Fort Smith Public Schools

Elementary Literacy Curriculum Guide

2013-2014

Developed by Fort Smith Public Schools Department of Elementary Literacy

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Common Core State Standards Shifts in Instructional Practice

Common Core State Standards reflect 6 major shifts in ELA instruction. These shifts include:

- **Shift 1: Balance of Literary or Informational Text**
- **Shift 2: Literacy in Content Areas**
- **Shift 3: Increase Complexity of Text**
- **Shift 4: Text-Based Questions and Answers**
- **Shift 5: Writing Using Evidence**
- **Shift 6: Academic Vocabulary**

Shift 1 & 2: Build Content Knowledge using Informational Text	*Informational Text includes* ➢ *Literary Nonfiction* ➢ *Personal Essays* ➢ *Speeches* ➢ *Opinion pieces* ➢ *Biographies* ➢ *Memoirs*	Cross-curricular reading and writing that complements the content areas of history/social studies, science and other technical subjects are addressed by these standards. As a result, there is an increased emphasis on students building knowledge from reading informational text. *Content reading is an explicit exception in the CCSS for grades 6-12. Standards for K-5 reading in history/ social studies, science and technical subjects are integrated into reading.*
Shift 3 & 6: Regular Practice With Complex Texts and Academic Vocabulary	*With the CCSS comes a specific definition of text complexity that includes readability, levels of meaning and complexity generated by tasks assigned with the text*	In order to meet the future demands of college and careers, students must be able to read texts of varying complexity. The standards build reading capacity by shifting the focus from only skill development in reading and writing to include systematic exposure to increasingly complex texts as well. Academic vocabulary, critical to reading comprehension and closely related to text complexity, is also emphasized by the standards.
Shift 4 & 5: Reading and Writing Grounded in Evidence from Text	*Using text-based evidence to support claims or an analysis that can be evaluated by others. This is a shift in the need for the details in writing to be accurate.*	The standards replace the emphasis on narrative writing, where students answer prompts based on background knowledge or prior experience, to writing requiring thoughtful analysis of texts, where evidence is clearly presented and sources are cited. Accordingly, the reading standards emphasize the student's ability to read a text closely and identify key information, arguments, ideas and details from the text, thus enabling students to answer and defend their response to such text-dependent questions.

Literacy Skills Throughout the Year

K-6 teachers in the FSPS school district will apply these literacy skills throughout whole and small group learning.

Cite Evidence

Students should be able to refer explicitly to the text as the basis for answers.

K: RL/RI.K.1
1st: RL/RI.1.1
2nd: RL/RI.2.1
3rd: RL/RI.3.1
4th: RL/RI.4.1
5th: RL/RI.5.1
6th: RL/RI.6.1

Analyze Content

Students should carefully gather observations about a text by examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately.

K: RL/RI.K.2-9
1st: RL/RI.1.2-9
2nd: RL/RI.2.2-9
3rd: RL/RI.3.2-9
4th: RL/RI.4.2-9
5th: RL./RI.5.2-9
6th: RL/RI.6.2-9

K: SL.K.2-3
1st: SL.1.2-3
2nd: SL.2.2-3
3rd: SL.3.2-3
4th: SL.4.2-3
5th: SL.5.2-3
6th: SL.6.2-3

Study and Apply Grammar

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.___.1-3.

K: L.K.1-2
1st: L.1.1-2
2nd: L.2.1-3
3rd: L.3.1-3
4th: L.4.1-3
5th: L.5.1-3
6th: L.6.1-3

K: SL.3.6
1st: SL.1.6
2nd: SL.2.6
3rd: SL.3.6
4th: SL.4.6
5th: SL.5.6
6th: SL.6.6

Study and Apply Vocabulary

Students should be give 5-10 Tier 2 academic words per week for each text (L___4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing or speaking.

K: L.K.4-6
1st: L.1.4-6
2nd:L.2.4-6
3rd: L.3.4-6
4th: L.4.4-6
5th: L.5.4-6
6th: L6.4-6

Conduct Discussions

Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion.

K: SL.K.1
1st: SL.1.1
2nd: SL.2.1
3rd: SL.3.1
4th: SL.4.1
5th: SL.5.1
6th: SL.6.1

Decode Words

Students should apply their knoweldge of phonics and word analysis to be able to recognize the words they encounter when reading texts.

K: RF.K.3
1st: RF.1.3
2nd: RF.2.3
3rd: RF.3.3
4th: RF.4.3
5th: RF.5.3

FSPS Elementary Literacy Curriculum Map Resources

FSPS Elementary Literacy Curriculum Maps and Resources are designed to integrate *Journeys* lessons, TLI Assessments and the PARCC Model Content Framework for ELA. All of these resources are located on the FSPS Elementary Literacy WIKI.

FSPS Common Core State Standards Document

This document is available for each grade level and serves as a reference guide for teachers in identifying the Common Core State Standards in each strand. It is intended to be used in conjunction with the **Year-at-a Glance** and the **Elementary Literacy Curriculum Map** for each grade level. Ongoing standards are highlighted in gray. These ongoing standards should be embedded in weekly lessons each quarter. They are not directly documented in the Elementary Literacy Curriculum Maps.

SAMPLE

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STRAND	STANDARD	COMMON CORE STATE STANDARDS — FIFTH GRADE (Standards highlighted in gray are ongoing standards to be covered each quarter. These standards are not reflected in the Curriculum Map.)
READING FOR LITERATURE	CC.RL.5.1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.RL.5.2	Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	CC.RL.5.3	Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	CC.RL.5.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	CC.RL.5.5	Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	CC.RL.5.6	Craft and Structure: Describe how a narrator's or speaker's point of view influences how events are described.
	CC.RL.5.7	Integration of Knowledge and Ideas: 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.RL.5.9	Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	CC.RL.5.10	Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
READING FOR INFORMATIONAL TEXT	CC.RI.5.1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	CC.RI.5.4	Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	CC.RI.5.5	Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	CC.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	CC.RI.5.7	Integration of Knowledge and Ideas: 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.RI.5.8	Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	CC.RI.5.9	Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	CC.RI.5.10	Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

1. Each strand identified
2. Grade level identified
3. CC.RL.5.9 **CC=** Common Core State Standard **RL =** the strand
   5= grade level **9=** standard number
4. Cluster identified for each standard
5. Commom Core Standard -

FSPS Elementary Literacy Curriculum Map Resources

FSPS Ongoing Common Core Standards Document

This document ***only*** identifies the **Ongoing** Common Core State Standards (the standards that are highlighted in gray on the previous Common Core State Standards Document.) It is available for each grade level. These CCSS are ***not directly documented*** in the Elementary Literacy Curriculum Maps; therefore, these standards need to be embedded in lessons throughout each quarter. This document is being provided as an additional resource for teachers who prefer a condensed version of the Ongoing Common Core State Standards for their grade level.

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STRAND	STANDARD	ONGOING COMMON CORE STATE STANDARDS — FIFTH GRADE
READING FOR LITERATURE	CC.RL.5.1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.RL.5.10	Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
READING FOR INFORMATIONAL TEXT	CC.RI.5.1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	CC.RI.5.10	Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
READING: FOUNDATIONAL SKILLS	CC.RF.5.3a	Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	CC.RF.5.4a	Fluency: Read on-level text with purpose and understanding.
	CC.RF.5	3. : Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
	CC.RF.5	: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WRITING	CC.W.5.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	CC.W.5.5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 28 and 29.)
	CC.W.5.6	Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	CC.W.5.7	Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	CC.W.5.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	CC.W.5.10	Range of Writing: 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.

1. Each strand identified
2. Grade level identified
3. The ongoing Common Core State Standards to be embedded in lessons throughout each quarter are listed by strand

FSPS Elementary Literacy Curriculum Map Resources

FSPS Year-at-a Glance Document

This document is available for each grade level and serves as a reference guide for teachers. It indicates skill progression by identifying the weekly comprehension target skill and strategy, grammar and spelling focus, and writing text type. This document is intended to be used in conjunction with the **Common Core State Standards Document** and the **Elementary Literacy Curriculum Map** for each grade level.

