

Unit #1B: Getting Ready: Launching the Writing Workshop

Unit Focus

Teachers will introduce foundational structures, routines, and expectations associated with the fifth grade writer as well as the establishment of the writing workshop. Following the balanced literacy model as defined in the PWCS Instructional Framework, students will learn the systems that will become ongoing structures in the classroom for the school year. The teaching of the management of these established systems will allow for students to see themselves as a community of learners and to view themselves as writers. Initially, this time is spent establishing tools and procedures such as the writer's notebook to establish writing ideas to come back to across the year, the writer's folder which will hold ongoing process writing pieces, and other writing tools. Teachers will want to use this time to do on-demand writing to assess what their students know about writing. Teachers will use these sample writings in conjunction with the PWCS Writing Continuum and the VDOE SOL Curriculum Framework to identify teaching points that will drive instruction. Following the gradual release model, teachers will model and support writers in the stages of the writing process, including planning, drafting, revising for descriptive language and varied sentence structure, editing and publishing. For students requiring additional support in writing composition, teachers may consider helping students to tell stories, which will allow them to continue to work on the sequence of stories and get them to realize that what we say will match what we write. In this early unit, teachers can begin the process of writing by engaging students in storytelling and the use of mentor texts. Utilizing *mentor texts** during the writing workshop helps students learn to generate ideas and take risks to become different writers tomorrow than they are today.

**Mentor texts* are pieces of literature that the teacher and student can return to and reread for many different purposes throughout the year. They are texts that can be studied and imitated which will help students feel more comfortable when trying out new strategies and formats.

Suggested Duration: 4 to 6 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Oral Literacies

5.1 The student will use effective oral communication skills in a variety of settings.

- g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
- h) Work respectfully with others and show value for individual contributions.

Reading

5.4 The student will expand vocabulary when reading.

- f) Develop and use general and specialized content-area vocabulary through speaking, listening, reading, and writing.

Writing

5.7 The student will write in a variety of forms to include narrative, descriptive, expository and persuasive.

- a) Engage in writing as a process.
- b) Select audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Introduce and develop a topic incorporating evidence and supporting details.
- e) Organize information to convey a central idea.
- f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
- g) Write a clear topic sentence focusing on the main idea.
- i) Write multi-paragraph compositions.
- l) Revise writing for clarity of content using specific vocabulary and information.

5.8 The student will self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing and Standard English.

- a) Use plural possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
- j) Use correct spelling of commonly used words.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting

English Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 Writers use the work of other authors to experiment and learn how to write using varied genres.</p> <p>U2 Writers focus on the components of the composing and written expression domains when writing.</p> <p>U3 Writers are aware of audience and purpose when writing.</p> <p>U4 Writers use the writing process.</p> <p>U5 Different forms of writing have different characteristics and formats.</p> <p>U6 Writer’s notebooks are used to collect student quick writes to develop into published pieces.</p> <p>U7 Writer’s folders are used to keep pieces of writing that go through all stages of the writing process.</p> <p>U8 Writers choose a “small moment” from an important event in their lives to write narratives.</p> <p>U9 Writers can share stories orally as “storytellers” to help organize and develop writing.</p> <p>U10 Writers revise their writing with support from others.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 How can I use mentor texts to learn how to experiment in my writing with language and genres of writing?</p> <p>Q2 How can I use the domain features of composing and written expression to help focus my writing?</p> <p>Q3 Why do I need to be aware of audience and purpose in my writing?</p> <p>Q4 How does following the steps in the writing process help to improve my writing?</p> <p>Q5 How can recognizing the characteristics of narrative writing help to develop my writing product?</p> <p>Q6 Why do I use a writer’s notebook?</p> <p>Q7 Why do I use the writer’s folder?</p> <p>Q8 How do I know a “small moment” is compelling enough to write about?</p> <p>Q9 How can sharing my story as a “storyteller” help me to organize and develop my writing?</p> <p>Q10 Why is it helpful to have others help revise my writing?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 Reading mentor texts supports writing in various genres and to experiment with different styles of writing.</p> <p>K2 The composing and written expression domain features help to focus writing.</p> <p>K3 Selecting the audience and purpose is part of developing and organizing writing.</p> <p>K4 How to use the writing process to help support and improve writing.</p> <p>K5 A writer should organize an event sequence that unfolds naturally, use transition words and phrases, use narrative techniques (e.g., dialogue, description, and pacing to develop experiences or characters, and provide a conclusion).</p> <p>K6 The difference between the writer’s folder and the writer’s notebook and when to use each one.</p> <p>K7 A writer chooses a “small moment” from an important event in their lives.</p> <p>K8 Storytelling is a way to help organize and develop writing.</p> <p>K9 Revising to clarify ideas with others is part of the writing process.</p> <p>Key vocabulary Narrative, writing process, prewriting, drafting, revising, editing, publishing, writer’s notebook, storytelling, mentor text</p>	<p>Students will be able to: <i>Work with the writing process to communicate: draft, compose, review and publish writing.</i></p> <p>5.1</p> <p>S1 Collaborate with diverse teams while respecting individual contributions. (5.1g,h)</p> <p>S2 Work independently on group-related tasks. (5.1g,h)</p> <p>5.4</p> <p>S3 Develop and use general and specialized content-area vocabulary through speaking, listening, reading, and writing. (5.4f)</p> <p>5.7</p> <p>S4 Write focusing on the composing domain features of central idea, organization, unity, and elaboration. (5.7)</p> <p>S5 Write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety. (5.7)</p> <p>S6 Use mentor texts as an example of writing. (5.7)</p> <p>S7 Engage in writing as a process. (5.7a)</p> <p>S8 Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience. (5.7b)</p> <p>S9 Focus, organize, and elaborate to construct an effective message for the reader. (5.7 b,d,e,f)</p> <p>S10 Use a variety of prewriting strategies. (5.7c)</p> <p>S11 Include supporting details that elaborate the main idea. (5.7d,e)</p> <p>S12 Select specific information to guide readers more purposefully through the piece. (5.7d,e)</p> <p>S13 Purposefully select language to demonstrate an awareness of the intended audience. (5.7d)</p> <p>S14 Write multiparagraph compositions focused on a central idea, organizing related information in paragraphs. (5.7e,i)</p> <p>S15 Recognize different forms of writing have different patterns of organization, such as narrative, in which a writer should organize an event sequence that unfolds naturally, use transition words and</p>

	<p>phrases, use narrative techniques, such as dialogue, description, and pacing to develop experiences or characters, and provide a conclusion. (5.7f)</p> <p>S16 Write a clear topic sentence focusing on the main idea. (5.7g)</p> <p>S17 Revise writing by consulting with peers or adults. (5.7l)</p> <p>S18 Clarify writing when revising. (5.7l)</p> <p>5.8</p> <p>S19 Use plural possessives, (e.g., “The books’ covers are torn.”). (5.8a)</p> <p>S20 Punctuate apostrophes in contractions (e.g., isn’t), and possessives (e.g., Jan’s) correctly. (5.8a)</p> <p>S21 Punctuate quotation marks with dialogue correctly. (5.8e)</p> <p>S22 Punctuate commas (e.g., items in a series, to set off the words yes and no, and to indicate direct address [“Is that you, Zoe?”]) correctly. (5.8f)</p> <p>S23 Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie”). (5.8f)</p> <p>S24 Use a comma to separate an introductory element from the rest of the sentence. (5.8f)</p> <p>S25 Use correct spelling of commonly used words. (5.8j)</p>
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Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 For this task, you may select a topic to write about. Choose a writing style (expository, narrative persuasive, opinion) that you enjoy. After you decide on a topic, create a plan and write a draft. Revise your piece to include descriptive language and sentence variety. Proofread your writing to check for punctuation, grammar, capitalization, and spelling. (5.7a-g,i,l)</p> <p>Teacher Notes: At this point, students are not expected to show mastery of the writing process. Students are learning that writing is an ongoing process that involves prewriting, revision, editing, and composition of a final draft. The evaluation of writing should be done with a focus on content rather than format or output.</p> <p>Teachers should take into consideration the individual needs of all students, in particular EL, SPED and advanced, when determining scaffolds for student success. For example, students with an English Language Proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizer, and native language peers as supports; ELP Level 3 & 4 in writing domain could use sentence frames, graphic organizer, and peers as supports.</p>	<p>O1 Writing conference notes to address the strengths and weaknesses of writing</p> <p>O2 Graphic organizers used to plan and organize writing</p> <p>O3 Composed piece which includes the organizational pattern of beginning, middle, and end</p> <p>O4 Narrative writing from personal experience</p> <p>O5 Use of an editor’s checklist to edit a peer’s writing</p> <p>O6 Individual writers’ notebooks</p> <p>O7 Cross-curricular writing</p> <p>O8 Evidence of steps of the writing process</p> <p>O9 PWCS K-5 Writing Continuum</p> <p>O10 Quick writes</p> <p>O11 VDOE Local Alternative Assessments for 5th Grade</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match. Additionally, the resources linked below provide opportunities and strategies for teachers to plan for a variety of rich oral and written experiences.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

