Module Title / Learning Segments	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Notes
Module 1: Becoming a Close Reader and Writing to Learn	Through close reading, interpretation, and analysis of fiction and nonfiction texts,you show your understanding of various themes as well as identify the narrator's point of view. You will support your answers with text-based evidence and restate answers in your own words. Refer to specific details in the text when you are finding the similarities and differences between two or more characters, setting, or events. You will tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.You will write narratives to develop real or imagined experiences or events. After researching informational texts on a specific content, you will write narrative essays that describe how a character in the novel responds to the focus of the theme. **Focus Standards** **CC.1.2.5.A** - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. **CC.1.2.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.2.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.3.5.A** - Determine a theme of a text 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. **CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. **CC.1.3.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.3.5.E** - Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **CC.1.3.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.4.5.M** - Write narratives to develop real or imagined experiences or events. **CC.1.4.5.N** - Orient the reader by establishing a situation and introducing a narrator and/or characters. **CC.1.4.5.O** - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. **CC.1.4.5.P** - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. **Important Standards** **CC.1.1.5.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

Module Title / Learning Segments	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Notes
		ACCESS the Module 1 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16426	
Identifying Main Idea	In this lesson, you will create meaning from informational and literary text and discover what the text is really about through identiftcation of main ideas. (CC.1.2.5.A)	READ the article and use the five finger organizer to find the main idea and details.	https://newsela.com/articles/schoollunch-fail/id/6186/ PDF: ELA G.5 Main Idea	Main Idea and Details Free App: http://www.happyfrogapps.com/app/main-idea-1/
		READ the story and HIGHLIGHT the main idea in yellow and the details in blue.	PDF: ELA G5 M1 - The Best Dancer	
		TAKE the quiz on main idea and details.	http://www.softschools.com/quizzes/language_arts/main_idea/quiz1510.html	
Analyzing Multiple Accounts of the Same Event or Topic	In this lesson, you will identify specific examples from text to note important similarities and differences in the point of view, theme, character development, and events. (CC.1.2.5.D)	WATCH the Story House to review how to compare and contrast.	http://youtu.be/Fh3h8UUZZHE	
		READ the two short Cinderella stories. COMPARE and CONTRAST them using the Venn diagram.	PDF: ELA G5 M1-Cinderella	
		WRITE a modern Cinderella story. COMPARE and CONTRAST your story to the previous Cinderella stories. ADD your information to the Venn diagram.	PDF: ELA G.5 M1 - 3 Story Organizer	
		BLOG the similarities and differences of your Cinderella story.	http://www.readwritethink.org/files/resources/interactives/storymap/	Sample Blog Website: http://kidblog.org/home/
Determining Theme	In this lesson, you will use details in the text to identify the theme, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. (CC.1.3.5.A)	LEARN how to identify the theme of a story.	https://learnzillion.com/lessons/924-determine-the-theme-of-a-story	
		LEARN about theme and WATCH "For the Birds." FOLLOW the prompts to the Prezi and IDENTIFY the themes that match the first film.	http://prezi.com/jomflhvhej5t/?utm_campaign=share&utm_medium=copy&rc=ex0share PDF: ELA G.5 M1 - Common Themes	
		WATCH the final two films, "Dug's Special Mission," and "Partly Cloudy." RECORD and SELF-CHECK your answers.	https://prezi.com/	

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		SELECT a theme from the common themes list. Create a comic strip on your theme including two or more characters.	PDF: ELA G.5 M1 - Common http://www.readwritethink.org/files/resources/interactives/comic/ https://www.bitstrips.com/create/comic/	
Comparing and Contrasting Literary Elements	In this lesson, you will compare and contrast two or more characters, settings, events, and theme in poetry, drawing on specific details in the text. (CC. 1.3.5.C)	READ the two poems, "Snowball" and "The Diving Board."	https://shelsilversteinpoems.wordpress.com/	
		COMPARE and CONTRAST the snowball with the diving board.	https://www.gliffy.com/uses/venn-diagram-software-template/	
		CHOOSE a poem to read.	http://www.poetry4kids.com/readinglevel	DISCUSS your poem with a peer.
		COMPARE and CONTRAST your poems.	http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf	USE the T-Chart.
Recognizing Multiple Viewpoints	In this lesson, you will read to compare and contrast the different points of view represented in texts on the same topic. (CC.1.3.5.D)	READ about author's viewpoint.	http://www.learner.org/jnorth/tm/ReadStrat9.html	
		READ both articles on the topic of school uniforms. HIGHLIGHT the main ideas and the details that support each author's view point on the topic.	http://www.teenink.com/opinion/all/article/63606/An-Argument-Against-School-Uniforms/ http://www.teenink.com/opinion/school_college/article/309720/The-Importance-of-School-Uniforms/	Use graphic organizer if needed to compare and contrast articles.
		WATCH the debate: "Television is a Bad Influence." RECORD notes on each position.	http://youtu.be/Vv1S9QPblv0	View: Teaching Tips for How to Hold a Class DebateRead more http://www.ehow.com/info_8150764_teaching-tips-hold-class-debate.html/ View: http://www.federle.org/How%20To%20Hold%20a%20Class%20Debate.pdf For resources to connect to other classrooms consider: Skype in the classroom, EdModo, Voice Thread, or Google collaborative
		INVITE another classroom to participate in a debate about the same topic.		Sample topic: Should school be year round?
		RECORD different points of view.	http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf	USE a T-Chart to record each team's point of view.

