



West Windsor-Plainsboro Regional School District
Reading
Grade 5

**Grade 5 Reading:
Interpretation Book Clubs:
Analyzing Themes**

Content Area: Language Arts

Course & Grade Level: English, Grade 5

Summary and Rationale

Fifth graders are experts in reading workshop – after all, this is their sixth year working in this structure! This unit asks our fifth grade students to take ownership of their intellectual engagement, and utilize all they’ve learned about reading fiction in order to grow their thinking – about themselves and the world – with more depth and sophistication than ever before. Starting with a focus on reader’s notebooks and moving quickly into book clubs, students will learn to utilize expository writing to explore their ideas (far beyond the “box” of a 5-paragraph essay!), and toggle back and forth between big general ideas and specific concrete details, all the while attending to literary language. In their book clubs, they will study and use the skills and strategies of interpretation: using the ideas of others as lenses, finding and evaluating evidence, and comparing and contrasting themes as presented across texts, noticing how the same theme can be developed differently depending on the authors’ purpose and approach. As Lucy Calkins says in her Orientation to this unit: “This is heady, intellectual work and [students] ... will be one step closer to understanding the intricate patterns and designs a writer quilts into his or her text.”

Recommended Pacing

September – October (approximately 30 days)

New Jersey Student Learning Standards

Standard RL.5 Reading: Literature

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Standard RF.5 Reading: Foundational Skills

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to literature.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.5 Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationship.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)

8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Interdisciplinary Standards Math	
5.MD.2	Represent and interpret data.
5.MP.2	Reason abstractly and quantitatively.
5.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers write fiction because they have a message to share. Readers have a responsibility to think deeply about the texts they read in order to better understand themselves and the world. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are the messages authors share through their fictional stories and characters? How do people read fiction to better understand the world and themselves? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Readers understand what the stories they are reading are really about by using comprehension strategies before, during and after they read. Fiction can reveal universal truths/themes, and readers must grow ideas by using schema and text evidence. Readers grow and test their ideas by engaging in conversations with partners. Students will be able to: <ul style="list-style-type: none"> Use a wide variety of comprehension strategies to deeply understand the fictional stories they read. Identify themes and universal truths communicated through fictional writing Participate in a deep and engaged way with reading partners. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes Notes from informal observations Student writing about reading Learning Progressions Student Checklists (e.g., self-assessments) 	
Resources	
Suggested Resources: Bomer, R., and Bomer, K. (2001). <i>For a Better World: Reading and Writing for Social Action</i> . Heinemann. Calkins, L. <i>The Art of Teaching Reading</i> . Heinemann. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i> . Heinemann. Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-8</i> . Heinemann. Calkins, L. et al. (2015). <i>Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5</i> . Heinemann. Calkins, L. & Marron, A. (2015). <i>Interpretation Book Clubs: Analyzing Themes</i> . Heinemann.	

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 5 Reading:
Tackling Complexity:
Moving Up Levels of Nonfiction**

Content Area: Language Arts

Course & Grade Level: English, Grade 5

Summary and Rationale

Building upon many years of working with nonfiction text, this unit will ask students to delve ever deeper in their understanding of the nuances of informational texts. Students will work to refine their ability to: identify topics and main ideas (and know the difference between the two!); notice the choices authors make in terms of craft and structural moves, and to analyze how those choices impact subtleties in the “slant” or message the author is trying to convey; identify connections that create cohesion within and across texts while incorporating domain-specific language as they provide evidence of their thinking; and deepen their understanding of the ways in which authors use the literacy device of comparing and contrasting ideas, but now thinking more closely about perspective, craft, structure, and content.

Recommended Pacing

October – November (approximately 25 days)

New Jersey Student Learning Standards

Standard RI.5 Reading: Informational Text

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topics or subject area.
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Standard RF.5 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to informational texts.
Standard SL.5 Speaking & Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker make san explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Interdisciplinary Connections	
5.MD.2	Represent and interpret data.
K.MP.2	Reason abstractly and quantitatively.
K.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Readers understand that nonfiction text is complex. Readers rely on strategies to tackle complex nonfiction text. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What strategies do proficient readers utilize to make meaning of complex nonfiction text? What are the ways in which nonfiction texts get more and more complex? 	
Objectives	
<p>Students will know:</p> <p>How the structures of nonfiction text affect complexity and therefore comprehension.</p> <ul style="list-style-type: none"> Readers use many strategies to deepen their understanding of complex nonfiction text. <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify structures of nonfiction text, and explain how they contribute to the author's slant or message. Use a variety of strategies to understand complex nonfiction text. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes Notes from informal observations Student writing about reading Learning Progressions Student Checklists (e.g., self-assessments) 	
Resources	
<p>Suggested Resources:</p> <p>Calkins, L. (2000). <i>The Art of Teaching Reading</i>. Heinemann.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction</i>. Heinemann.</p> <p>Calkins, L. et. al. (2015). <i>Tackling Complexity: Moving Up Levels of Nonfiction</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I. C. (2011). <i>The Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8</i>. Heinemann.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>	