- L1** Set up rules and procedures for writers' workshop such as, atmosphere, finding just-right seating for independent writing, setting up and navigating the writer's notebook and writers' folders, taking notes, expectations for small and whole group instruction, and expectations for independent and collaborative work.
- L2** Model generating a list of ideas for writing to refer to when you get stuck on chart paper. Students should create their own writing idea lists in their writer's notebooks to refer to during work time throughout the year.
- L3** Model composing, using domain features of central idea, organization, unity, and elaboration. Provide an anchor chart for students to refer to throughout the year and writing process.
- L4** Model written expression using domain features of word choice, specific vocabulary, tone, voice, and sentence variety. Provide an anchor chart for students to refer to throughout the year and writing process.
- L5** Use mentor texts as an example of writing to guide students as they are becoming a writer and using the domain features of composing and written expression. Provide an anchor chart for students to refer to throughout the year and writing process.
- L6** Lead students in the writing process. Review pre-writing strategies, composing, first draft, revising to final copy. Provide an anchor chart for students to refer to throughout the year and writing process.
- L7** Review a variety of prewriting strategies. (e.g., brain storming, mind mapping, listing, questioning, and or free writing). Provide multiple graphic organizers to allow student choice.
- L8** Guide students in producing a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
- L9** Model for students how to focus, organize, and elaborate to construct an effective message for the reader. Provide an anchor chart for students to refer to throughout the year and writing process.
- L10** Introduce how to include supporting details that elaborate the main idea. Refer students to readers notebook notes on main idea and supporting details
- L11** Introduce how to purposefully select language to demonstrate an awareness of the intended audience. Provide an anchor chart for students to refer to throughout the year and writing process.
- L12** Guide students in writing a composition focused on a central idea, organizing related information in paragraphs.

- L13** Model using mentor text, how to write a clear topic sentence focusing on the main idea. Provide an anchor chart for students to refer to throughout the year and writing process.
- L14** Introduce students to revising procedures. Provide a check list or graphic of the steps.
- L15** Guide students into the revising stage using the procedures that were given in earlier learning to consult with peers or adults.
- L16** Model for students using an example, how to clarify writing when revising. Provide an anchor chart for students to refer to throughout the year and writing process.
- L17** Confer with students as they work to plan and draft a piece of writing to place in their writer’s folder.
- L18** Using authentic mentor texts, and explaining how it impacts craft model for students how to punctuate:
- a. the use of plural possessives (e.g., “The books’ covers are torn.”),
 - b. apostrophes in contractions (e.g., isn’t), and possessives (e.g., Jan’s) correctly,
 - c. quotation marks with dialogue correctly,
 - d. commas (e.g., items in a series, to set off the words yes and no, and to indicate direct address (e.g., “Is that you, Zoe?”) correctly,
 - e. using a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie”), and
 - f. using a comma to separate an introductory element from the rest of the sentence.
- L19** Using authentic, connected text, guide students as they work to expand knowledge of words and their features.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Writing Instruction Resources:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml

PWCS Resources

PWCS Instructional Framework

PWCS Phonics, Phonemic Awareness and Word Study Resource

PWCS Research Strand Support Document (2017 SOLs)

PWCS K-5 Writing Continuum

PWCS Language Arts Website

Additional General Resources to Support Writing Workshop:

The Art of Teaching Writing - Lucy Calkins

Mastering the Mechanics - Linda Hoyt

Writing Essentials – Regie Routman

Writing Units of Study - Lucy Calkins

How's It Going?: A Practical Guide to Conferring with Student Writers – Carl Anderson