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		COMPARE and CONTRAST the similarities and difference of opinion.	https://www.gliffy.com/uses/venn-diagram-software-template/	
		RECORD the debate and post it to a website for others to view and comment.	http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf	USE your iPad to record the debate.
Understanding Literary Structure	In this lesson, you will explain how chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. (CC.1.3.5.E, CC.1.3.5.F)	LEARN how a series of chapters, scenes, or stanzas make up a structure of a literary work.	https://prezi.com/rplw8ot1ssvu/rl-55-explain-how-a-series-of-chapters-scenes-or-stanzas/	For More Information: http://www.flocabulary.com/fivethings/
		LISTEN to the interactive story and COMPLETE the Test Your Skills section.	http://www.learner.org/interactives/story/	
		WRITE a story incorporating story elements and structure as you participate in Round Robin Suspense.	http://www.eduplace.com/activity/suspense.html	
		CREATE suspense story. USE iMovie trailer to tell your story.	https://www.apple.com/mac/imovie/	For Tips and Help with iMovie: https://www.youtube.com/watch?v=APQhVuQXiuM Example Rubric for Grading: http://iweb.tntech.edu/jwendt/3010/docs/iMovieRubric.pdf
Writing Narratives	In this lesson, you will use narrative techniques such as dialogue, description, style and pacing to develop experiences and events or show the responses of characters to situations. (CC.1.4.5.M, CC.1.4.5.N, CC.1.4.5.O, CC.1.4.5.P)	READ the personal narrative writing example.	http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative	
		READ the narrative prompts.	http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm	114 different prompts for students to choose from.
		CHOOSE a topic and write a narrative essay.	http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm Narrative Structure & Organizer: https://www.sbcc.edu/clrc/files/wl/downloads/StructureofaPersonalNarrativeEssay.pdf http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative	
		CREATE an iMovie of your final narrative.	Rubric: http://iweb.tntech.edu/jwendt/3010/docs/iMovieRubric.pdf	

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Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)	Students read literary non-fiction and informational text. They interpret text structure and analyze elements that contribute to the meaning, tone, or beauty of a text. Students draw from multiple sources to demonstrate the ability to locate text based evidence to answer questions or solve problems efficiently. Students continue to develop narratives based on real or imagined experiences or events. They will introduce a narrator and/or characters; while including techniques such as dialogue, description, style, and pacing to develop their ideas. After researching informational text, students gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources. **Focus Standards** **CC.1.2.5.E** - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). **CC.1.2.5.G** - 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. **CC.1.3.5.E** - Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **CC.1.3.5.G** - 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). **CC.1.4.5.M** - Write narratives to develop real or imagined experiences or events. **CC.1.4.5.N** - Orient the reader by establishing a situation and introducing a narrator and/or characters. **CC.1.4.5.O** - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. **CC.1.4.5.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. **CC.1.4.5.W** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **Important Standards** **CC.1.1.5.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.2.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.2.5.J** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **CC.1.2.5.L** - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. **CC.1.3.5.A** - Determine a theme of a text 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. **CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. **CC.1.3.5.I** - 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 and tools. **CC.1.3.5.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.4.5.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.5.X** - Write routinely over extended time frames (time for research, reflection, and revision)				

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		ACCESS the Module 2 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16577		
Identifying Text Structure	In this lesson, you will learn the importance of identifying text structure. (CC.1.2.5.E)	REVIEW informational text features.	http://ferguson.dadeschools.net/Faculty/Literacy/2011-2012/Text_Features_Chart.pdf		
		LOCATE informational text features in a textbook.	File PDF - ELA M2 - Scavenger Hunt		
		SELECT two features of informational text. EXPLAIN what they are and why are they useful	http://ferguson.dadeschools.net/Faculty/Literacy/2011-2012/Text_Features_Chart.pdf		
		CREATE an Aurasma using one of your selected features. EXPLAIN where to locate it and why it is important.	http://www.aurasma.com/#whats-your-aura	Tips and Directions on Aurasma: https://www.youtube.com/watch?v=GBKy-hSedg8	
Respondng with Text Based Evidence	In this lesson, you will use information from multiple print or digital sources to answer questions or to solve problems efficiently. (CC.1.2.5.G)	LEARN how to use information from multiple print or digital sources to answer questions or to solve problems efficiently.	http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=185		
		ANSWER the question: Why do geese fly in a V formation?	http://tweentribune.com/article/tween56/why-do-geese-fly-v-formation/	USE information from multiple print and digital resources to answer the question	
			http://www.huffingtonpost.com/2014/01/16/why-birds-fly-in-v-formation_n_4609100.html		
			https://youtu.be/dXL5M30A_sg		
		RECORD information from the multiple sources that will help answer the question: Why do geese fly in a V form?	http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_023.pdf	USE the "Question and Answer" graphic organizer to record your information.	
		EXPLAIN how multiple resources helped to answer the question: Why do geese fly in a V form?	http://explaineverything.com/		
Understanding Structure of Dramatic Script	In this lesson, you will examine how a series of chapters, scenes or stanzas fits together to provide the overall structure of a drama (CC1.3.5.E)	IDENTIFY the characteristics of drama.	http://www.slideshare.net/heyitsmebianca/esai-lopena		
		CHOOSE a reader's theatre from the provided list. PERFORM the Reader's Theatre.	http://www.teachingheart.net/readerstheater.htm		
		CREATE an alternate ending to the drama/play that you performed using the storyboard app.	http://generator.acmi.net.au/storyboard https://itunes.apple.com/us/app/storyboards/id392533504?mt=8	Example Rubric for Storyboard https://edorigami.wikispaces.com/file/view/storyboard+rubric.pdf	
		CREATE an iMovie using your storyboard to present your alternate ending. SHARE your iMovie with classmates.	http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com		
Analyzing Visual and Multimedia Elements	In this lesson, you will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (CC.1.3.5.G)	READ the passage "The Forest of Quaking Trees" and watch the multimedia presentation.	http://mhschool.com/lead_21/grade5/ccslh_g5_rl_1_3a.html		
		COMPARE and CONTRAST how the visual and multimedia elements contribute to the text.	http://www.classtools.net/education-games-php/venn_intro		

