

| Reading Complex Texts | | Writing to Texts | | | Research Project |
|---|--|---|--|---|--|
| 1 Extended Texted | 5-9 Short Texts | Routine Writing | 3-5 Analyses | 2-3 Narratives | 1 Research Project |
| <p>Module 2 Informational</p> <p>Literature: Volcanoes by Seymour Simon</p> | <p>Volcanoes Science: 1-2 The Volcano from Storyworks by Scholastic</p> <p>Hurricanes and Floods from Houghton Mifflin series (supplementary book)</p> <p>Weather Casting Unit chpt. 3 from Science Textbook</p> <p>Social Studies or arts: 1-2</p> <p>Floods from Houghton Mifflin Series (supplementary book)</p> | <p>Develop & Convey Understanding</p> <p>Volcanoes Students will write routinely using articles "The Eruption of Mt. Vesuvius"</p> <p>Students will write a summary of "The Volcano"</p> <p>Students will write a brief summary of "Inside a Volcano"</p> <p>Cause & Effect Graphic Organizer: What are the causes and</p> | <p>Focus on informing & explaining</p> <p>Volcanoes Students will analyze characters discussed in class that demonstrated the themes: courage, survival, and hardship. Students will state character traits based on evidence in the text. The students can go further and compare and contrast 2 of the characters.</p> <p>Students will</p> | <p>Convey Experiences, Events, and/or Procedures</p> <p>Volcanoes Narrative: Pretend you are Karana, and she is writing a letter to her sister Ulape. Tell her the events that have transpired since Ulape left the island.</p> <p>2. Karana was torn about making weapons she needed since her tribe believed that the women shouldn't make</p> | <p>Integrate Knowledge from Sources when Composing</p> <p>Students will write an informational research paper in class using all the sources on Volcanoes.</p> |

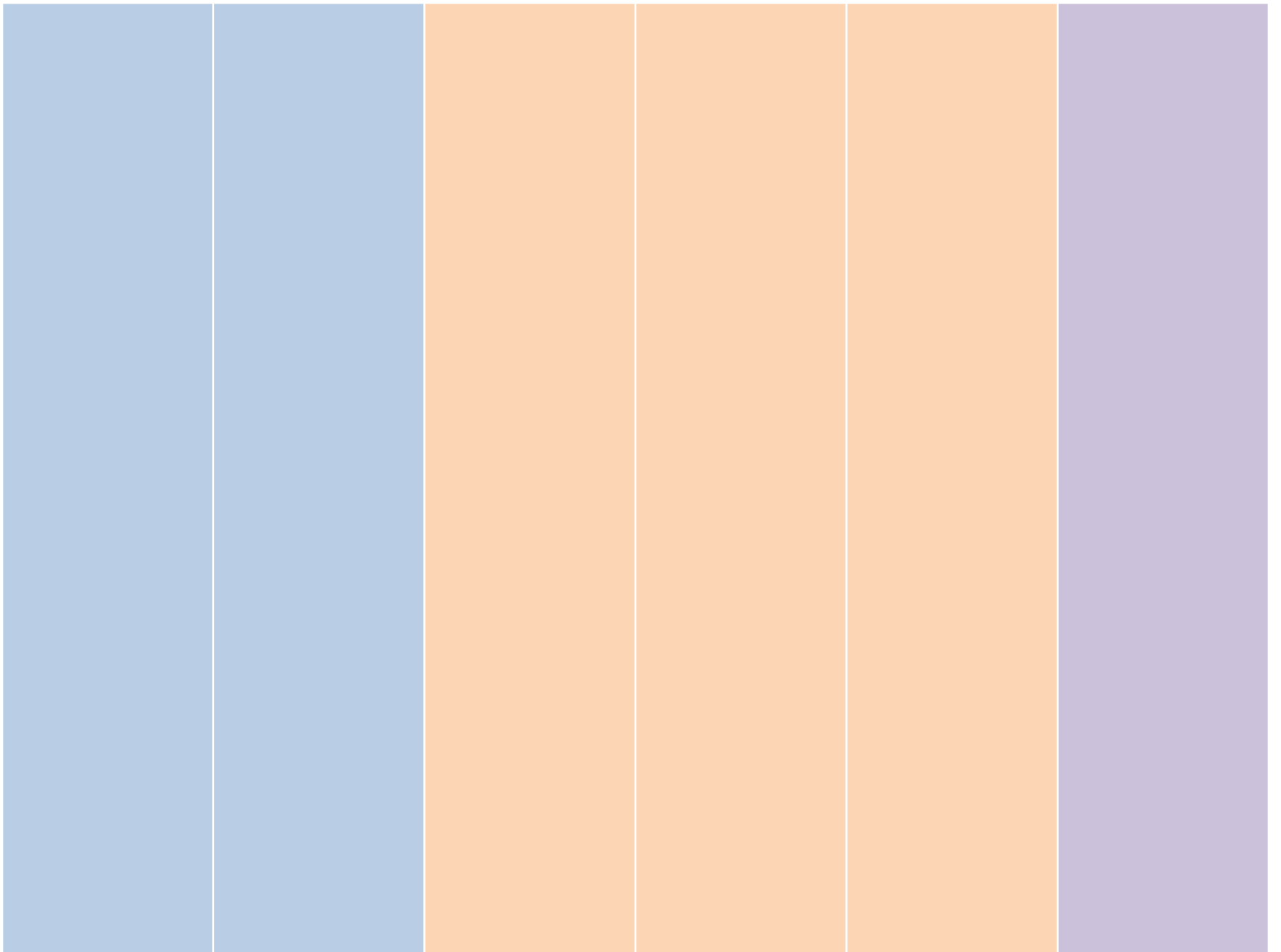
Yellowstone” following the fires? What is the purpose of using this description?