**Grade 5 Reading:
Author Study:
Reading Like a Fan**

Content Area: Language Arts

Course & Grade Level: English, Grade 5

Summary & Rationale

“We are a nation of fans- sports fans, music fans, movie fans- you name it, we love it! This Author Study: Reading Like a Fan unit attempts to embrace the inner fan in all of us by channeling students to think about and study the authors they know and love. Specifically, students will identify one author that really speaks to them and then become an expert on everything that author has written both great and small. In the process, we hope that students continue to challenge themselves as readers, tackling more complex texts and moving up the levels of text difficulty, as well as develop social communities which motivate and drive students to succeed at becoming life-long readers.” (Calkins)

In the first bend of this unit, students will deepen their ability to read for both story elements and author’s craft. From there, they will move into a deeper dive into author’s craft, by doing some close reading and rereading of texts; pulling apart lines, paragraphs, and chapters; then dissecting and reconstructing new ideas about techniques such as the use of symbols or particular word choices. The unit ends as students are invited to become literary critics, working on cross-text synthesis and analysis of their author’s work. In this part of the unit, students will be identifying the ideas and/or topics that writers focus on and then grow theories about how texts are typical of, or a departure from, the author’s body of work.

Recommended Pacing

December – January (approximately 25 days)

New Jersey Student Learning Standards

Standard RL.5 Reading: Literature

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard RF.5 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to literature.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.5 Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationship.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Authors write fiction because they have a message to share. Readers have a responsibility to think deeply about the texts they read in order to better understand themselves and the world. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are the messages authors share through their fictional stories and characters? How do people read fiction to better understand the world and themselves? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Readers understand what the stories they are reading are really about by using comprehension strategies before, during and after they read. Fiction can reveal universal truths/themes, and readers must grow ideas by using schema and text evidence. Readers grow and test their ideas by engaging in conversations with partners. Students will be able to: <ul style="list-style-type: none"> Use a wide variety of comprehension strategies to deeply understand the fictional stories they read. Identify themes and universal truths communicated through fictional writing Participate in a deep and engaged way with reading partners. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes 	

- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Calkins, L. (2000). *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

Calkins, L. et al. (2015). *If...Then...Curriculum: Assessment-Based Instruction*. Heinemann.

Calkins, L. & Marron, A. (2015). *Interpretation Book Clubs: Analyzing Themes*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 5 Reading: Argument & Advocacy: Researching Debatable Issues	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>In addition to narrative texts, students enjoy and read expository and narrative nonfiction texts. Often, students find information on a topic of interest, starting by recording what they know, what they wonder about, and then progressing toward using tables of contents and other text features to read through a text, locating answers to their questions. Students then record and organize notes, and perhaps write an “all-about” informational text off those notes. Students also need to read a variety of expository and nonfiction texts – op-ed, feature story, nonfiction books – for the purpose of giving themselves over to those texts, reading them to learn what the author believes is important for them to know. This kind of nonfiction reading places an emphasis on determining importance, grasping the main idea and the supportive details, synthesis, summary, and reading to learn. This prioritizes the kind of reading that leads to learning concepts over the kind of reading that leads to finding facts. This work is best accomplished if students organize their reconstruction of text by using knowledge of text structures – expository, narrative nonfiction, and those that have hybrid structures. A second kind of reading that can be practiced with nonfiction text is “close reading,” reading in which students critically examine a text, especially through repeated readings. Readers examine the deep structures of a piece, looking for the way in which a text is organized; the precision of its vocabulary to advance concepts; its key details, arguments, and inferential meanings; consider the author’s purpose and how these ideas connect to other texts; and the ways the reader can consolidate this information to formulate opinions. The goal is for this work to facilitate end-of-the-unit reflection that supports and facilitates students’ thinking: “What do I know now that I didn’t know before reading this book/text?” and/or “How is my thinking different from reading this text?”</p>	
Recommended Pacing	
January – February (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RI.5 Reading: Informational Text	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topics or subject area.
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard RF.5 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to informational texts.
Standard SL.5 Speaking & Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