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		READ the graphic novel and LISTEN to the multimedia presentation. Then COMPLETE the practice exercises for each.	mhschool.com/lead_21/ grade5/ ccslh_g5_rl_1_3a.html		
		READ "The Giving Tree." Use the organizer to record how the author in both versions of the story illustrate meaning, mood, and tone.	http:// www.brainpickings.org/ index.php/2011/09/20/ shel-silverstein-every-thing-on-it-giving-tree-animated/		
		LISTEN and watch the animated version of "The Giving Tree."	PDF: ELA G.5 M2 - Multimedia Organizer	Use the organizer to record how the author in both versions of the story show meaning, mood, and tone.	
		RETELL "The Giving Tree," using an expressive tone.		USE a multimedia source of your choice to record your retell.	
Writing Narratives	In this lesson, you will write narratives and implement techniques such as dialogue. (CC. 1.4.5.M, CC.1.4.5.N, CC.1.4.5.O, CC.1.4.5.S)	LEARN how an author uses dialogue in narrative writing.	http://youtu.be/ nThZkIsa5po		
		EDIT the dialogue in the passage to make it correct.	File PDF: ELA G.5 M2 - Dialogue in Writing	PUNCTUATE the dialogue correctly and record it on your answer sheet.	
		REWRITE the dialogue of your favorite comic strip in a narrative story.	http://www.kidsites.com/ sites-fun/comics.htm		
		WRITE a narrative piece using dialogue about a chance encounter between two people.	http:// wilsonms.mysdhc.org/ teacher/4761bellis/ Chance %20encounter.pdf		
Gathering Research	In this lesson, you will learn how to gather relevant information from print and digital sources and summarize or paraphrase information. (CC.1.4.5.W)	LEARN about summarizing.	http://youtu.be/-E9V1D2OLkw		
		REVIEW the guidelines for reliable sources.	http:// www.readwritethink.org/ files/resources/ lesson_images/ lesson149/ ElectronicSources.pdf		
		EVALUATE the relevance of a non-fiction book using the organizer.	http:// www.readwritethink.org/ files/resources/ lesson_images/ lesson147/ NonfictionBooksEval.pdf		
		SUMMARIZE a chapter or section of the non-fiction book using the graphic organizer.	File PDF: ELA G.5 M2 - Summarizing Organizer		
		READ the fiction story.	File: ELA G5 M2 - A Kid in a Candy Store		
		COMPLETE the summarizing pyramid.	File: ELA G.5 M2 - Summarizing Pyramid		
		SUMMARIZE and CREATE a visual representation of a Newsela article.	https:// www.newsela.com/	PRESENT it to classmates.	

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Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)	Through close reading, explanation, and examination of fiction and nonfiction texts, students cite text based evidence to identify facts, definitions, concrete details, quotations, and examples related to the topic. Students draw from the information to form logical ideas and connections. Students continue to develop their writing skills by drawing from multiple sources in order to locate text based evidence to demonstrate their understanding of a topic. They write informational text examining a topic with clear and direct ideas and information. Students thoroughly develop their writing through the introduction of a topic. They maintain a clear focus by utilizing facts, definitions, details, quotations, and examples. Students enhance their writing through awareness of style, precise vocabulary, and conventions. After researching informational text, students gather relevant information from print and digital sources, thusly summarizing or paraphrasing in their writing and providing a list of sources.
	
	Focus Standards
	CC.1.2.5.G - 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.
	CC.1.2.5.I - Integrate information from several texts on the same topic to demonstrate understanding of that topic.
	CC.1.4.5.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
	CC.1.4.5.B - Identify and introduce the topic clearly.
	CC.1.4.5.C - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
	CC.1.4.5.D - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
	CC.1.4.5.F - Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
	CC.1.4.5.E - Write with an awareness of style.
	   • Use precise language and domain-specific vocabulary to inform about or explain the topic.
	   • Use sentences of varying length.
	CC.1.4.5.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
	CC.1.4.5.W - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	
	Important Standards
	CC.1.1.5.E - Read with accuracy and fluency to support comprehension:
	   • Read on-level text with purpose and understanding.
	   • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	   • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CC.1.2.5.F - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
	CC.1.2.5.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
	CC.1.2.5.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
	CC.1.3.5.A - Determine a theme of a text 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.
	CC.1.3.5.C - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
	CC.1.3.5.I - 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 and tools.
	CC.1.3.5.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.				