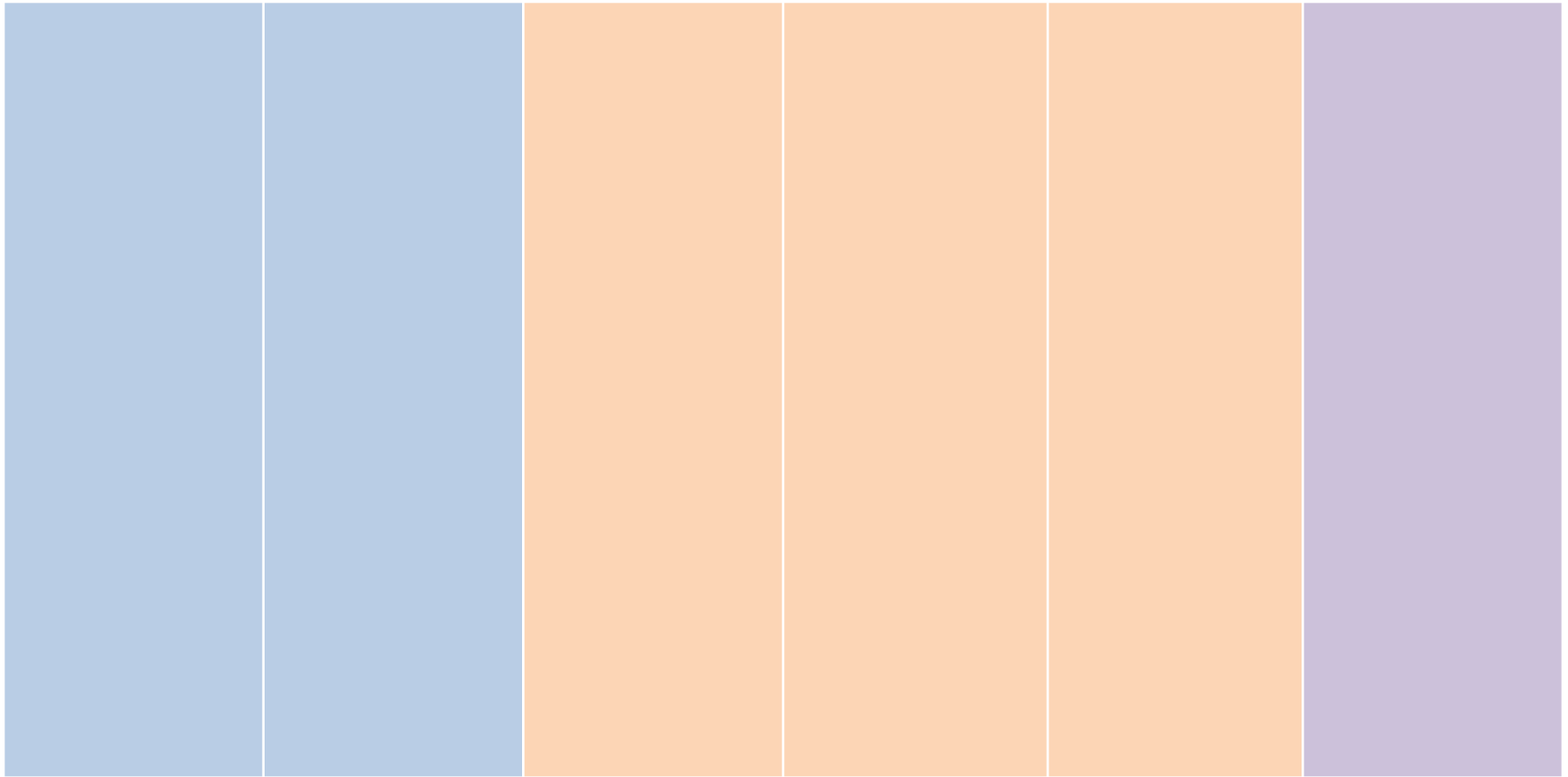
What evidence is there for the statement, “The green-and-black mosaic **favors** newly arrived plants and animals”?

