**Grade 5**

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|  | **Reading Workshop** |  | **Writing Workshop** |
| September | *Interpretation Book Clubs (Book 1)\**  *RL* | September | *Narrative Craft (Book 1)*  *N* |
| mid-October | *Tackling Complexity: Moving Up Levels of Nonfiction (Book 2)*    *RI* | Mid-October | *Journalism (User Guide)\**  *I* |
| December | *Fantasy Book Clubs (Book 4)*  *RL* | December | *Literary Essay: Opening Texts and Seeing More (Additional Book)\**  *O* |
| mid-January | *Argument and Advocacy (Book 3)*  *RI* | mid-January | *The Research-Based Argument Essay (Book 4)*  *O* |
| March | *Unit of Choice\**  **and/or**  *Historical Fiction Book Clubs (If-Then)*  *RL* | March | *Unit of Choice\**  **and/or**  *Fantasy Writing*  **and/or**  *Poetry Anthologies P, N* |
| April | *Learning Through Reading: Westward Expansion* ***OR*** *American Revolution* ***OR*** *Civil Rights (If-Then)\**  *RI, RL* | April | *The Lens of History: Research Reports (2)\**    *I* |
| May-June | *Social Issues Book Clubs (If-Then)*  **and/or**  *Poetry and Poetic Craft in Literature (If-Then)* *RL* | May-June | *Shaping Texts: From Essay and Narrative to Memoir (Book 3)*  **and**  *Independent Writing Projects\**  *O, N, P, I* |

\* **Please see page 3**

**Additional Information to Guide Your Instruction**

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| **Codes** | ***Reading:*** RL – units mainly involving literature; RI – units mainly involving information reading  ***Writing:*** N – narrative writing; I-information writing; O-opinion writing; P-poetry writing |
| **Timing of the units** | The months on the calendar indicate when the unit **BEGINS.** Because you will want to adjust your instruction to best fit your students’ needs, you have some flexibility in the teaching of these units. You will have flexibility regarding:   * how long you will spend on a particular unit, in the cases where more than one unit is listed in a particular time period, * whether to teach two units one after the other or integrate two particular units simultaneously, * whether to expand or condense particular bends of units, * or whether to insert a mini-unit before or after a unit listed on the calendar.   Depending on the needs of your students, different decisions may need to be made, and your Literacy Coach will support you as you decide what may work best for a particular group of students.  We have indicated the **MUST START/END** dates to help you pace your instruction to allow all students to experience the same teaching and learning by key points in the year to accommodate students moving, assessment windows, and “fitting it all in.” |
| **And/**  **Or** | Look across the plan for the year and decide:   * to teach two shorter units, one after the other * to teach one longer unit * to integrate one of the units as a mini-unit somewhere between other units (e.g. a two-week poetry unit between narrative and information units) |
| **Begin right away!** | There is no reason to WAIT to start these units. The first units of study in both Reading and Writing Workshop assume it is the first few days of school. The best day to start teaching the routines for reading and writing is the first day of school! |
| **Mini-units** | Mini-units can be inserted at the end of longer units wherever you have time. For example, you may decide to insert a two-week poetry writing unit between *Narrative Craft* and *Journalism*, or between *Research-Based Argument Essays* and *The Lens of History*, or you may want to insert a mini-unit on fantasy writing before beginning *The Research-Based Argument Essay*, since students will have just read a great deal of fantasy in the reading workshop. It may also be a good idea to teach a mini-unit on text-based narrative writing between *Literary Essay* and *The Research-Based Argument* Essay to contrast text-based essays with text-based narratives. Similarly, you may decide to insert a two-week unit on punctuation in any of these places. For reading, you may wish to return to work with literature (including character and theme) between *Argument and Advocacy* and *Learning through Reading*. Other possibilities for mini-units in reading include a poetry analysis mini-unit, an author’s craft inquiry study, or a planning for summer reading unit. |
| **Choice** | Consider ways to allow students to choose the genre in which they write periodically. Perhaps a few days before a new unit of study, for the last two weeks of school, the first week of school, or the week after a vacation. Minilessons would focus on selecting an idea then matching it to an appropriate genre, trying a topic across different genres, keeping in mind all that students know about a particular genre, among others. |

**Additional Information About Specific Units**

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| ***Interpretation Book Clubs*** | This unit is designed to begin right at the beginning of the school year, building on all students have learned in kindergarten through grade 4 about character and theme. It also sets the grade 5 expectations for writing about reading nicely. Please see the page for this unit on the Literacy Coach website to support you in planning for this unit early in September. |
| ***Journalism*** | The new organization of this unit integrates feature articles and journalism. See your Literacy Coach for the User Guide that supports this unit. |
| ***Literary Essay: Opening Texts and Seeing More*** | This unit builds on students’ knowledge from the grade 4 literary essay writing unit and deepens students’ understanding. Because students use short, familiar texts about which to write, we highly suggest that you also spend time at the end of this unit engaging students in writing text-based fiction (alternate scenes, new endings, narrating from different perspectives), using some of the same texts about which students wrote literary essays. This will promote flexibility in text-based writing. |
| ***Unit of Choice*** | This is a nice opportunity to work with your Literacy Coach to develop a mini-unit to support your students’ needs. See the Mini-Units suggestions on page 2 of this document for ideas. During this time, you may also decide to teach a mini-unit entitled, *Strategies for Test-Taking*. This is an explicit way to teach students how to apply all that they have learned about reading and writing various genres and text types to formal testing situations. This can be integrated across the year or as a mini-unit in late March. |
| ***Learning Through Reading* and *The Lens of History: Research Reports*** | These two complementary units allow students to research and write about a social studies topic. You may want to insert a mini-unit in writing for the first week or so while you begin the unit in reading. This will give your students time to begin their research before beginning the writing about that research.  The instructional resources that provide guidance for these two units use the topic of **Western Expansion**, which is part of the MA Grade 5 Social Studies Standards. However, you may decide to adapt the mentor topic of these two units and use **the American Revolution** instead. A third option is to use the Teachers College User Guide to adapt this unit to the focus of the **Civil Rights Era,** which aligns with the forthcoming revised MA History and Social Science standards. The choice is yours. |
| ***Independent Writing Projects*** | This is a nice opportunity to provide students with choice about the type of writing they want to produce, given their message and audience. See the Literacy Coach website for suggestions on planning this unit, whether it is one, two, or three-week unit. |