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		Access the Module 3 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16576		
Answering Questions Using Evidcnce From Text	In this lesson, you will draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently. (CC. 1.2.5.G)	REVIEW the features of non-fiction text.	http://ferguson.dadeschools.net/Faculty/Literacy/2011-2012/Text_Features_Chart.pdf		
		SELECT a passage to read.	File PDF: Finding Text Evidence	ANSWER the comprehension questions using evidence from the text.	
		READ the passage "Two Days with No Phone."	http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf	CITE evidence from the text to ANSWER the questions.	
Understanding Informational Text	In this lesson, you will integrate information from several texts on the same topic to demonstrate understanding of that topic (CC1.2.5.I)	LEARN about integrating information from several texts on the same topic to demonstrate understanding of that topic.	https://www.youtube.com/watch?x-yt-cl=84503534&x-yt-ts=1421914688&v=ryi_UUjsv5s		
		READ the articles.	http://animals.nationalgeographic.com/animals/reptiles/galapagos-tortoise/	HIGHLIGHT the important information.	
		CREATE a T-chart to compare and contrast the two articles.	http://mvyps.org/~Kim_Munn/Graphic%20Organizers.pdf		
		SHARE the information you found about your topic.	https://prezi.com/	several texts on the same topic to demonstrate understanding of that topic	
Writing Informational/ Explanatory Text	In this lesson, you will write informative/explanatory texts to introduce and examine a topic, convey ideas with a clear focus, and develop the topic with facts, definitions, qoutations, etc. (CC.1.4.5.A, CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E)	LEARN about expository writing.	http://youtu.be/YpCzBdWdpTs		
		READ the article, "How to Make a Sun Print."	http://www.timeforkids.com/files/homework_helper/aplus_papers/HowtoArticleSampler.pdf		
		WRITE an expository essay on how to cook your favorite food.	http://www.timeforkids.com/files/homework_helper/aplus_papers/HowtoOrganizer.pdf	PLAN your writing with the organizer.	
		CREATE a "how to" iMovie with your writing.	http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com		
Integrating Information from Multiple Sources	In this lesson, you will learn how to integrate information from several sources (digital and print) on the same topic to demonstrate understanding. (CC. 1.4.5.W)	FIND and INTEGRATE three different sources to complete the Bio-Cube planning sheet.	http://www.readwritethink.org/files/resources/interactives/cube_creator/media/planning_bio.pdf		
		CREATE a Bio-Cube on your well-known person using the information you researched.	http://www.readwritethink.org/files/resources/interactives/cube_creator/		
		CREATE a timeline to show the important events of your well-known person's life.	Read Write Think - Timeline App.		

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/	Notes
Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)	Through close reading, explanation, and analysis of fiction and nonfiction texts, students cite text based evidence to correctly quote what the text says clearly and make inferences. Students draw from the information and inferences to form opinions. Students continue to develop their writing skills by drawing from multiple sources in order to form an opinion. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students develop their opinions by grouping related opinions, facts, and details. Students enhance their writing through an awareness of style, accurate vocabulary, and conventions. **Focus Standards** **CC.1.2.5.E** - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). **CC.1.2.5.I** - Integrate information from several texts on the same topic to demonstrate understanding of that topic. **CC.1.3.5.B** - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. **CC.1.3.5.G** - 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). **CC.1.4.5.G** - Write opinion pieces on topics or texts. **CC.1.4.5.H** - Introduce the topic and state an opinion on the topic. **CC.1.4.5.I** - Provide reasons that are supported by facts and details; draw from credible sources. **CC.1.4.5.J** - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. **CC.1.4.5.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. **CC.1.4.5.W** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **Important Standards** **CC.1.1.5.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.2.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.2.5.J** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **CC.1.2.5.L** - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. **CC.1.3.5.A** - Determine a theme of a text 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. **CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. **CC.1.3.5.I** - 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 and tools. **CC.1.3.5.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.4.5.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.5.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,				

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/	Notes
		Access the Module 4 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16578		
Understanding Text Structure	In this lesson, you will use text structure to gain an understanding of text. (CC.1.2.5.E)	LEARN how to identify text features.	https://www.youtube.com/watch?v=PrubY7WD9yQ		
		READ about each of the seven types of text structures.	http://www.ereadingworksheets.com/text-structure/patterns-of-organization/		
		IDENTIFY the text structure with the appropriate graphic organizer.	http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf		
		ASSESS your understanding of text structure.	http://www.ereadingworksheets.com/text-structure-worksheets/text-structure-quiz-form-a.pdf		
Using Mulitple Resources to Gain Understanding	In this lesson, you will combine information from several texts on the same topic to show understanding of that topic. (CC.1.2.5.I)	REVIEW the essential features of informational text and how they help you understand the text.	https://www.youtube.com/watch?v=qbuJA3bYkcY		
		EXPLAIN the relationship between historical events and historical figures using specific details from the text.	1. Going West" from Children of the Wild West by Russell Freedman (Scholastic,1992) pages 13-24. 2. "Adventures on the Upper Missouri" from An Indian Winter by Russell Freedman (Scholastic, 1992) pages 5-17.	Any 2 resources that can be compared will suffice- these are offered as examples/suggestions	
		COMPARE experiences of historical figures in the West.	http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension	This site contains a list of organizers available for download.	
		DESCRIBE the relationship between historical events and historical figures.	https://itunes.apple.com/us/app/imovie/id408981434?mt=12	Cite specific details from the texts. USE iMovie to record your description.	
Understanding Text	In this lesson, you will cite text based evidence to demonstrate understanding of what the text says explicitly and make inferences (CC.1.3.5.B)	LEARN about different types of bridges.	File: Let's Learn About Bridges ppt. Name The Bridge.docx		
		DETERMINE the type of bridge in the presentation.	File: What Kind of Bridge ppt Name That Bridge.docx		
		FIND an example of each kind of bridge.	https://kidskonnect.com/science/bridges/		
		SELECT one bridge to explain using text information in your explaination.	File: Bridge Building Scenario.Docx		
Analyzing Digital and Print Resources	In this lesson, you will examine how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (CC.1.3.5.G)	ANALYZE how visual and multimedia elements affect your understanding.	https://www.youtube.com/watch?v=LVDxL0sHiXs		
		CREATE a graphic organizer that contrasts the different tones in "Lion King" and "Frozen."	https://www.youtube.com/watch?v=9eD2UpdhbwA		
		ANALYZE the elements of a graphic novel and how the media affects a story.	http://mhschool.com/lead_21/grade5/ccslh_g5_rl_1_3a.html		
		WRITE your own graphic novel.	File: Graphic Novel Creation Directions PDF		
Writing an Opinion	In this lesson, you will learn about how to write opinion pieces: introducing a clear topic; organizing and providing reasons that are supported by facts and details; grouping related opinions, facts, and details; and providing a sound conclusion. (CC. 1.4.5.G, CC.1.3.5.H, CC.1.3.5.I, CC.1.3.5.J)	COMPARE fact versus opinion.	Base Camp File - PPT Fact or opinion		