SAMPLE

FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2013-2014

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics(Decoding)/ Spelling	Writing
1. Wk-14 Nov 18-22	Fact and Opinion Question	Extended Text Study	Commas with Introductory Elements (Tag Questions)	J – L 12 Open and Closed Syllables: VCV Pattern VCV Pattern	Refer to *Journeys* Lessons 9-12 Embedded Writing Focus: (Opinion)
Wk-15 Nov. 25-29	Review Skills, Strategies, & Routines (Nov. 25-26)		Thanksgiving Recess (Nov. 27-29)		
2.	Conclusions and Generalizations Infer/Predict	Research Connections	J – L 28 (Day 2) Commas with Introductory Elements (Direct Address)	J – L 13 Recognizing Initial and Medial Digraphs VCCCV Pattern	TLI Writing Focus: Informational (Instruct) 5.
Wk-17 Dec 9-13		3. TLI ASSESSMENT & REVIEW		6.	7.
Wk-18 Dec 16-20	Compare and Contrast Monitor/Clarify	Extended Text Study	J – L 18 Prepositions	J – L 14 VV Syllable Pattern VV Pattern	Refer to *Journeys* Lessons 9-12 Embedded Writing Focus: (Opinion)
END OF SECOND QUARTER December 20, 2013					
Dec 23– Jan 3	WINTER RECESS				

1. Week # and date
2. Target Skill and Target Strategy are identified each week. Both targets will align when a *Journeys* main selection text is taught. Suggested targets are provided for the extended text study and research weeks. Refer to the Elementary Literacy Curriclum Maps for more information.
3. Quarterly Extended Text Study weeks are integrated in **grades 3-6**. Quarterly Research Connections weeks are included in **grades K-6**. During these weeks, lessons will be developed upon a theme or topic selected by the teacher and supplemented with a variety of related reading materials. Within these weeks, the writing text type is identified to correlate with the TLI and PARCC Model Content Framework. Refer to Elementary Literacy Curriculum Map for more information.
4. When there is no *Journeys* lesson highlighted in these sections (grammar, phonics, spellling or writing), teachers need to supplement with a lesson addressing the identified skill to be taught.

5. The writing text type is identified weekly. In **grades K-2**, one selected text type is identified in most quarters. In **grades 3-6**, lessons will cycle through all three text types quarterly.
6. J-L14 refers to *Journeys* lesson 14. *Journeys* lessons have been identified weekly as a reference for teachers.
7. Refer to *Journeys* Lessons 9-12. This statement denotes lessons identified as possible references for a particular type of writing. These lessons are intended to be used in conjunction with the FSPS Writing Criteria for each grade level.
8. In this section of the Year-at-a-Glance and the Elementary Literacy Curriculum Maps, the following options are possible:

Main Selection (Genre) OR Teacher Selected Read-Aloud
Rules and Routi
OCUS: Informational
Teacher Selected Read-Aloud (Fiction)
J-L2 Ultimate Field Trip 5: Blastin Off to Space Academy* (Informational Text)
Teacher Selected Read-Aloud (Informational Text)
Extended Text Study

- Teacher-Selected Read Aloud
- *Journeys* Main Selection (within the grade-level lexile band)
- Extended Text Study
- Research

FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2013-2014

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics(Decoding)/ Spelling	Writing
W-1 Aug 19 – 23	Rules and Routines/ Setting Up Classroom/Pre-Assessments				
TLI READING FOCUS: Informational				TLI WRITING FOCUS: Explanatory: (Informational) Inform	

The TLI or FSPS reading and writing focus for the quarter are identfied by red highlighted boxes.

Writing
Informational) Inform
Refer to *Journeys* Lessor 17-20, 27 Narrative Writing Focus: (Personal)
Refer to *Journeys* Lessons 6, 21-25, 28 TLI Writing Focus: Informational (Inform)
Refer to *Journeys* Lessons 6, 21-25, 28 TLI Writing Focus: Informational (Inform)
Refer to *Journeys* Lessons 9-12 Embedded Writing Focus (Opinion)

In the writing section, the following writing text types may be addressed in each quarter:

- **Narrative Writing Focus:** 1—2 weeks per quarter
- **TLI Writing Focus:** text type of writing to be tested by TLI for that quarter
- **Embedded Writing Focus:** Suggested writing focus to teach with Extended Text Study and Research Connections weeks. This is not the only type of writing students can perform during those weeks.
- **FSPS Writing Focus:** text type of writing identified for the quarter but will not be tested by district or TLI (Kindergarten will follow guidelines of report card)

FSPS Elementary Literacy Curriculum Map Resources

FSPS Elementary Literacy Curriculum Map Document

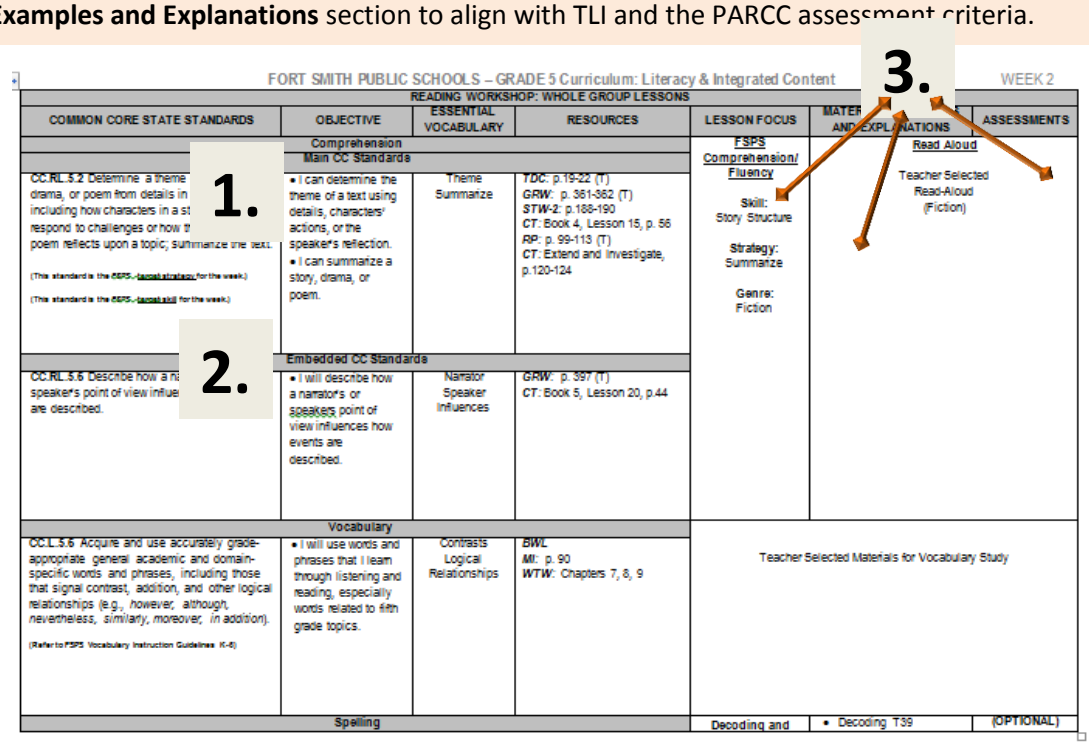
This document is available for each grade level. It serves as a reference guide for teachers in identifying the Common Core State Standards to be taught each week. This document is intended to be used in conjunction with the **Year-at-a Glance and Common Core State Standards Document** for the particular grade level. **Reminder:** The Ongoing Common Core State Standards (the standards that are highlighted in gray on the CCSS Document) are ***not directly documented*** in the Elementary Literacy Curriclum Maps. Teachers need to embed these standards in the weekly lessons each quarter.

The Elementary Literacy Curriculum Maps are designed to assist teachers in determining when to implement *Journeys* lessons or supplement the lessons with other teacher materials. Understanding the layout of the maps is critical for planning each week. There are different weekly layouts, depending on the support needed for ***Journeys***, **TLI** or the **PARCC Model framework**.

