to Literature.</p> <p>Task 3) Response to Literature <u>How do different characters each view the events in the story?</u></p>	<p>*Re-introduce the overall concept of response to literature writing and provide an overview of the steps included with this type of writing.</p> <p>*Review the task on p. 164</p> <p>Part 1- “Read Sources: Students will read the excerpt from “The Pheasant’s Bell”.</p> <p>*Preview the task on p. 165</p> <p>Part 2- “Write the Essay”:</p> <p>Students will write a Response to Literature explaining how different characters view the events in the story.</p> <p>*Preview the Assignment – 35 minutes to read the text. Students will answer questions about both sources and then write and revise their essay.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Response to Literature Writing • See Graphic Organizers from Unit 3 • Part 1- “Read the Sources” p. 164 • Part 2- “Write the Essay” p. 165 • Source: “The Pheasant’s Bell”: p. 167-170 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



Linden Public Schools
Fifth Grade
Scope and Sequence
Unit 5 Mixed Practice

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
10	Students will work on developing a Response to Literature. Task 3) Response to Literature <u>How do different characters each view the events in the story?</u>	Students will read the excerpt from "The Pheasant's Bell" Students will be encouraged to note-take while reading. Students will complete the questions on page 171.	<ul style="list-style-type: none"> • Previous anchor chart for Response to Literature Writing See Graphic Organizers from Unit 3 <ul style="list-style-type: none"> • Source: "The Pheasant's Bell": p. 167-170 • "Questions": p. 171 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
11-12	Students will work on developing a Response to Literature. Task 3) Response to Literature <u>How do different characters each view the events in the story?</u>	<ul style="list-style-type: none"> • Excerpt from "The Pheasant's Bell" Students will take time to review notes and sources. They will plan, draft, revise and edit a response to literature essay on how different characters view the events in the story. Use evidence to support your response.	<ul style="list-style-type: none"> • Previous anchor chart for Response to Literature Writing See Graphic Organizers from Unit 3 <ul style="list-style-type: none"> • Source: "The Pheasant's Bell": p. 167-170 • "Questions": p. 171 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters
13	Students will work on developing a narrative. Task 4) Narrative <u>What happens to a traveler who arrives in the wrong city?</u>	Re-introduce the overall concept of narrative writing and provide an overview of the steps included with this type of writing. Review the task on p. 174 Part 1- "Read Sources: Students will read two sources on Athens. Preview the task on p. 175 Part 2 -"Write the Essay":	<ul style="list-style-type: none"> • Previous anchor chart for Narrative See Graphic Organizers from Unit 4 <ul style="list-style-type: none"> • Part 1- "Read the Sources" p. 174 • Part 2-"Write the Essay" p. 175 • Source 1: p. 177 - "Welcome to Athens, Georgia" • Source 2: "Come Home to Athens", p. 178" • "Questions" p. 179 • Writing notebook

		<p>Students will write and narrative essay about 2 different Athens and a plane ticket mix-up and what happens when a traveler arrives in the wrong city.</p> <p>Preview the Assignment – 35 minutes to read the 2 texts</p> <p>Students will answer questions about both sources on page 179.</p>	<ul style="list-style-type: none"> • Chart Paper & Markers • SMART Board • Highlighters
14/15	<p>Students will work on developing a narrative.</p> <p>Task 4) Narrative <u>What happens to a traveler who arrives in the wrong city?</u></p>	<ul style="list-style-type: none"> • “A Shocking Amount of Electricity in our Lives” • “Alternative Energy Solutions” <p>Students will take time to review notes and sources. They will plan, draft, revise and edit an opinion essay on whether people should send handwritten letters.</p> <p>Use evidence to support your narrative piece.</p>	<ul style="list-style-type: none"> • Previous anchor chart for Narrative <p>See Graphic Organizers from Unit 4</p> <ul style="list-style-type: none"> • Part 1- “Read the Sources” p. 174 • Part 2-“Write the Essay” p. 175 • Source 1: p. 177 “Welcome to Athens, Georgia” • Source 2: “Come Home to Athens”, p. 178” • “Questions” p. 179 • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters



**Linden Public Schools Fifth
Grade
Scope and Sequence
Unit 5 Mixed Practice**

TEACHER NOTES

Grammar focus should follow the Scope and Sequence from the Journey’s Program.

* Teacher can begin each session/lesson with a meeting.

**Teacher can refer to students as WRITERS so they see themselves as WRITERS.

***Documents can be projected on Promethean Boards or SMART boards.

****Teachers must model writing examples for the students.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways: (See below)

- Author’s Chair
- Museum Walk
- Share with another class or administration
- Use See Saw technology or Flip Grid for assistance

<ul style="list-style-type: none"> • Provide refreshments as students compare opinion pieces. “A Taste of Writing” • See Appendix of Writing Strategies by Jennifer Serravallo for additional ideas.
<ul style="list-style-type: none"> • Note: See your Instructional Coach, ELA to discuss applying strategies from Jennifer Serravallo’s <u>Writing Strategies</u>. Examples include the following: (See below for examples) <ul style="list-style-type: none"> ○ 1.12 Writing Across the Pages ○ 2.6 Writers Are Problem Solvers ○ 2.12 Writers Re-Read to Jump Back In ○ 2.22 One Bite at a Time ○ 3.13 Start with a Character ○ 3.15 Jot Today, Write Tomorrow ○ 3.21 Borrow a (Spark) Line ○ 3.27 If it Could Go on Facebook You Can Jot It in a Notebook ○ 3.36 Find Characters and Ideas in the World ○ 4.13 Their Topic, Your Idea ○ 4.20 Write “Off the Page” ○ 5.2 Say, Say, Say, Sketch, Sketch, Sketch, Write, Write, Write ○ 5.8 Uh-Oh...UH OH...Phew ○ 5.11 End in the Moment ○ 5.12 End with the Last Words from the Character ○ 5.25 Lay Out Pages to See the Architecture ○ 5.26 Take Scissors to Your Draft ○ 5.29 Multi-scene Storyboarding ○ 6.20 External Character Descriptions ○ 6.33 How Does Your Character Talk? ○ 7.17 Hyperbole