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/	Notes
		CHOOSE a topic and create a padlet with a statement about that topic.	https://padlet.com		
		WRITE a comment on the padlets of classmates: use yellow post for opinion, blue for fact.	https://itunes.apple.com/us/app/padlet/id834618886?mt=8		
		WRITE and RECORD a public service announcement to convey your opinion about the topic.	https://itunes.apple.com/us/app/imovie/id408981434?mt=12		
Drawing Evidence	In this lesson, you will draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing. (CC. 1.4.5.S)	READ about economic connections from many places.	http://teacher.depaul.edu/Documents/FromManyPlacesnonfiction5thgrade.pdf	UNDERLINE important information int he text.	
		IDENTIFY the topic and key details about the reading selection.	https://www.eduplace.com/graphicorganizer/pdf/spider.pdf		
		COLLECT evidence about economic connections from other sources.	http://teacherweb.com/CA/DWLong/schoolhomepage/ReadytoUseNonFictionGraphicOrganizerswit.pdf	USE the Main Idea/Details Organizer to record your evidence.	
		DISCUSS your collected evidence with a peer.		EXPLAIN how your evidence supports your main idea.	
Gathering Facts	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources (CC.1.4.5.W)	Choose a Revolutionary War character and read about his/her life.	http://www.libertyskids.com/arch_who_tjefferson.html		
		FIND two digital sources and two print sources about the Revolutionary War character and use the biography organizer to keep information.	File PDF - Biography Organizer		
		CREATE a trading card about your Revolutionary War character.	http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html		
		CREATE a Thinglink with links of video clips of your summary, notes and sources.	https://www.thinglink.com Rubric: http://www.spokaneschools.org/cms/lib/WA01000970/Centricity/Domain/1393/Thinglink%20Rubric.pdf		

Module Title	Message	Assignment / Call to Action (200 Character	Resource / URL	Info about the URL (published on the "i"	Notes
Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)	Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to form opinions. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions. Focus Standards **CC.1.2.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.2.5.G** - 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. **CC.1.2.5.H** - Determine how an author supports particular points in a text through reasons and evidence. **CC.1.2.5.I** - Integrate information from several texts on the same topic to demonstrate understanding of that topic. **CC.1.4.5.G** - Write opinion pieces on topics or texts. **CC.1.4.5.H** - Introduce the topic and state an opinion on the topic. **CC.1.4.5.I** - Provide reasons that are supported by facts and details; draw from credible sources. **CC.1.4.5.J** - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. **CC.1.4.5.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. **CC.1.4.5.W** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **Important Standards** **CC.1.1.5.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.2.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.2.5.J** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **CC.1.2.5.L** - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. **CC.1.3.5.A** - Determine a theme of a text 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. **CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. **CC.1.3.5.I** - 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 and tools. **CC.1.3.5.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.4.5.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.5.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. **CC.1.5.5.A** - Engage effectively in a range of collaborative discussions on grade level topics and				

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Module Title	Message	Assignment / Call to Action (200 Character	Resource / URL	Info about the URL (published on the "i"	Notes
		Access the Module 5 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16579		
Analyzing Point of View	In this lesson, you will analyze multiple accounts of the same event or topic to determine how authors support a particular point of view. (CC.1.2.5.D)	LEARN about analyzing point of view.	https://learnzillion.com/lesson_plans/7586-analyzing-point-of-view#fndtn-lesson	https://www.teacherspayteachers.com/Product/Authors-Point-of-View-Graphic-Organizer-981139	
		READ the original "The Three Little Pigs" or watch the video of the story.	https://itunes.apple.com/us/book/three-little-pigs/id502460414?mt=11 http://youtu.be/wXcccTEY6h4		
		USE the Analyzing Point of View Text graphic organizer to analyze story events.	http://www.cobblearning.net/drivercatalano/files/2013/03/Common-Core-Reading-Graphic-Organizers-1lfchyj.pdf		
		READ the story "The True Story of the Three Little Pigs."	http://www.mw.k12.ny.us/webpages/ademattos/files/true%20story%20of%20the%20three%20little%20pigs.pdf	Teachers will need a copy of the original Three Little Pigs and The True Story of Three Little Pigs.	
		COMPARE and CONTRAST events of both stories you read to determine how the authors support their different points of view. (what is alike or unlike) using a Venn diagram.	http://www.classtools.net/education-games-php/venn_intro	USE a Venn Diagram to display your comparing and contrasting.	
Using Text Based Evidence	In this lesson, you will draw on information from multiple print and digital sources to provide text based evidence to answer questions or to solve problems efficiently. (CC.1.2.5.G)	LEARN about text features and need for text based evidence to answer questions.	http://youtu.be/wBkXfxEXZC0		
		READ "Why do we love junk food?"	http://tweentribune.com/article/tween56/why-do-we-love-junk-food/		
		GATHER information from other sources to help you answer the question.	http://englishlinx.com/cgi-bin/pdf_viewer.cgi?script_name=%2Fpdf_common_core%2FInfo-Print-Digital-ELA-Literacy.RI.5.7.pdf&x=93&y=8		
		ANSWER the question and SHARE it with your peers.	http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com	SUPPORT your answer by referencing your sources. USE iMovie to share your answer with your peers.	
Gathering Information	In this lesson, you will combine information from several texts on the same topic to demonstrate understanding. (CC.1.2.5.I)	BRAINSTORM what you know about Christopher Columbus.	http://www.readwritethink.org/files/resources/interactives/kwl_creator/	USE the KWL Chart creator to record your information.	
		SEARCH for information about Christopher Columbus.	http://www.readwritethink.org/files/resources/lesson_images/lesson126/scavenger.pdf		
		BUILD a timeline of key dates or events in Columbus' life.	http://www.readwritethink.org/files/resources/interactives/timeline_2/	REFER to your Scavenger Hunt information.	
		REPORT what you learned about Christopher Columbus.	http://www.readwritethink.org/files/resources/lesson_images/lesson126/report.pdf		
		SHARE what you learned with your peers.		EXCHANGE your writing with a peer.	
Writing Opinion Pieces	In this lesson, you will write well organized opinion pieces that introduce a clear topic and provide reasons supported by facts and details. (CC.1.4.5.G)	LEARN how to write opinion pieces that can be supported by facts.	https://learnzillion.com/lesson_plans/6573#fndtn-lesson		
			http://youtu.be/efYhMxCm7sc		