SAMPLE

Layout with *TLI, PARCC or Writing Focus* Lessons

This weekly layout illustrates lessons with a Teacher Selected Read-Aloud. A recommended genre is indicated in the **Materials, Examples and Explanations** section to align with TLI and the PARCC assessment criteria.



FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content — WEEK 2

READING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS AND EXPLANATIONS	ASSESSMENTS
Comprehension						
Main CC Standards						
CC.RL.5.2 Determine a theme drama, or poem from details in including how characters in a st respond to challenges or how t poem reflects upon a topic; summarize the text. (This standard is the ELPS-target strategy for the week.) (This standard is the ELPS-target skill for the week.)	• I can determine the theme of a text using details, characters' actions, or the speaker's reflection. • I can summarize a story, drama, or poem.	Theme Summarize	*TDC*: p.19-22 (T) *GRW*: p. 361-362 (T) *STW-2*: p.188-190 *CT*: Book 4, Lesson 15, p. 56 *RP*: p. 99-113 (T) *CT*: Extend and Investigate, p.120-124	FSPS Comprehension/ Fluency Skill: Story Structure Strategy: Summarize Genre: Fiction	Read Aloud Teacher Selected Read-Aloud (Fiction)	
Embedded CC Standards						
CC.RL.5.6 Describe how a n speaker's point of view influe are described.	• I will describe how a narrator's or speakers point of view influences how events are described.	Narrator Speaker Influences	*GRW*: p. 397 (T) *CT*: Book 5, Lesson 20, p.44			
Vocabulary						
CC.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Refer to FSPS Vocabulary Instruction Guidelines K-6)	• I will use words and phrases that I learn through listening and reading, especially words related to fifth grade topics.	Contrasts Logical Relationships	*BWL* *MI*: p. 90 *WTW*: Chapters 7, 8, 9	Teacher Selected Materials for Vocabulary Study		
Spelling				Decoding and	• Decoding T39	(OPTIONAL)

1. The CCSS to focus upon are identified each week. These standards are found under the **Main CC Standards** heading on the curriculum maps for both the Teacher Selected Read -Aloud and *Journeys* Main Selection lesson formats.
2. Embedded CCSS are also identified each week. These standards are in addition to the Main CC Standards identified for the lesson and are intended to be addressed as needed. They are found under the **Embedded CC Standards** heading on the curriculum maps for both the Teacher Selected Read-Aloud and *Journeys* Main Selection lesson formats.
3. The last three columns indicate the information provided to select resources. Teachers should select materials based on the individual needs of the students in their classroom.

FSPS Elementary Literacy Curriculum Map Resources

SAMPLE

Layout with *Journeys* Lessons

This weekly layout illustrates lessons from *Journeys*. It provides a detailed **Materials, Examples and Explanations** section of possible options to support the designated CCSS for teachers.

FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content — WEEK 3

READING WORKSHOP: WHOLE GROUP LESSONS						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS AND EXPLANATIONS	ASSESSMENTS
	Comprehension			Comprehension/ Fluency J – L 2 Skill: Text & Graphic Features Strategy: Question Genre: Informational Text	Read Aloud J – L 2 "Give Me Gravity" T84-T85 • Target Skill: Text and Graphic Features • Projectable 2.1 (Model Oral Fluency) • CLLG: p. 43 • Target Vocabulary T85 Main Selection "Ultimate Field Trip 5: Blasting Off to Space Academy" T92-T104 Genre: Informational Text • CLLG: p. 42 • Introduce: Text and Graphic Features; Question T90-T91 • Projectable 2.2 (Text & Graphic Features; Question) • PB: p. 13 • Projectables 2.3a, 2.3b (T-Map: Text Features) • Stop & Think T97, T99, T101 • Deepen Comprehension:	(OPTIONAL) T128 Weekly Test 2.4-2.5
	Main CC Standards					
CC.RI.5.5 Compare and contrast the structure of events, ideas, concepts, or information in two or more texts. (This standard is the *Focus Well* target skill for the week.) (The rigor of this standard is not addressed in this Journeys lesson.)	• I will compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Compare Contrast Structure Concepts	*GRW*: p. 444 (T) *GRW*: p. 410-422; p. 445-446 *WP*: p. 35-36 (T) (3-6)			
CC.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (This standard is the *Focus Well* target strategy for the week.) (The rigor of this standard is not addressed in this Journeys lesson.)	• I will locate information from various sources to answer a question or solve a problem.	Digital sources	*GRW*: p.403 (T) *STW-1*: p. 117-121 (T) *CT*: Book 3, Lesson 8 p. 24; Book 4, Lesson 14, p. 46			
	Embedded CC Standards					
CC.L.5.3 Use knowledge of language and conventions when writing, speaking, reading, or listening. CC.L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (The rigor of this standard is not addressed in this Journeys lesson.)	• I will compare and contrast dialect.	Compare Contrast				
CC.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (This standard is only taught in the "Connect To" section (Day 4) of Journeys.)	• I will determine the main idea of a text and explain how it is supported by key details. • I will summarize a piece of informational text.	Summarize	*CT*: Book 5, Lesson 19, p. 56; Lesson 21, p. 56 *STW*: p. 166 (T) *NRP*: p. 90-91, 124			

1. The CCSS to focus upon are identified each week. These standards are found under the **Main CC Standards** heading on the curriculum maps for both the Teacher Selected Read-Aloud and *Journeys* Main Selection lesson formats.
2. Embedded CCSS are also identified each week. These standards are in addition to the Main CC Standards identified for the lesson and are intended to be addressed as needed. They are found under the **Embedded CC Standards** heading on the curriculum maps for both the Teacher Selected Read-Aloud and *Journeys* Main Selection lesson formats.
3. The last three columns indicate the *Journeys* lesson focus and resources. *Journeys* resources are listed **as a guide** for teachers **only**. Teachers should select materials based on the individual needs of the students in their classroom.

FSPS Elementary Literacy Curriculum Map Resources

SAMPLE

Layout with Writing Research Connections Lessons

This weekly layout illustrates Writing Research weeks in **K-6 classrooms**. Refer to the Year-at-a Glance to determine which weeks are specified. Suggested comprehension skills and strategies are found in the **Comprehension: Research Connections** section. The standards that best fit the research study will be determined by the classroom teacher. These weeks are intended to develop the student's writing skills, while emphasizing and integrating the reading skills needed when researching a topic or theme. (Refer to pages 21-32 for more details on how to conduct Writing Research Connections lessons).

FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content — WEEK 8

READING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections						
• Teacher may choose standards that best match the research connections genre. • Suggested Comprehension strategies & skills: Story Structure & Infer/Predict • Refer to FSPS Research Connections Criteria • Refer to FSPS Vocabulary Instruction Guidelines K-6			**1.**	Teacher Selected Materials for Research Connections		
Spelling						
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.				Decoding and Spelling J – L 7 Vowel + /r/ Sounds Spelling: More Vowel + /r/ Sounds **2.**	• Decoding T113 J – L 7 *Detailed Spelling Plan* T118-T119 • Day 1: Teach the Principle/Pretest PB: p. 76 • Day 2: Word Sort PB: p. 77 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 78 • Day 5: Spelling Assessment	(OPTIONAL) T129 Weekly Decoding Test 7.6-7.7 (OPTIONAL) T119 Spelling Assessment

WRITING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Grammar						
• Teacher may differentiate activities according to the class needs in order to teach the weekly grammar components and standards. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the specific criteria specified by CC.L.5.1, CC.L.5.1b.				FSPS Grammar Focus: Perfect Verb Tenses	Teacher Selected Materials for Grammar Study	
CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	• I will form and use perfect verb tenses.	Perfect Verb Tenses	*NCL*: p. 103 *NCL*: Appendix R (T) *WBT*: p. 130-146			

1. Recommended strategies and skills for Research Connections weeks are included in the Elementary Literacy Curriculum Maps. However, teachers are not limited to these suggested strategies and skills. Teachers may take this opportunity to further develop strategies and skills needed by their students. Teachers may select standards from the FSPS Common Core Standards Document including Ongoing Common Core State Standards. For more information reference the FSPS Research Connections Criteria per grade level.
2. During Research Connections weeks, spelling and grammar skills continue to be identified on the Year-at-a-Glance and in the Elementary Literacy Curriculum Maps. In Spelling, if a *Journeys* lesson is not identified, *Words Their Way by Francine Johnston , Donald R. Bear and Marcia invernizzi,* is recommend with the code: WTW (name of stage) –Sort # example: WTW (WW)-Sort 27. In Grammar, *Journeys* resources are included when possible or directions to supplement the lesson with teacher resources may be found.