CRP5	Consider the environmental, social and economic impacts of decisions.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
5.MD.2	Represent and interpret data.
5.MP.2	Reason abstractly and quantitatively.
5.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers read complex nonfiction to be informed and active citizens. • Readers analyze a variety of arguments. • Readers communicate their viewpoints with provocative, debatable issues. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does a reader separate their opinion from a debatable claim? • How do readers use evidence to argue persuasively? • How do readers communicate their viewpoint on a debatable issue? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Readers evaluate an argumentative text. • Readers integrate information from several texts on the same topic in order to write or speak about the subject, and their opinion on the topic. • Readers debate issues they've researched. Students will be able to: <ul style="list-style-type: none"> • Use arguable text to evaluate a claim based on agency and activism • Analyze argumentative text • Research and communicate their opinion 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading • Learning Progressions • Student Checklists (e.g., self-assessments) 	
Resources	

Suggested Resources:

Calkins, L. (2000). *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

Calkins, L. et al. (2015). *If...Then...Curriculum: Assessment-Based Instruction*. Heinemann.

Calkins, L. & Hohne, K.B. (2015). *Argument and Advocacy: Researching Debatable Issues*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*. Heinemann.

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Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 5 Reading:
Reading in the Content Areas:
The Civil Rights Movement and the Continuing Fight for Equality

Content Area: Language Arts

Course & Grade Level: English, Grade 5

Summary and Rationale

This reading unit is designed to stand on the shoulders of the informational reading and social studies work your students have done all year. They will be asked to reach into their toolkits to refer to skills and strategies like: note-taking, main idea work, synthesis, analysis and critique, and merge them together as they read increasingly complex and nuanced texts.

The unit has three major parts. In Bend I of reading, students will work in research groups or clubs to read a variety of texts that overview a particular time in history (the unit is written around the content related to the Civil Rights Movement), so they come to understand the major events and significant players of the movement. Instruction will focus on transference of skills and strategies learned in previous information and argument reading units such as determining main ideas, summarizing texts, and discerning the meaning of unfamiliar vocabulary. Students will also learn and practice synthesizing across a variety of resources including texts, timelines, maps, and more. In Bend II, research groups study a subtopic within the movement. For the final Bend, students will look across texts and topics (in this case, groups of people fighting for equality) in order to see the similarities and differences between these groups. Fifth grade readers will deepen the level of their compare-contrast work, while also learning lessons from a comparative study of history.

Recommended Pacing

March – May (approximately 25 days)

New Jersey Student Learning Standards

Standard RI.5 Reading: Informational Text

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topics or subject area.
RI.5.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard RF.5 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.5 Writing	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading Standards to informational texts.
Standard SL.5 Speaking & Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.5 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP7	Employ valid and reliable research strategies.

CRP11	Use technology to enhance productivity.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
5.MD.2	Represent and interpret data.
5.MP.2	Reason abstractly and quantitatively.
5.MP.3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers read complex nonfiction to be informed and active citizens. • Readers analyze a variety of arguments. • Readers communicate their viewpoints on a variety of debatable issues. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do readers separate opinion from a debatable claim? • How do readers use evidence to argue persuasively? • How do readers communicate their viewpoints on a debatable issue? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Readers learn about a topic by raising questions and developing new ideas. • Readers let their questions drive their research. • Readers synthesize information by comparing and contrasting across multiple topics. Students will be able to: <ul style="list-style-type: none"> • Understand the big picture of a topic, and develop new ideas based on this knowledge. • Use their questions to narrow their research. • Make connections across multiple topics by comparing and contrasting different texts on the same topic, and/or comparing and contrasting information about related but different topics (e.g., the Civil Rights Movement and the Women's Rights Movement). 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading • Learning Progressions • Student Checklists (e.g., self-assessments) 	
Resources	
Suggested Resources:	

Calkins, L. (2000). *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

Calkins, L. et al. (2015). *If...Then...Curriculum: Assessment-Based Instruction*. Heinemann.

Calkins, L. & Hohne, K.B. (2015). *Argument and Advocacy: Researching Debatable Issues*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 5 Reading and Writing Combined: Test –Taking as a Genre

Content Area: Language Arts

Course & Grade Level: English, Grade 4

Summary and Rationale

Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.