Module Title	Message	Assignment / Call to Action (200 Character	Resource / URL	Info about the URL (published on the "i"	Notes
		THINK about the question: "Should the school year be longer?"			
		LIST pros and cons to extending the school year.	http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html		
		DISCUSS your pros and cons with a peer.			
		PLAN your opinion piece.	http://www.scholastic.com/teachers/sites/default/files/posts/u133/pdfs/oreo_writing_planner_colored_blue_1.pdf	USE the OREO graphic organizer.	
		WRITE an opinion piece taking the opposite viewpoint about a longer school year.	https://itunes.apple.com/us/app/pages/id361309726?mt=8		
Drawing Evidence from Texts	In this lesson, you will display evidence from literary or informational texts to support analysis, reflection, and research in narrative writing. (CC.1.4.5.S)	WATCH the lesson on how to add details to a story map.	https://learnzillion.com/lesson_plans/6269#fndtn-lesson		
		WATCH the lesson on how to draft the beginning of a story.	learnzillion.com Enter the code (LZ2208) above in any search field.	Students can access the video immediately by following these steps (no login required)	
		DRAFT an alternate beginning to the poem "The Star."	https://itunes.apple.com/us/app/pages/id361309726?mt=8		
Doing Research	In this lesson, you will engage in research to recall relevant information from experiences or gather relevant information from print and digital sources. (CC.1.4.5.W)	GATHER relevant information from print and digital sources about a topic you are studying in Social Studies.	http://betterlesson.com/lesson/resource/2724746/greatest-hits-the-day-you-were-born?from=resource_image		
		SUMMARIZE the information you gathered.	https://www.youtube.com/watch?v=SYLxIudVQnA	REVIEW how to write a quality summary. USE Pages to summarize your information.	
			https://itunes.apple.com/us/app/pages/id361309726?mt=8		
		SHARE your summary with a peer.			

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Module 6: Gathering Evidence and Speaking to Others	Through close reading, explanation, and examination of fiction and nonfiction texts, students form meaning of their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to demonstrate understanding and form opinions. Students thoroughly develop their opinions through group discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They improve their writing through an awareness of style, precise vocabulary, and conventions. **Focus Standards** **CC.1.2.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.2.5.I** - Integrate information from several texts on the same topic to demonstrate understanding of that topic. **CC.1.3.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.4.5.G** - Write opinion pieces on topics or texts. **CC.1.4.5.H** - Introduce the topic and state an opinion on the topic. **CC.1.5.5.A** - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. **Important Standards** **CC.1.1.5.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.2.5.F** - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **CC.1.2.5.J** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **CC.1.2.5.L** - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. **CC.1.3.5.A** - Determine a theme of a text 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. **CC.1.3.5.C** - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. **CC.1.3.5.I** - 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 and tools. **CC.1.3.5.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.4.5.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.5.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. **CC.1.5.5.F** - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **CC.1.5.5.G** - Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.				
		Access the Module 6 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16580		

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
Examining Point of View	In this lesson, you will examine multiple accounts of an event or topic to determine important similarities and differences in the point of view. (CC.1.2.5.D)	REFRESH your knowledge about author's purpose and point of view.	PDF: Point of View PPT		
		READ the two opinion articles about school lunches.	http://www.teenink.com/opinion/school_college/article/220449/School-lunches/ https://newsela.com/articles/healthylunch-procon/id/5197/		
		COMPARE and CONTRAST both authors' point of view about the topic.	http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html		
		PRESENT the authors' point of view.	https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8	USE the Puppet Pal app to create your presentation.	
Using Text Based Evidence	In this lesson, you will draw on information from multiple print and digital sources, to show the ability to give text based evidence to answer questions or to solve problems efficiently (CC.1.2.5.G)	LEARN how to find credible sources on the web.	PDF: Wading through the Web		
		LOCATE answers to a teacher made question using a variety of print and digital sources.	http://www.fcrr.org/studentactivities/C_024c.pdf	Suggested question: Why is it important to vote?	
		ANSWER a teacher made question using four different digital sources. CITE your sources on the organizer.	http://www.readwritethink.org/files/resources/lesson_images/lesson983/organizer-form.pdf		
			http://www.readwritethink.org/files/resources/lesson_images/lesson983/checklist.pdf		
		COMPLETE the assessment using the information from the powerpoint and what you have learned in class.	http://www.readwritethink.org/files/resources/lesson_images/lesson983/student.pdf		
			http://www.readwritethink.org/files/resources/lesson_images/lesson983/checklist.pdf		
Determining Author's Point of View	In this lesson, you will determine how an author supports particular points in a text through reasons and evidence. (CC.1.3.5.D)	REVIEW author's point of view and evidence.	Learnzillion Video:https://learnzillion.com/lessons/2055-analyze-how-an-author-develops-and-supports-his-claims-with-evidence		
		WATCH author's point of view and PRACTICE throughout the video on identifying evidence.	http://mrslorber.weebly.com/elacc4ri8-reasons-and-evidence-to-support-points-in-a-text.html		
		READ the editorial on school uniforms. IDENTIFY the author's opinion and how it is supported.	http://www.heraldnet.com/article/20120904/OPINION01/709049983 More Article Resources: http://www.youngzine.org/		
		ADD the author's opinion and your opinion to the class voice thread.	https://itunes.apple.com/us/app/voicethread/id465159110?mt=8		
Gathering Information to Gain Understanding	In this lesson, you will include information from several texts on the same topic to demonstrate understanding. (CC.1.2.5.I)				
		PRACTICE locating information in different texts on the same topic.	http://www.teach-nology.com/worksheets/research/do_the/3_6/ver2/		