FSPS Elementary Literacy Curriculum Map Resources

SAMPLE

Layout with PARCC Extended Text Study Lessons

This weekly layout illustrates an Extended Text Study in **3rd-6th grades** for 2-3 weeks each quarter. Refer to the Year-at-a Glance to determine which weeks are specified. Suggested comprehension skills and strategies are found in the **Comprehension: Extended Text Study** section. The standards that best fit the Extended Text Study will be determined by the classroom teacher. These weeks are intended to develop the student's reading skills, while integrating writing in response to reading. (Refer to pages 17-20 for more details on how to conduct Extended Text Study Lessons).

FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content — WEEK 7

READING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AN[illegible]NS	ASSESSMENTS
Comprehension: Extended Text Study						
• Teacher may choose standards that best match the extended text study genre. • Suggested Comprehension strategies & skills: Main Idea and Details & Summarize • Refer to FSPS Extended Text Study Criteria • Refer to FSPS Vocabulary Instruction Guidelines K-6				Teacher Selected [illegible]ended Text Study		
Spelling						
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.				Decoding and Spelling J – L 6 Common Beginning Syllables Spelling: Vowel + /r/ Sounds	Decoding: T41 J- L 6 *Detailed Spelling Plan* T46-T47 • Day 1: Teach the Principle/Pretest PB: p. 64 • Day 2: Word Sort PB: p. 65 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 66 • Day 5: Spelling Assessment	(OPTIONAL) T57 Weekly Decoding Test 6.7-6.8 (OPTIONAL) T47 Spelling Assessment

WRITING WORKSHOP: WHOLE GROUP LESSONS

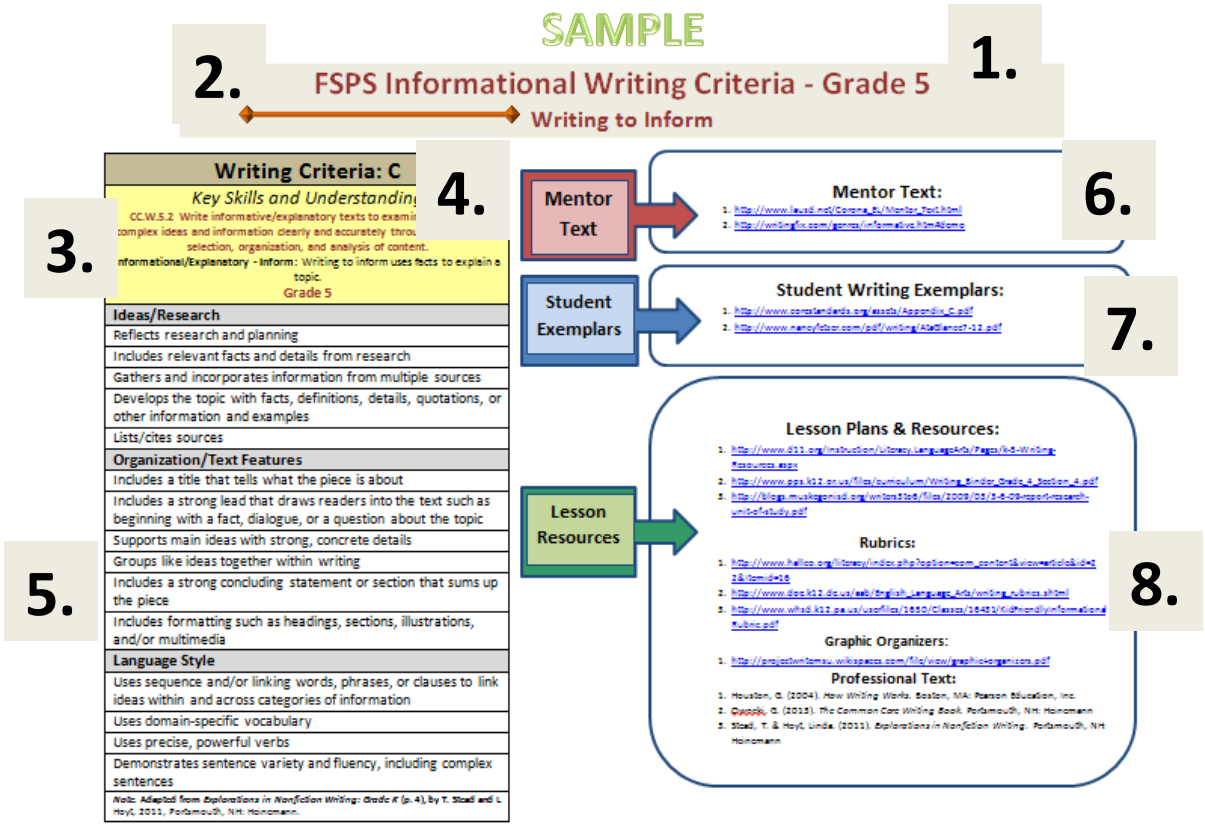
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Grammar						
• Teacher may differentiate activities according to the class needs in order to teach the weekly grammar components and standards. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the specific criteria specified by CC.L.5.1, CC.L.5.1c, CC.L.5.1d.				FSPS Grammar Focus: Recognizing Inappropriate Shifts in Verb Tense	Refer to J – L 12 (Day 3 only) • Day 3: Teach Consistent Use of Tenses Projectable 12.8 PB: p. 141 Teacher Selected Materials for Grammar Study	
CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.5.1c Use verb tense to convey various times, sequences, states, and conditions. (This standard is the *District's Grammar Focus* for the week.)	• I will use verb tenses to convey various times, sequences, states, and conditions.	Verb tenses	http://languagearts.pppst.com/index.html *MM2-3* *MM4-5* *MI* *EE*			

1. Recommended strategies and skills for Extended Text Study weeks are included in the Elementary Literacy Curriculum Maps. However, teachers are not limited to these suggested strategies and skills. Teachers may take this opportunity to further develop strategies and skills needed by their students. Teachers may select standards from the FSPS Common Core Standards Document including Ongoing Common Core State Standards. For more information reference the FSPS Extended Text Study per grade level.
2. During Extended Text Study weeks, spelling and grammar skills continue to be identified on the Year-at-a-Glance and in the Elementary Literacy Curriculum Maps. In Spelling, if a *Journeys* lesson is not identified, *Words Their Way by Francine Johnston , Donald R. Bear and Marcia invernizzi,* is recommend with the code: WTW (name of stage) –Sort # example: WTW (WW)-Sort 27. In Grammar, *Journeys* resources are included when possible or directions to supplement the lesson with teacher resources may be found.

FSPS Elementary Literacy Curriculum Map Resources

FSPS Writing Criteria Guides

The FSPS Writing Criteria Guides are an additional resource developed to support the writing component of the FSPS Elementary Literacy Curriculum Maps. A separate guide is available by grade level for the following types of writing: **Narrative Writing: Personal, Narrative Writing: Fictional, Informational Writing: Writing to Inform**, **Informational Writing: Writing to Instruct**, **Opinion Writing,** and **Argumentative Writing (6th grade.)** The writing criteria listed is specific to the identified text type and is aligned with the Common Core Writing State Standards for the grade level specified. In addition, the criteria include widely accepted research-based writing skills.