A Teacher's Guide to Writing Conferences – Carl Anderson

Being a Writer - Center for the Collaborative Classroom

Cracking Open the Authors Craft - Lester Laminack

Writers are Readers – Lester Laminack & Reba Wadsworth

The Writing Strategies Book – Jennifer Serravallo

Writing Workshop: The Essential Guide – Ralph Fletcher and Joanne Portalupi

Mechanically Inclined – Jeff Anderson

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction; and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____

Date: _____

Performance Task Description: _____

Unit: _____ Standards: _____

3-5 Language Arts Performance Task Assessment Rubric

Level of Mastery	Grade Scale	Report Grade	Teacher Description of Performance	Student Statement of Performance
Above Standard (Advanced-High)	3.50-4.0	A	In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught and I'm right about those connections.
Above Standard (Advanced-Low)	3.30-3.49	B+	In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections.
Meets Standard (Proficient-High)	2.50-3.29	B	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
Meets Standard (Proficient-Low)	2.30-2.49	C+	No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes.	I know (and can do) all the easy parts, and some (but not all) of the harder parts.
Approaching Standard (Basic-High)	1.50-2.29	C	No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes.	I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts.
Approaching Standard (Basic-Low)	1.30-1.49	D+	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.	I know (and can do) some of the easier parts, but I make some mistakes.
Beginning (Below Basic-High)	0.50-1.29	D	With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, I know (and can do) some of the harder parts and some of the easier parts.
Well Below (Below Basic-Low)	0.00-0.49	F	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	With help, I know (and can do) some of the easier parts but not the harder parts.

Grade 5 Unit 1B Guidance Document

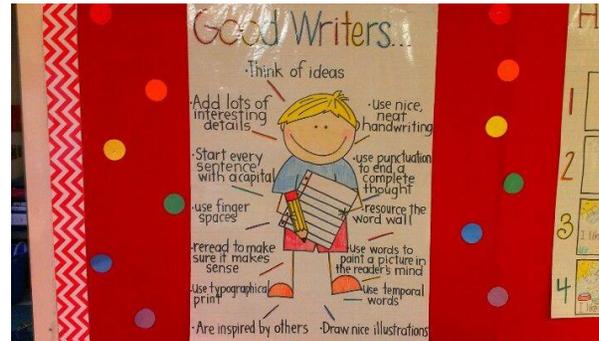
Composing / Written Expression	Usage and Mechanics
<p style="text-align: center;">Above Standard</p> <p>In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u></p> <ul style="list-style-type: none"> • Demonstrates consistent focus on a topic • Shows clear awareness of audience. • Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas, or events, though some lapses may be evident. • Includes multiple sentences of various lengths and structures, resulting in a rhythmic flow, though rhythm may be diminished by an inconsistency of sentence variety. 	<p style="text-align: center;">Above Standard</p> <p>In addition to advanced-low level performance, in-depth inferences and application that go beyond what was taught.</p> <ul style="list-style-type: none"> • Use well-crafted transitions to support pace and flow of the writing. • Consistently maintain verb tense within paragraphs. • Consistently revises own work. • Consistently spells frequently used sight words and base words. • Writes complete sentences.
<p style="text-align: center;">Meets Standard</p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • Demonstrates reasonable focus on a topic or emerging expression of multiple related ideas. • Show limited awareness of audience. • Organizes ideas inconsistently, with limited evidence of relationship between ideas or events. • Consistently includes sentences of various lengths and structures, resulting in a rhythmic flow. 	<p style="text-align: center;">Meets Standard</p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • Consistently maintains subject/verb agreement. • Consistently revises on own through writing process. • Uses adverbs, often incorrectly. • At times misspells irregular plurals. • Consistently use periods, exclamation marks, and question marks as end marks in a conventional way.
<p style="text-align: center;">Approaching Standard</p> <p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Limited focus on a narrowed topic. • May write for self rather than an audience. • Has basic organizational plan (B-M-E) but may jump from point to point. • Contains a variety of sentence lengths and structures, resulting in some rhythmic flow. 	<p style="text-align: center;">Approaching Standard</p> <p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Uses past and present verb tense; may have major lapses • At times, spells irregular plurals. • Uses adjectives correctly in sentences. • At times uses variety in sentence structure. • Uses range of descriptive words to enhance meaning.
<p style="text-align: center;">Beginning</p> <p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Focus on a broad, general topic. • Writes for self. • Has limited organizational plan. • At times, sentences of various lengths and structures are limited; for example a paper of mostly short (length) simple (structure) sentences, (<i>I went home. I got a drink. I ate a snack.</i>) 	<p style="text-align: center;">Beginning</p> <p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • At times, maintains subject/ verb agreement. • At time, punctuates, which causes several fragments and run-ons. • At times misspells common sight words. • Uses simple and some complex plurals. • Uses indentation or spacing to set off paragraphs.