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		CHOOSE a topic of interest. LOCATE three or more texts to find information about your text.		USE resources from the library or elibrary.	
		LOCATE topic related information in the various selected texts.	PDF: Animal Research Organizer	USE the graphic organizer to record your findings on the organizer.	
		SHARE the information.	http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com	USE iMovie trailer to share your topic.	
Writing Opinion Pieces	In this lesson, you will write organized opinion pieces that introduce a clear topic, provide reasons that are supported by facts and details from credible sources in an orgniazed manner, and provide a conclusion. (CC.1.2.5.G, CC.1.2.5.H)	REVIEW the characteristics of editorial writing.	http://www.slideshare.net/dre1881/editorial-writing-elementary		
		READ the sample editorial.	PDF:Editorial Example		
		ANALYZE and RECORD your findings about the editorial using the graphic organizer.	Graphic Organizer: PDF: Editorial Analysis		
		READ an editorial article from the NY Times in which there is more than one solution.	http://www.nytimes.com/pages/opinion/nyregionopinions/index.html		
		ANALYZE the author's point of view and the evidence used to support the opinion.	Graphic Organizer: PDF: Editorial Analysis		
		WRITE a newspaper editorial on the counter argument of the author using the editorial you chose from the NY Times.	http://portfolio-jorge-baier.wikispaces.umb.edu/file/view/Graphic+Organizer.pdf	REFER to USE the Newspaper Editorial Outline document to organize your editorial. REFER to the document Strong Persuasive Words to enhance your editorial.	
			http://www.cpalms.org/uploads/Resources/final/47810/Document/11769/Strong%20Words%20for%20Persuasive%20Writing.pdf		
		PLAN to submit your editorial to the NY Times Editorial contest (This is an annual contest).	http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you/?_r=0		
Gathering Evidence	In this lesson, you will draw evidence from literary or informational texts to support your examinations, reflections, and research in narrative writing	READ the Story "Leonardo's Horse."	http://staff.kcsd.org/~kfigueroa/Reading/Lesson_9_files/lesson9.pdf	As you read, ANALYZE the character traits of Leonardo.	
		IDENTIFY the various traits of Leonardo Da Vinci.	http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf	RECORD the various traits of Leonardo Da Vinci on the character map.	
		WRITE a bio poem of Leonardo Da Vinci reflecting his character attributes.	PDF: Bio Poem Template PDF: Bio Poem Planning Sheet		
		CREATE a "fakebook page" or a "Wordle" describing Leonardo Da Vinci.	Fakebook: http://www.classtools.net/FB/home-page		
			http://www.wordle.net/		
Gathering Research	Recall important information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources	PRACTICE finding important facts in a passage.	http://www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.html	DO the"Fact Frenzy" activity.	
		REFRESH **your** knowledge about plagiarism.	www.indiana.edu/~wts/pamphlets/plagiarism.shtml		

Module Title	Message	Assignment / Call to Action (200 Character Max)	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Notes
		PRACTICE turning notes from nonfiction passages into your own words.	PDF: ELA Notes & Quotes 1 PDF: ELA Notes & Quotes 2		
			http://www.fcrr.org/studentactivities/C_019c.pdf		
		PRACTICE making fact fragments found in the sample nonfiction passages into complete sentences.	PDF: ELA Notes & Quotes 3		
		READ the Newsela article.	PDF: ELA Article Yosemite Fox	SUMMARIZE it using the main idea and key details.	
			PDF: ELA Summarizing Organizer		