1. Grade identified for each text type
2. Text type identified from the standards
3. Common Core Writing Standard identified for the grade level specified
4. Each writing criteria is identified by a letter. These letters are indicated on the maps to assist teachers in locating which Writing Criteria to reference.
5. The writing criteria listed is specific to the identified text type. It is aligned with the Writing Common Core State Standards for the grade level specified. The criteria include widely accepted research-based writing skills.
6. Grade specific mentor text selected for the text type
7. Grade specific student examples that teachers can use as models in minilessons for the selected text type
8. Grade specific lesson plans, rubrics and graphic organizers for the selected text type

FSPS Elementary Literacy Curriculum Map Resources

FSPS Vocabulary Instruction Guidelines K-6

The FSPS Vocabulary Instruction Guidelines K-6 is additional resources developed to support the vocabulary component of the FSPS Elementary Literacy Curriculum Maps. This is available for teachers to use as a reference for vocabulary selection and planning. Teachers may use graphic organizers and other available resources for instructional purposes.

SAMPLE

FSPS Vocabulary Instruction Guidelines K-6

1.

2.

CCR Reading Anchor Standard 4 Meanings of Words & Phrases	
Grade	**Common Core State Standard 6 for Language**
Kindergarten	Use words and phrases acquired through conversations, reading and being read to, responding to texts
First	Use words and phrases acquired through conversations, reading and being read to and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because)
Second	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.)
Third	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them.)
Fourth	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)
Fifth	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)
Sixth	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

3.

4.

5.

Identifying Tier Two Words for Instruction

Importance of Utility: Which words are used by mature adults and can be used across a number of domains?

Instructional Potential: Which words can be used in a variety of ways?

Conceptual Understanding: Which words can be explained in child-friendly terms of which students have a general concept?

6.

Vocabulary Instructional Sequence

Before Reading: The teacher uses vocabulary in the text overview.
During Reading: The teacher provides a brief explanation of new or unfamiliar words.
After Reading: The teacher chooses Tier 2 words for explicit instruction.
After Reading Instructional Sequence:
1. Contextualize the word from the story.
2. Students say the words together to reinforce the phonological processor.
3. Give student friendly definition. (see http://nhd.heinle.com/home.aspx for helpful definitions)
4. Use the word in contexts other than the one used in the story.
5. Engage the student in using the word in other contexts.
6. Relate all three words together.

7.

1. Grade K-6 identified to help with vocabulary instruction
2. College and Career Reading Anchor Standard 4: guidelines include grades K-6 as the main standard to link to vocabulary foundation in reading
3. Common Core Language Standard 6: guidelines include grades K-6 as the main standard for teaching vocabulary for tier 2 words
4. Grade level
5. Common Core Language Standard 6 identified for each grade level
6. Criteria for choosing tier 2 words
7. A suggested instructional sequence for teaching tier 2 and tier 3 words after instruction

FSPS Elementary Literacy Curriculum Map Resources

FSPS Vocabulary Instruction Guidelines K-6 continued…

SAMPLE

FSPS Vocabulary Instruction Guidelines K-6

1.

Strategy	Steps to Engage Students in Extended Contexts *Bringing Words to Life (pp. 44-46)*
Word Association	After presenting the word (i.e. accomplice, philanthropist, novice) ask students to make an association. **Note**: Have students explain their thinking. Which word goes with crook? Which word goes with a gift to build a new hospital? Which word goes with kindergartener?
Have You Ever	Students associate newly learned words within contexts and activities from their own experiences. Describe a time when… • you were miserable. • you dreaded doing something. • you made a masterpiece.
Applause, Applause!	Students clap to indicate how much they would like to be described as the target word: (i.e. vain, stern, impish) No clap: not at all; one clap: a little bit; two claps: a lot.
Questions, Reasons, and Examples	If you were walking around in the dark, you would need to do it cautiously. Why? What are some other things you would need to do cautiously? Which of these things might be extraordinary? Why or why not? A shirt that was comfortable or a shirt that washed itself? A flower that kept blooming all year or a flower that bloomed in three days? A person who has a library card or a person who has read all the books in the library?
Questioning Connections	Ask: When might you…..? How might you …….? Why might you……..?
Making Choices	**If anything I say might be examples for clutching something say clutching:** **Holding tight to a purse** Holding a fistful of money

2.

The SLAP Strategy

✔ Say the word.

✔ Look for clues.

✔ Ask yourself what the word might mean; think of a word that expresses that meaning.

✔ Put the word in the passage in place of the unfamiliar word. Does it make sense?

3.

Vocabulary Resources & Activities

- http://www.wordsift.com/ Word maps, word clouds
- http://quizlet.com/ Make flash cards & games
- http://jc-schools.net/tutorials/vocab/ Academic vocabulary games
- http://www.vocabulary.com/ More games, including games using Latin & Greek roots
- www.worldwidewords.com Definitions, history and short essays on words
- http://www.visualthesaurus.com/ Visual thesaurus
- www.vocabgrabber.com
- www.wordle.com

1. Name of strategy identified
2. Possible strategy for teaching students how to identify a word
3. Suggested online resources and activities for vocabulary instruction

FSPS Elementary Literacy Curriculum Map Resources

FSPS TLI Curriculum Alignment

This document is available for grades 1-6 and serves as a reference guide for teachers in identifying the Common Core State Standards for each quarter which will be with TLI. It is intended to be used in conjunction with the **Year-at-a Glance** and the **Elementary Literacy Curriculum Map** for each grade level. This document can be found on TLI and Elementary Literacy WIKI under FSPS Elementary Literacy Curriiculum Resources 2013-2014.

SAMPLE

THE LEARNING INSTITUTE

Common Core Literacy Curriculum Map

D R A F T

FORT SMITH SCHOOL DISTRICT - GRADE 5 LITERACY 2013 - 2014

1.

Module 1 - Reading	Start: 8/19/2013 Teaching Days: 43 Test: 10/15/2013 Remediation Days: 2 End: 10/17/2013
Reading Passage: Informational	
Reading for Informational Text	
Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
5 testable standards	End of Module 1 - Reading

2.

3.

1. Testing date
2. Common Core State Standard testing for this particular quarter will be in white
3. How many testable standards identified for each subject

***TLI states explanatory - With Common Core and FSPS Curriculum Maps the term Informational: Inform and Instruct are used. These terms are equivalent.**

FSPS Elementary Literacy Curriculum Map Resources

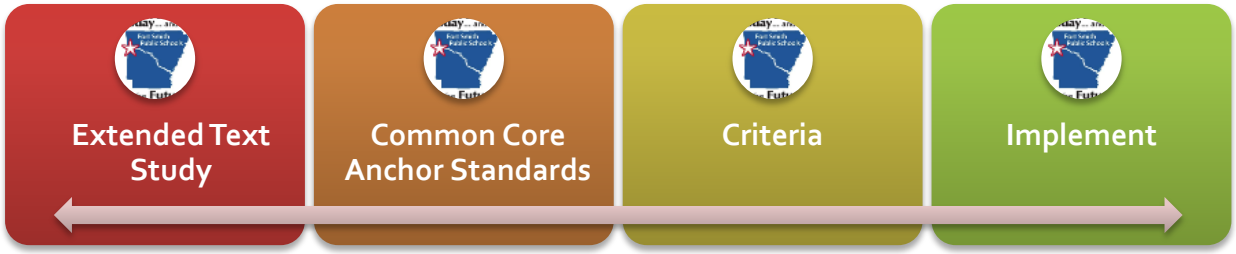
The Elementary Literacy Curriculum Maps have notations located at the bottom of some standards. These notations provide important information for the teacher, including when additional resources are needed in implementing the *Journeys* lesson. Following are examples of some of the notations found in the K-6 maps.

