

Understanding by Design Launching Reading and Writing Workshop

Title of Unit	Launching Reading & Writing Workshop: A Lifelong Journey (“First 20 Days”) Highlighting Patricia Polacco “Author in Residence” Study of Craft	Grade Level	5
Curriculum Area	ELA	Time Frame	2-3 weeks
Developed By	WTS		
Identify Desired Results (Stage 1)			
Content Standards			
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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 (e.g., how characters interact).</p> <p>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.</p> <p>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 (e.g., how characters interact)</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>			

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. 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.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
2. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

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 (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Career Ready Practices

Critical Thinking and Problem Solving	Performance Expectation
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems

Educational Technology Standards:

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols

Enduring Understandings		Essential Questions	
Students will understand that...		Overarching	Topical
Readers and writers enrich their reading and writing lives by setting goals and implementing specific and varied reading and writing strategies, making relevant connections, and drawing on experiences to enhance interest, enjoyment, and synthesize information.		What reading strategies do I employ while reading?	What are the characteristics of an author? (Patricia Polacco)
Reading, writing, speaking and listening are forms of communication and self-expression.		What are my strengths as reader and writer and how can I improve?	How does the knowledge about an author's personal experiences impact the reading and interpretation of their work? (Patricia Polacco)
Grammar and the conventions of writing are important to strong communication.		What are the benefits for readers and writers to engage in collaborative conversations about text and their own writing?	Can I learn to improve as a reader and writer from an established writer? (Patricia Polacco)
		What part of the writing process do I do well? Where can I improve?	How does a writer's use of figurative language impact meaning? (Patricia Polacco)
		What purposes can reading and writing serve in the academic and personal life?	
		How does a writer's choice of words impact the audiences' experience?	

	How is Patricia Polacco’s style the same or different from other authors?	
Related Misconceptions (False; Truth)		
Fluent readers have strong comprehension; oftentimes readers may have difficulty synthesizing text and establishing meaning. There is only one right strategy to use for word attack and reading comprehension; multiple strategies are used for reading. Vocabulary/Grammar in isolation; vocabulary/grammar is taught within text and in context with style and content.		
Knowledge (Declarative) Students will know...	Skills (Procedural) Students will be able to...	
The definition and examples of genre The definition and examples of tone and mood The definition and examples of theme The similarities and differences between fiction and nonfiction text The similarities and difference between expository and narrative Successful readers and writers use effective strategies for understanding That writers write for different purposes and structures of text The purpose of using authors, such as Patricia Polacco, as examples for writing	Identify and utilize key reading and writing strategies. Identify and apply skills and strategies to various forms of text. Determine the meaning of words/phrases to establish meaning in text. Identify conventions of language (see grammar timeline).	
Assessment Evidence (Stage 2)		
Performance Task Description -		
	Formative: Running Records – With the data collected teachers can provide explicit small group instruction within the framework of reading workshop based on need. Protocol	

	<p>Reader's and Writer's Notebook/Prompts for Reflection – The students will write in response/reflection (prompts on page 285 <i>Fountas & Pinnell Guiding Readers and Writers</i>) to text and will be evaluated using a rubric for quality of responses and reflections on reading and writing. (<i>Fountas & Pinnell Guiding Readers and Writers</i> page 183)</p> <p>Grammar Notebook - The students will free write (with or without a teacher prompt) with a focus on fluency in writing and grammar in context. Assessment based on skill application of concept using the grammar timeline and grammar checklist. Student Reflection Tri 1 Student Reflection Tri 2 Student Reflection Tri 3 Teacher Checklist Tri 1 Teacher Checklist Tri 2 Teacher Checklist Tri 3</p> <p>Summative: <i>Words Their Way</i> Assessment</p> <p>Writing Benchmark #1 LAT Protocol</p>
Suggested Other Evidence	
<p>Anchor posters created by students</p> <p>Guided practice writing exercises for craft and style with checklists for skills (<i>Empowering Writers</i>) (Expository Rubrics) (Narrative Rubrics)</p> <p>Self-assess the responses within the reader's notebook (student checklist generated from model writing response)</p> <p>Continuous use of writer's notebook for student work</p> <p>Retellings (rubric Reading A-Z)</p> <p>Anecdotal notes</p> <p>Checklists for students and teachers (a variety of checklists and conference questions for reading)</p> <p>Student conferences (questions for discussion) or <i>Fountas and Pinnell Guiding Readers and Writers</i> pages 292-294</p> <p>LAT Reflection Sheet</p>	
Resources	
<p><i>Guiding Readers and Writers</i>, Fountas and Pinnell Chapter 9 Getting Started: The First 20 Days of Independent Reading (Guidelines for Reading Workshop)</p>	

Empowering Writers

[Expository](#) break down rubric

Patricia Polacco books

[Thank you, Mr. Falker](#)

Reading A-Z Running Records [Passages](#) and [Books](#)