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Module 7: Literary Analysis	Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. They use their understandings to analyze the similarities and differences of multiple viewpoints. Students draw on the information from multiple sources to demonstrate understanding and form opinions. Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions. **Focus Standards** **CC.1.2.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.2.5.G** - 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. **CC.1.2.5.H** - Determine how an author supports particular points in a text through reasons and evidence. **CC.1.2.5.I** - Integrate information from several texts on the same topic to demonstrate understanding of that topic. **CC.1.3.5.D** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **CC.1.4.5.G** - Write opinion pieces on topics or texts. **CC.1.4.5.H** - Introduce the topic and state an opinion on the topic. **CC.1.5.5.A** - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. **Focus Standards** **CC.1.2.5.L** - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. **CC.1.4.5.T** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CC.1.4.5.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
		Access the Module 7 ELA Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16581		
Examining Point of View	In this lesson, you will examine multiple accounts of the same event or topic, while focusing on important similarities and differences in the point of view they represent. (CC. 1.2.5.D)	LEARN how to analyze multiple points of view.	PDF - Analyzing Point of View PPT		
		PRACTICE analyzing point of view.	http://mhschool.com/lead_21/grade5/ccslh_g5_ri_2_2d.html Resources for Multiple Accounts of Events: http://www.loc.gov/		
		INTERVIEW someone ten years or more older about a memorable school event.	http://www.readwritethink.org/files/resources/interactives/compcontrast/map.html		
		SELECT a peer as a partner for the next activity.			
		COMPARE and CONTRAST your first day of fifth grade to the person you have chosen.	http://www.readingquest.org/pdf/compare.pdf		
		CREATE a podcast of both of your accounts of the first day of fifth grade.	http://www.schrockguide.net/uploads/3/9/2/2/392267/evalpodcast.pdf		
Gathering Information from Sources	In this lesson, you will combine information from several texts on the same topic to demonstrate understanding of that topic. (CC.1.2.5.I)	SELECT a country in the world that you would like to visit.		Teacher should provide various texts for students.	
		USE a variety of text to RESEARCH and IDENTIFY the country's tourist areas.	http://www.enchantedlearning.com/graphicorganizers/geography/	RECORD your research on your country on the graphic organizer.	
		USE your research information to CREATE a travel brochure for your country.	http://www.readwritethink.org/files/resources/lesson_images/lesson961/Rubric.pdf	USE your research information in your travel brochure.	
			https://www.canva.com/create/brochures/		
Providing Text Based Evidence	In this lesson, you will use information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently. (CC.1.2.5.G)	CREATE a KWL chart to introduce a new topic of the teachers choice.	http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html	Teacher's choose a topic of interest. (For example, Titanic, space, American Revolution).	
		SELECT a question related to a topic of interest to you from Tween Tribune.	http://tweentribune.com/		
		RESEARCH various print and digital sources to answer the topic question.	http://www.middleweb.com/13302/supporting-rigor-students-special-need/	RECORD your research findings.	
		CREATE questions that you still what to know about your topic.	https://www.pinterest.com/pin/88242473923419933/		
		PRESENT your research and questions to your peers.	Use Keynote, iMovie, or Slide Shark http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com		

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Determining Author's Use of Reasoning and Evidence	In this lesson, you will determine how an author supports particular points in a text through reasons and evidence. (CC.1.2.5.H)	REVIEW point of view.	http://education-portal.com/academy/lesson/point-of-view-first-second-third-person.html		
		WATCH Martin's Big Words	http://www.teachertube.com/video/martins-big-words-77151		
		DESCRIBE how a narrator or speaker's point of view influences how the events are described.	https://itunes.apple.com/us/app/voicethread/id465159110?mt=8 , ELA G5 M7 - Character Web		
		WATCH "The Story of Ruby Bridges."	http://youtu.be/dYM-72AftEo		
		CREATE a character trait and evidence analysis using the notes written during the reading (video) describing how a narrator's or speaker's point of view influences how the events are described.	ELA G5 M7 - Character Web		
		RESEARCH a topic of study.	http://tweentribune.com/		
		DISCUSS with a peer how a narrator's or speaker's point of view influences how events are described.			
		ILLUSTRATE the narrator's point of view by creating a movie trailer for the book or article.	http://www.apple.com/ios/imovie/?cid=wwa-us-kwg-features-com		
Writing Opinion Pieces	In this lesson, you will write organized opinion pieces that introduce a clear topic, provide reasons that are supported by facts and details from credible sources to support the opinion, and provide a conclusion. (CC.1.4.5.G, CC.1.4.5.H)	ACTIVATE your prior knowledge of animal adaptations and habitats.	http://www.discovery.com/tv-shows/north-america/videos/fox-dives-headfirst-into-snow/ http://www.discovery.com/tv-shows/north-america/videos/clever-dolphins-hunt-together/		
		RESEARCH the habitat of your animal using digital and text sources.	Example Outline: http://www.cpalms.org/uploads/Resources/final/47810/Document/11939/Example%20Habitat%20Research%20Outline.pdf	Teacher should provide a variety of text resources for students.	
		RECORD your information on the habitat organizer.	Blank Outline: http://www.cpalms.org/Uploads/resources/47810/1/7/docs/Habitat%20Research%20Outline.pdf		
		USE your habitat organizer to WRITE an opinion letter to convince a fictional nature show producer to film a commercial in your habitat.	Interactive Persuasive Map: http://www.readwritethink.org/classroom-resources/student-interactives/ Persuasive Words: http://www.cpalms.org/Uploads/resources/47810/Assessment/FormativeAssessment/docs/Strong%20Words%20for%20Persuasive%20Writing.pdf		
		SHARE your letter with your peers.	Example Persuasive Letter: http://www.cpalms.org/uploads/Resources/final/47810/Document/11940/Example%20Letter.pdf Rubric: http://www.cpalms.org/Uploads/resources/47810/1/6/docs/Opinion%20Paper%20Rubric.pdf		
Collaborating with Others	In this lesson, you will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing your own clearly (CC.1.5.A)	READ "Kenya to Kabul: 15 Classrooms Around the World."	http://www.takepart.com/photos/classrooms-around-world/schools-around-the-world	IDENTIFY similarities and differences between the different locations and classrooms.	
		WATCH a video segment "Japanese Classroom" to learn about Ken, a six-year old boy from Japan, and his first day of school.	http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.japanclass/a-look-at-a-japanese-classroom/		
		COMPLETE the first column of the Education Around the World handout.	ELA G5 M7 - Education Around the World		
		WATCH a video segment about a Kenyan classroom.	http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.kenyaclass/a-look-at-a-kenyan-classroom		
		COMPLETE the first column of the Education Around the World handout.	ELA G5 M7 - Education Around the World		
		COMPARE and CONTRAST similarities and differences about environment..	ELA G5 M7 - Comparing Classrooms		
		COLLABORATE with another classroom to discuss how they spend their typical day in the school and find out other schools typical day in the school.	https://education.skype.com/		

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		CREATE a Prezl showcasing the similarities and differences between the classrooms environments.	https://prezi.com/	Be sure to include the Japanese and Kenyan classrooms in your comparison.	