Kindergarten Literacy Curriculum Maps will have a code of (RC: A: 2,3,4) ***RC*** *= Report Card* ***A*** *= Assessed* ***#*** *= quarter This will identify which standards will be assessed based on the FSPS Kindergarten Report Card and FSPS District Kindergarten Assessment.*

Glossary of Terms

CODE FOR Comprehension Strategy (This standard is the *Focus Wall* target strategy for the week.)	**Grammar Focus** (This standard is the *Focus Wall* target skill for the week.)
CODE for Comprehension Skill (This standard is the *Focus Wall* target skill for the week.)	Connect and Extend (This standard is only taught in the "Connect and Extend" section (Day 5) of *Journeys*.)
Teach to the Rigor of Standard-what is underlined in standards (The rigor of this standard is not addressed in this *Journeys* lesson.)	Projectable (In order to meet this standard, the projectable from *Journeys* must be used.)
Teach to the Vocabulary of Standard-what is underlined in standards (The vocabulary of this standard is not addressed in this *Journeys* lesson.)	Use Context Cards (In order to meet this standard, the vocabulary context cards from *Journeys* must be used.)
Teach the Entire Standard-what is underlined in standards (The entire standard is not addressed in this *Journeys* lesson.)	Teach with Poetry (This standard needs to be addressed using *poetry*.)
Making Connections in *Journeys* (This standard is *only taught* in the "Making Connections" section (Day 4) of *Journeys*.)	"Connect To" in *Journeys* (This standard is *only taught* in the "Connect To" section (Day 4) of *Journeys*.)
Standard Added (This standard was added to *Journeys* Lesson ___ in order to meet the *Focus Wall* target skill.)	Weekly Internet Challenge (This standard is *only taught* in the "Weekly Internet Challenge" section of the main selection.)
Taught in "Connect To" but added to Comprehension (This standard is *only taught* in the "Connect To" section (Day 4) of *Journeys*. It is not addressed in *Journeys* Lesson ____ main selection discussion questions. It must be addressed using *Journeys* and/or supplemental materials sometime during the 9 weeks.)	Explanation for Grammar • Teacher may differentiate activities according to the class needs in order to teach the weekly grammar components and standards. Teacher may use the term adjective as described in *Journeys* Lesson 9. *Journeys* Lesson ___ focuses on number and color words. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the criteria specified by CC.SL.K.4.
Vocabulary Vocabulary Day (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of *Journeys*.)	When to Substitute : *Journeys* Grammar Lesson ____ does not teach a grade-level standard. Teacher will need to substitute CC.L.3.1g and create their own lessons for the week. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the criteria specified by CC.L.3.1g.
Wrap-Up Section of Main Selection (This is in the *Wrap-Up section* of *Journeys* with the Main Selection)	Explanation for Writing • Teacher may differentiate activities according to the class needs in order to teach the weekly writing components and standards. • Teacher may use the term description as described in *Journeys* Lesson _____. *Journeys* Lesson _____ focuses on description. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the criteria specified by CC.W.K.2.
Develop Comprehension? (This standard is *indirectly* addressed through "Develop Comprehension" questions in the main selection.)	Standard Not Addressed in *Journeys* (This standard is not addressed in *Journeys* Lesson _____. It must be addressed using *Journeys* and/or supplemental materials sometime during the 9 weeks.)
Explanation for Spelling •Teacher may differentiate activities according to the class needs in order to teach the weekly spelling components and standards. •Teacher may use the words and the spelling principle as described in *Journeys* lesson _____. •Teacher will need to supplement *Journeys* lesson _____ to include suffixes. *Journeys* Lesson _____ focuses on spelling principle Vowel + */r/* sounds in *nurse*. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the criteria specified by CC.L.3.2e.	Only on Day 4 Spiral Review (This standard is only taught in the "Spiral Review" section (Day 4) of *Journeys*.)

FSPS Extended Text Study



Extended Text Study GRADES 3-6	An extended text study is an intensive study of **one piece of literature or informational text** (selected based on the unit focus) meeting the complexity and range specifications of the grade-level standards. During the extended text study, close reading of the text by students is followed with oral discussion and written tasks, aligned with CCSS. **How to Conduct Extended Text Study:** The extended text study occurs either by the **teacher reading** the selected piece of text aloud to the class, or by **students reading individual copies** of the text when available. An extended text study is expected to be two to three weeks in duration.
Common Core Anchor Standards	**Reading Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Criteria	A **complete text** (e.g., a novel, a book related to a topic in another curriculum area such as science, social studies or art, a series of related magazine articles or stories, a website with multiple components.) ***Refer to Common Core Appendix B for list of text appropriate for grade level***
Implement	An Extended Text Study will be conducted quarterly, for a two or three week time **period**, in grades 3-6. Teachers will make decisions regarding the type of text to feature, the topic, and which standards to reflect in their daily lessons. **The FSPS Common Core State Standards document,** the **FSPS Ongoing Common Core State Standards document** and the **FSPS Extended Text Study** are available as a reference for each grade level.

SAMPLE from Year-at-a Glance

W-5 Sept 16-20	Sequence of Events Monitor/Clarify	Extended Text Study	Correlative Conjunctions	J – L 4 Digraphs in Multisyllable Words Vowel Sounds: /ōō/, /yōō/	Refer to Journeys Lessons 9-12 Embedded Writing Focus: Opinion

FSPS Extended Text Study Reference Charts are available for **grades 3-6**. Teachers will develop their own extended text studies. PARCC recommendations are to spend **two quarters reading works of literature** and **two quarters reading informational text.**

FSPS Extended Text Study

SAMPLE

FSPS Extended Text Study -Grade 5

1.

2.

3.

4.

Extended Text Study
CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Grade 5
Type of Text ✓ One extended text per quarter using literature or informational text ✓ Grade level text complexity band ✓ 2-3 week study per quarter on same extended text study ✓ Suggested teaching cycle: 2 quarters literature and 2 quarters informational text
Novel
Play
Book related to a topic in another curriculum area such as science, social studies, or art
Series of magazine articles or stories
Website with multiple components
Student Expectations ✓ Oral discussion and written task aligned with CCSS with each extended text study
Perform a close, analytic reading
Compare and synthesize ideas across other related texts-connect the extended text to 1 or more short text
Conduct text-focused discussions
Produce written work

Novels

5.

Text Examplars: http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf

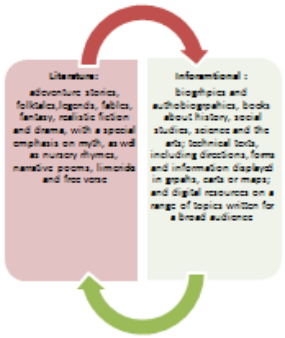
Fifth Grade Novel Samples: http://webs.morton709.org/elementary/5th/la/novels.htm

Novel Guides for Books: http://www.novelguide.com/

Novels: http://twofrugalteachers.blogspot.com/2013/04/mapping-out-novel-studies.html

http://www.greatschools.org/cgi-bin/showarticle/678

6.



Resources

7.

Fifth Grade Novel Pinterest Ideas: http://pinterest.com/jasingletary/novel-units-read-alouds-projects-for-5th-grade/

Graphic Organizer for Theme: http://academic-facilitator-literacy.gh.rogersschools.net/modules/locker/files/get_group_file.phtml?gid=1417059&fid=5904991&sessionid=0214c07066cfbda1649d5955ea41e1f7

Novel Resources: http://teachers.sd43.bc.ca/keppele/White%20Jade%20Tiger%20by%20Julie%20Lawson/Forms/AllItems.aspx

Common Core Curriculum Maps Second Edition (fee): https://commoncore.org/maps/

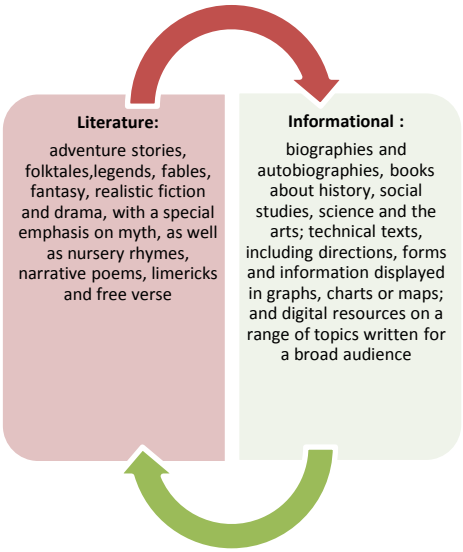
*Refer to the FSPS Elementary Literacy WIKI for novel lesson template and novel study guide

1. Grade identified for each Extended Text Study
2. College and Career Readiness Anchor Standard associated with Extended Text Study. All Common Core State Standards for the grade level should be considered when planning 2-3 weeks of instruction.
3. Type of text which can be used during an Extended Text Study is provided. During an Extended Text Study, teachers decide the design of the lesson format. Teacher can structure the lesson to be whole group, small group or partners to discuss the text. The structure of the text study can start with minilessons or students investigating certain parts of the text using close reading strategies. Students should be involved in everyday discussions and writing tasks about the text. During the text study, shorter texts should be brought in to support the theme, topic or issue. Additionally, teachers are encouraged to delve more deeply into the theme, topic or issue with YouTube videos, commercials, and interviews with community members comparing and contrasting the various sources of information.