How does the fire **affect** the animals in the area?

What is the “cycle of burning and rebirth”? How does the author indicate what part of the cycle the trees are currently in?

It says, “These firefighters are not trying...”, who are *these firefighters*?





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| Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence | Poetry Close Reading Informational Text Annotated Notes | Mentor Sentences | Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary | Gradual Release of Responsibility (Whole Group; Small Group; Pairs) | Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis) |
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| | | Roots and Affixes Study to Decode unknown words through Paired | Fluency practice through Daily Poetry Assignments Reader's Theater | | |
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| <p>Module 2 Informational Literature:</p> <p><i>Finding the Titanic</i> by Robert Ballard</p> | <p>Titanic</p> <p>Literature: 3-5 Poems: <i>The Iceberg that Sank the Titanic</i> by Mike Johnson</p> <p><i>Titanic Poem</i> by Alex B.</p> <p><i>The Titanic Panic</i> by Tim, 5th Grader</p> <p>Passenger Biographies</p> | <p>Develop & Convey Understanding</p> <p>Titanic</p> <p>Students will write routinely using journals to respond to the questions:</p> <p>Essential Questions:</p> <p>Who is telling the story at this point? How do you know? (p. 83)</p> <p>What are Robert Ballard and his team trying to do? When is this happening? (p. 83)</p> | <p>Focus on informing & explaining</p> <p>Titanic</p> <p>Students will write video notes using Video Notes Graphic Organizer to compose a summary.</p> <p>Multimedia Text Titanic Footage and Survivor Interviews http://www.youtube.com/watch?v=_xKDRmhp6lQ</p> | <p>Convey Experiences, Events, and/or Procedures</p> <p>Titanic</p> <p>Passenger Point of View</p> <p>Students will create a diary booklet and write 3 diary entries from a passenger's point of view (Passenger determined by Passenger Boarding Ticket/Biography).</p> <p>1st Entry- Boarding the Ship Describe what it was like the</p> | <p>Integrate Knowledge from Sources when Composing</p> |

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| <p>Module 2 Informational Literature:</p> <p>A Christmas Carol by Charles Dickens</p> | <p><i>The Grinch Who Stole Christmas</i> by Dr. Seuss</p> <p>Charles Dickens Biography Information www.bbc.co.uk/drama/bleakhouse/animation.shtml</p> <p>www.bbc.co.uk/history/historic_figures/dickens_charles.shtml</p> <p>Powerpoint http://nerdyteacherconfessions.edublogs.org/units-and-lesson-plans/christmas-unit-christmas-cranks/</p> | <p>Develop & Convey Understanding</p> <p><i>Students will write routinely using journals.</i></p> <p>TTW tell the students that this week they will be learning about Christmas Cranks, people who are not so jolly during this Christmas season. TTW tell students they will brainstorm ideas about this time of year that would make someone happy. TTW have students create a</p> | <p>Focus on informing & explaining</p> | <p>Convey Experiences, Events, and/or Procedures</p> | <p>Integrate Knowledge from Sources when Composing</p> <p>Author Study- Students will compose a timeline and a summary of Charles Dickens using information from research.</p> |