[Retelling Rubric](#)

[Protocol](#)

Words Their Way [grade level expectations](#)

Learning Plan Guide (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Establish a reading and writing community by developing consistent routines and structures. Teacher feedback through conferences and small group instruction will encourage students to grow as readers and writers by building the structures for their literacy lives.
How will you hook students at the beginning of the unit?	High interest read-alouds using Patricia Polacco as an author in residence to provide inspiration and guidance for the school year.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Students will read and write every day. Students will listen and participate in reading using interactive read alouds and shared reading experiences to engage with text. Teachers will follow the <i>Empowering Writers</i> scope and sequence for genre review and genre structured lessons. Guidance for reading workshop is provided using <i>Fountas and Pinnell Guiding Readers and Writers First 20 Days</i> .
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	Students will reflect and rethink using a reader's notebook and will rehearse, revise, and refine their writing in a writer's notebook. Through collaborative discussions and small group instruction, students will learn to independently use the strategies and techniques of readers and writers.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Self-assessment will occur in the beginning of the unit and after discussion and sharing of work using rubrics for feedback.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	The learning plan will be tailored based on student interest and reading level. Through small group instruction, teachers will meet the needs of the individual student using explicit teaching of skills using <i>Fountas and Pinnell Guiding Readers and Writers</i> .

How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?		The “first 20 days of school” will be used to organize and structure the expectations and routines for the school year. Student engagement is centered on text and genre study. Readers and Writers Workshop structure optimizes student/peer and student/teacher interaction with text and each other.		
#	Lesson Title	Lesson Activities	NJ Student Learning Standards	Resources
1	Getting Started (Please refer to Chapter Nine - pages 142-162 Getting Started: The First 20 Days of Independent Reading)	<p>Management Mini Lessons: Establish the reading and writing workshop atmosphere in the classroom</p> <p>Use Chapter 9 <i>Fountas and Pinnell Guiding Readers and Writers</i></p> <p>Self assessment</p> <p>Talking about books (ideas)</p>	RL 3.1, RI 3.5 RI 3.1, RI 3.5 W 3.2 SL 3.1	<i>Fountas and Pinnell Guiding Readers and Writers Grades 3-6</i> Chart paper, markers Various books from classroom library Reader’s & Writer’s Notebook
**	Administer Running Record	Reading and Writing Workshop: Start with Fiction RR		Protocol
2	Narrative vs. Expository Genre Review Reading for Understanding	<p>Writing: Review Genre using EW Diamond and Pillar Review</p> <p>Review yesterday’s genre lesson for reading; discuss that the writing is also classified into genres.</p> <p>When we are writers or we are talking about the writing we are looking at the type of writing the author is writing. In fiction text we see narrative writing. In nonfiction text we will find expository writing. How do we know the difference?</p> <p>Follow EW sequence for genre review and analysis.</p>	RL 3.4 RI 3.4 L 3.3 L 3.4	<i>Empowering Writers</i> Resource Materials for genre review Reader’s Notebook

3	Introduce Patricia Polacco as our author in residence for the school year	<p>Patricia Polacco: Author in Residence</p> <p>Explain to students that we will learn about writing through the work of Patricia Polacco all year.</p> <p>Begin author study with background on Patricia Polacco.</p> <p>Read excerpts from <i>a favorite book</i></p> <p>Read short pieces of different books to share and create excitement for author study.</p> <p>Point out the structure of her text. Review any characters and the feelings the writer showed in the details Discuss the</p> <p>Read like a writer: While students are reading in reading workshop today, students should search for similar writing characteristics as highlighted from Margie Palatini. For example, select one character and describe how he or she is feeling. How do you know? What did Margie do to make you understand this character's feelings?</p> <p>Independent Reading; Teacher may continue to assess reading using running records and/or conferences</p>	<p>RL 3.1, RL3.5 RL 3.9 W 3.3 W 3.4 SL 3.2</p>	Grammar Timeline (see Patricia Polacco's book titles for reference)

		<hr/> <p>Writing Workshop:</p> <p>Students may begin to write a narrative from knowledge of narrative techniques from previous year. This will serve as a formative assessment.</p>		
4.	Strategy Instruction: Retell including story elements	<p>Reading and Writing Workshop:</p> <p>Teacher Read Aloud: .book selection of your choice</p> <p>Mini Lesson: Retell <i>What do you include?</i></p> <p>As you are reading today, think about retelling this part of your book to someone else...</p> <p>Story Elements: Who were the character(s)? Where did the story take place and what was the time period? (setting) What went wrong? (conflict) What are some important events that led up to the problem? How was it solved?</p> <p>Model a retell with sentence stems or transition words The characters in this story were.... It took place.... The major problem was... First,</p>		Retelling Rubric (Reading A-Z)

		Next, Then, After that..., Finally, I was surprised when.... I liked the part when....		
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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development