FSPS Extended Text Study

The following information provides possible options for both literary and informational text Extended Text Studies. The study must cover the entire novel or text, not just an excerpt.

Type of Text ✓ **One extended text per quarter using literature or informational text** ✓ **Grade level text complexity band** ✓ **2-3 week study per quarter on same extended text study** ✓ **Suggested teaching cycle: 2 quarters literature and 2 quarters informational text**
Novel
Play
Book related to a topic in another curriculum area such as science, social studies, or art
Series of magazine articles or stories
Website with multiple components



4. Student expectations during the 2-3 week study. During an Extended Text Study students are developing:
    - the ability to read closely to determine the what the **text says explicitly.**
    - the ability to **make logical inferences** from the text when writing and speaking.
    - the ability to **cite specific textual evidence** to support conclusions.

Student Expectations ✓ **Oral discussion and written task aligned with CCSS with each extended text study**
Perform a close, analytic reading
Compare and synthesize ideas across other related texts-connect the extended text to 1 or more short texts
Conduct text-focused discussions
Produce written work

During **close reading**, students are expected to observe carefully as they read and look for facts and details.

<u>Various activities to do during Extended Text Study with Literature and Informational Text:</u>

Literature: theme, interactions among characters and events, take notes of literacy devices, such as irony, tone, and the author's specific word choice.

Informational: analyze author's use of evidence to make his/her point, looking for claims the author makes and reasons used to support those claims

Literature and Informational: interpret their observations to make inferences or to support an opinion about the text, most often in written analysis

**Refer to the FSPS Elementary Literacy Wiki under FSPS Elementary Literacy Curriculum Resources 2013-2014 for Close Reading resources.*

FSPS Extended Text Study

5. Grade level samples of text exemplars. Refer to Common Core State Standards Appendix B for samples.
6. Samples of literature and informational texts which can be used for Extended Text Study
7. Grade level lesson plans, resources and activities

**Refer to the FSPS Elementary Literacy Wiki under FSPS Elementary Literacy Curriculum Resources 2013-2014 for novel lesson templates and novel study guides.*

Extended Text Study, year-end grade level expectations:

3rd Grade: Students should be able to not only ask and answer questions about key details but also refer to the text to support their questions and answers.

4th Grade: Students should not only refer to the text when asking and answering questions but draw inferences from the text as well.

5th Grade: Students should be able to quote the text accurately when asking and answering questions, drawing conclusions and making inferences.

6th Grade: Students should be able to cite textual evidence to support analysis of what the text says and draw inferences from the text.

FSPS Writing Research Connections

WRITING RESEARCH CONNECTIONS are linked with texts selected for close readings, requiring students to closely read, compare and synthesize ideas across multiple texts. The Writing Research Connections curriculum requires students to write analytically about a text or texts while gathering information for a research project. Through a series of research tasks, students use a variety of methods to present their findings, in both informal and formal contexts appropriate to the grade level. Examples include oral presentations, argumentative or explanatory compositions or multimedia products.

Adapted from PARCC p. 10

Task Definition	Information Seeking Strategies	Location and Access	Use of Information	Synthesis	Evaluation
Define the task Identify the information needed	Brainstorm possible sources Select the best sources	Locate sources Find information within sources	Engage in the source (read, view, listen, touch) Take out needed information	Organize information from all sources Present the result	Judge the result Judge the process

FSPS Writing Research Connections Curriculum and PARCC Alignment

Grade Level	Writing Connections Research Weeks
Kindergarten-Second Grade	2 Writing Research Weeks per quarter
Third-Fifth Grade	1 Writing Research Week per quarter
Sixth Grade	2 Writing Research Weeks per quarter *1 week may be used for TLI Writing Event

Writing Research Connections Criteria:

- Each quarter students identify a **significant topic**, **problem**, or **issue** to research as an extended project
- Students compile pertinent information from multiple sources in a **variety of media formats** on the research topic
- Students use notes taken from various sources to **summarize or paraphrase their findings**
- Students present findings using a **variety of methods** in both formal and informal contexts.

Adapted from PARCC p. 17

FSPS Writing Research Connections

Planning and Demonstrating with CCSS

Writing Anchor Standard 7: Conduct short research as well as more sustained research projects based on focused questions, demonstrating understanding of the subjects under investigation.

Writing Anchor Standard 7 The goal of this standard is for students to **increase their knowledge** about a topic, while learning about **research methodology** and **presentation** in various subject areas.

Adapted from CCSS Writing Book p. 165

K — **CC.W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

1 — **CC.W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

2 — **CC.W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

3 — **CC.W.3.7** Conduct short research projects that build knowledge about a topic.

4 — **CC.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5 — **CC.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

6 — **CC.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Writing Anchor Standard 7 reminds us that ***learning to conduct research*** and the ***knowledge gained*** from that experience is part of literacy.

skills and strategies are required by research and developing these skills enables productive engagement by students in research-based activities.

Adapted from CCSS Writing Book p. 165

<u>When conducting Research Connections weeks, refer to the following standards as well:</u>

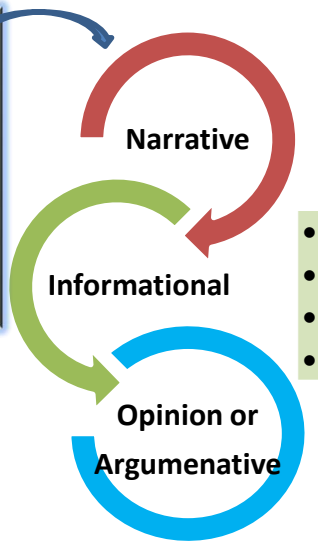
Writing Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

FSPS Writing Research Connections

Planning & Demonstration

Publishing Format: It is recommended that 1 appropriate format be chosen for the class. This will allow for integration of instruction related to structure with instruction related to content.