5th Grade Resources

[What is mood?](#)

[TedxKids- Blank Page](#)

[How to write a novel.- Tedx](#)



5th Grade Mentor Text

Unit	Title, Author
1A	<ul style="list-style-type: none"> • <i>Probuditi!</i>, Chris Van Allsburg • <i>Each Kindness</i>, Jacqueline Woodson • <i>The Legend of Rock Paper Scissors</i>, Drew Daywalt • <i>Giraffe Problems</i>, Jory John • <i>Little Red Writing</i>, Joan Holub
1B	<ul style="list-style-type: none"> • <i>Owl Moon</i>, Jane Yolan • <i>Name Jar</i>, Yangsook Choi • <i>Wonderstruck</i>, Brian Selznick • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce
2A	<ul style="list-style-type: none"> • <i>Verdi</i>, Janell Cannon • <i>The Invincible Boy</i>, Trudy Ludwig • <i>After the Fall (How Humpty Dumpty go back up again)</i>, Dan Santat • <i>The Bad Seed</i>, Jory John • <i>Spork</i>, Kyo Maclear
2B	<ul style="list-style-type: none"> • <i>Fireflies</i>, Julie Brinckloe • <i>Roller Coaster</i>, Marla Franzee

	<ul style="list-style-type: none"> • <i>Crown (An Ode to the Fresh Cut)</i>, Derrick Barnes • <i>Alma and How She Got Her Name</i>, Juana Martinez-Neal
3A	<ul style="list-style-type: none"> • <i>Sticks</i>, Diane Alber • <i>Teacup</i>, Rebecca Young • <i>Ada's Violin</i>, Susan Hood • <i>Malala's Magic Pencil</i>, Malala Yousafzai
3B	<ul style="list-style-type: none"> • <i>Each Kindness</i>, Jacqueline Woodson • <i>The Someone New</i>, Jill Twiss • <i>Dr. Coos and the Pigeon Protest</i>, Sarah Hampson • <i>Olivia's Birds: Saving the Gulf</i>, Olivia Boulter
4A	<ul style="list-style-type: none"> • <i>Glow</i>, W. H. Beck • <i>Transformed: How everyday things are made</i>, Bill Slavin • <i>Grand Canyon</i>, Jason Chin • <i>Mesmerized</i>, Mara Rockliff • <i>She Persisted</i>, Chelsea Clinton
4B	<ul style="list-style-type: none"> • <i>Hidden Figures (The True Story of 4 Black Women and the Space Race)</i>, Margot Shetterly • <i>Grace Hopper (Queen of Computer Code)</i>, Laurie Walmark • <i>A Drop of Water</i>, Walter Wick • <i>Thirty Minutes over Oregon</i>, Marc T. Nobleman
5A	<ul style="list-style-type: none"> • <i>Out of the Dust</i>, Karen Hesse • <i>Stars in the Darkness</i>, Joosse • <i>Birdie's Lighthouse</i>, Hopkins • <i>Summersaults</i>, Florian • <i>Walk a Green Path</i>, Lewin
5B	<ul style="list-style-type: none"> • <i>The Night Flower</i>, Lara Hawthorne • <i>No Easy Way: The Story of Ted Williams and the Last 400</i>, Fred Bowman • <i>Science Verse</i>, Jon Scieszka • <i>Even More Parts</i>, Ted Arnold
6A	<ul style="list-style-type: none"> • <i>Dreamers</i>, Yuyi Morales • <i>Just a Minute</i>, Yuyi Morales • <i>Nino</i>, Yuyi Morales • <i>Viva Frida</i>, Yuyi Morales • <i>Little Night Nohecita</i>, Yuyi Morales

6B	<ul style="list-style-type: none"> • <i>Animals by the Numbers (A book of Animal Infographics)</i>, Steve Jenkins • Science Textbooks • <i>Oceans: Visual Encyclopedia</i>, Smithsonian • <i>The Tree Lady</i>, H. Joseph Hopkins
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PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.