Recommended Pacing

April – May (10-14 days)

New Jersey Student Standards

Standard RL.4 Reading: Literature

RL.5.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
RL.5.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.5.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.5.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.
RL.5.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Standard RI.4 Reading: Informational Text

RI.5.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.5.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.5.6	Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.5.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
Standard L.4 Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.
New Jersey Student Learning Standards for 21st Century Life and Careers	

Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> There are strategies for taking a standardized test in literacy. Test-takers apply what they know about reading and writing when taking a standardized test Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts. Test-takers have independent reading and writing lives outside of test-taking practice. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are the reading and writing strategies test-takers use to answer standardized test questions? How do test-takers monitor their work to successfully work within the given time constraints? How do test-takers use connections from their own lives to respond to a writing prompt? 	
Objectives	
Students will know: <ul style="list-style-type: none"> There are strategies test-takers have for answering multiple choice and open-ended questions. The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day. Test-takers continue to read independently in “just right book”, and write on self-selected topics, while practicing for the test. Students will be able to: <ul style="list-style-type: none"> Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions. Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions). 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Fountas & Pinnell reading assessment, scored and analyzed Conferring notes Notes from informal observations Student writing about reading Learning Progressions Student Checklists (e.g., self-assessments) 	

Resources

Suggested Resources:

Calkins, L. (2000). *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

Calkins, L. et al. (2015). *If...Then...Curriculum: Assessment-Based Instruction*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8*. Heinemann.

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<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 5 Reading: Fantasy Book Clubs: The Magic of Themes & Symbols	
Content Area: Language Arts	
Course & Grade Level: English, Grade 5	
Summary and Rationale	
<p>In this unit, students’ passion for fantasy reading will be harnessed to increase their facility with complex texts and to continue their collaborative interpretation skills in book clubs. Students will learn to pay close attention as they read, assuming that all details matter, accumulating and synthesizing a tremendous density of information. They will learn to read across their novels, noticing patterns, archetypes, and themes. They will learn academic language for the literary traditions of fantasy novels, helping them articulate their interpretations with literary conversations. Since fantasy novels are inherently complex, students will benefit from the intellectual support of book club conversations, learning to mine this social support to build collaborative interpretations.</p> <p><i>“Fantasy opens the door to experiencing the magic that is in the world around us and more importantly the magic in ourselves. As a genre, fantasy is about moving from our world into the world of experiences beyond. By tapping into those experiences, we come to know more about ourselves.” – T.A.Barron</i></p>	
Recommended Pacing	
May – June (approximately 35 days)	
New Jersey Student Learning Standards	
Standard RL.5 Reading: Literature	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Standard 3.5.Reading: Foundational Skills	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Standard 3.5.Writing	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature.
Standard 3.5.Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic of text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard 3.5.Language	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader-listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	

9.2.8.B.3	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • A recurring theme in fantasy texts is the struggle between good and evil. • Fantasy texts have particular attributes that define them and support their stories. • Fantasy texts often introduce readers to large, complicated themes that have recurred in human history and continue to be relevant today. • Reading is a social act; readers benefit from the intellectual support of book club conversations, and the collaborative interpretations that result. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is the essential goodness and courage of mankind portrayed in the fantasy genre? • How are the themes presented in fantasy texts relevant to our lives today? • What are the attributes of the fantasy genre? • How do book club conversations support readers' collaborative interpretations of their reading? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The attributes of the fantasy genre • Fantasy texts are often about the struggle between good and evil, and these struggles are relevant to our lives. • Book club members talk about their reading observations, expectations, and interpretations and in doing so, build collaborative interpretations of their reading <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about how understanding how "fantasy stories usually go" facilitates comprehension of those texts (including the accumulation and synthesis of the dense information found in fantasy novels, noticing patterns, archetypes, and themes) • Identify the themes present in fantasy texts and discuss their relevance to our lives today • Through collaborative interpretation in book clubs, increase their facility with complex fantasy texts, learning ways to talk and write more thoughtfully with increasing independence 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading • Learning Progressions • Student Checklists (e.g., self-assessments) 	
Resources	
<p>Suggested Resources:</p> <p>Calkins, L. (2000). <i>The Art of Teaching Reading</i>. Heinemann.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction</i>. Heinemann.</p>	

Calkins, L., Cruz, C & Ehrenworth, M. (2015). *Fantasy Book Clubs: The Magic of Themes and Symbols*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades 3-8*. Heinemann.

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