- Memoir
- Testimonial
- Oral History
- Biography

- How-to Piece
- Informational Article
- Informational Web Page
- Documentary

- All-About Piece
- Research or Lab Report
- Oral Presentation

- Book Review
- Persuasive Essay
- Blog
- Documentary

Research Opportunities:

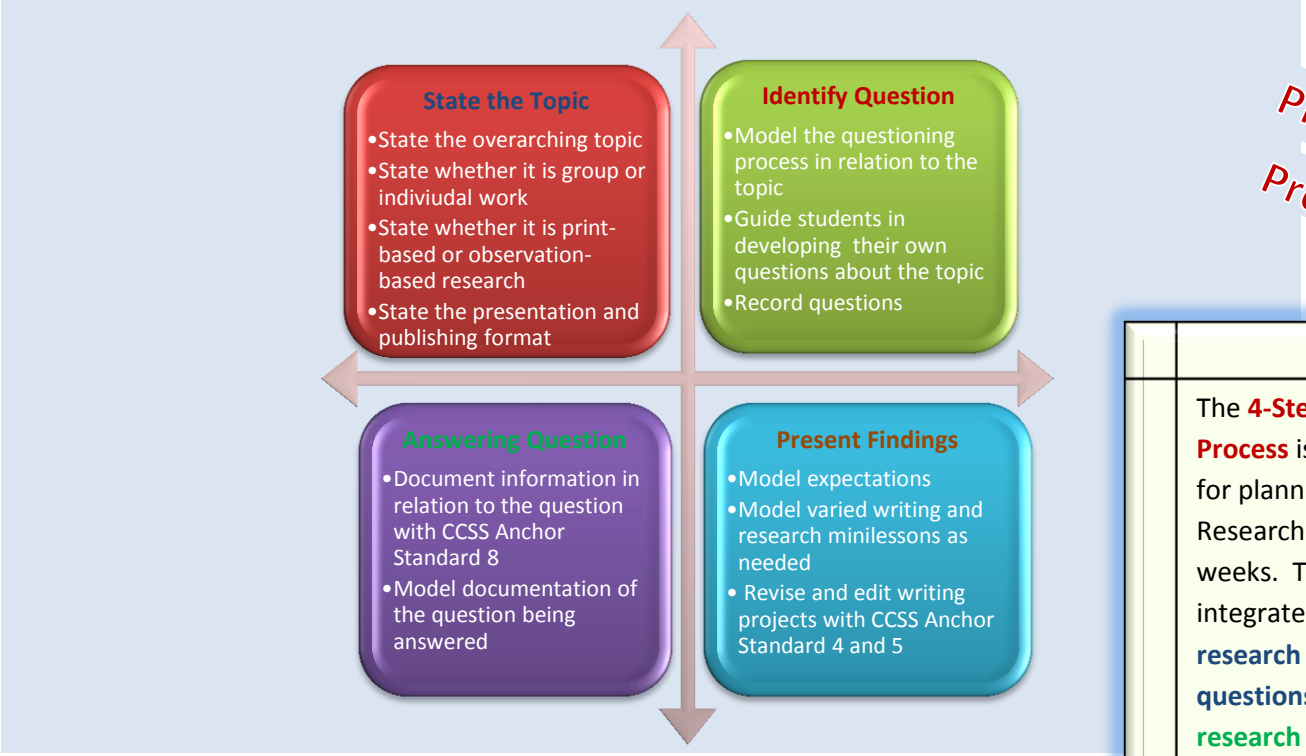
- *Partners answer a question*
- *Project that includes a key research question*
- *Designated set of methods and materials*
- *Set of findings*
- *Formal report*

2 Ways to Conduct Research in Elementary Classrooms

Print-Based Research		
1. Information is gathered from **print and digital media**	Students **search, read, organize and interpret** information with a particular research question in mind.	*Examples* ▪ "What are the differences between a butterfly and a moth?" ▪ "What does a plant need to grow?" ▪ "How is ice cream made?" ▪ "Could humans ever live on Mars?" ▪ "Why are there Indian reservations in the United States?" *The answers to the questions in **print-based research** are found in the texts students read.
Observation-Based Research		
2. Information is gathered through actual **scientific observation**	Students answer the research question through **direct observation** of actual events.	*Examples* ▪ "Do the ants in our farm prefer raisins, carrots, cheese, or cereal?" ▪ "Which conditions are best for plant growth?" ▪ "Which of Eric Carle's books are favored by most members of the class?" ▪ "What do local elders remember about our city?" *The answers to the questions are found through **planned experiences or experiments** and are contextualized and given depth through the reading students do.

Adapted from Common Core Writing Book p. 165

FSPS Writing Research Connections



4-Step Planning Process

The **4-Step Planning Process** is recommended for planning Writing Research Connections weeks. This process integrates **identifying the research connection questions with the research process**.

Designing Writing Research Connections Suggestions:

1. *State the Topic:* Allow time for **preliminary investigation** of the designated topic. Provide students the opportunity to browse *print and digital sources* and/or *engage in observation* and *hands-on exploration*.
2. *Identify Question:* **Compose possible research questions** in relation to the topic as a class, and then select one of the following options:

#1: As a class, select **one question** and plan to work as a group to answer it. Designate individual students or groups of students to take responsibility for parts of the process.

#2: Reduce the set of questions to no more than **5**. Allow students to select a question and group students accordingly. It is acceptable for more than one group to research the same general question. Refine the specifics of the questions, if necessary, as the research moves forward.

#3: Allow each student to select a question (or develop a related question) and research the question individually.

3. *Answering Question:* Regardless of the option selected above, choose a question to use as a model. Working collaboratively, brainstorm possible ways to answer the question. Brainstorm ways to find the answers to the remaining questions if necessary.
4. *Answering Question:* Assist the students or groups in collecting materials or setting-up scientific observations to answer their research questions as needed. Reference Common Core Anchor Standards 8 and 9 regarding focused reading and observation if additional support is required.
5. *Present Findings:* Assist students with the documentation and presentation of their findings through explicit minilessons or small-group or individual conferences.

Adapted from Common Core Writing Book pp. 169-170

FSPS Writing Research Connections

What students will do…

Conducting and Reporting on Research:

Gathering evidence from what is read, as well as analyzing and presenting that evidence in writing.

1. **Gather resources**
2. **Evaluate their relevance**
3. **Report on information and ideas they have investigated** **(i.e., conducting research to answer questions or to solve problems).**

Grade level expectations are correlated with the CCSS to be addressed each quarter

Kindergarten

- Participate in a shared research and writing project
- With guidance and support, use a mix of drawing, dictating or writing to create a research project to address a topic/problem/issue (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support, recall information from experiences or gather information from provided sources to answer questions
- With guidance and support, name the topic of the piece (beginning in 3rd quarter no guidance and support)
- With guidance and support, supply some information about the topic in a variety of modes: Refer to CCSS Anchor Standard 8 (beginning in 3rd quarter no guidance and support)

First Grade

- Participate in a shared research and writing project
- With guidance and support, use a mix of drawing, dictating or writing to create a research project to address a topic/problem/issue (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) (Beginning in 2nd quarter no guidance or support or dictating & beginning in 3rd quarter no drawing or dictating)
- With guidance and support, recall information from experiences or gather information from provided sources to answer questions
- With guidance and support, name a topic and supply some facts about the topic (beginning in 2nd quarter no guidance and support)
- Present findings in a variety of modes: Refer to CCSS Anchor Standard 8

Second Grade

- Participate in a shared research and writing project
- Write a research project to address a topic/problem/issue (e.g., read a number of books on a single topic to produce a report: record science observations)
- Recall information from experiences or gather information drawn from one or more texts
- Answer a question from provided sources or record observations
- Present findings in a variety of modes: Refer to CCSS Anchor Standard 8

It is most productive if the Writing Research Connections project connects to a short or extended text from the quarter.

FSPS Writing Research Connections

Grade level expectations are correlated with the CCSS to be addressed each quarter

Third Grade

- Write a short, extended project that addresses a topic/problem/issue (Refer to CCSS Anchor Standard 8)
- Gather and integrate relevant information from several additional literary or informational texts (print sources) and various media (digital sources) on a topic or question drawn from 1 or more texts.
- Take brief notes on sources
- Sort evidence into provided categories
- Present findings in a variety of modes (Refer to CCSS Anchor Standard 8)

Fourth Grade

- Write a short, extended project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts (print sources) in various media (digital sources) or formats on a topic or question drawn from 1 or more texts.
- Provide a list sources
- Summarize or paraphrase findings
- Present findings in a variety of modes in both formal and informal argumentative or explanatory contexts, either in writing or oral formats (Refer to CCSS Anchor Standard 8)

Fifth Grade

- Write a short, extended project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts(print sources) in various media (digital sources) on a topic or question drawn from 1 or more texts.
- Provide a list of sources
- Summarize or paraphrase findings in notes and finished work
- Draw evidence from texts to support analysis, reflection, and research (Refer to RL.5.3 /RI.5.8)
- Present findings in a variety of modes in both formal and informal argumentative or explanatory contexts, either in writing or oral formats (Refer to CCSS Anchor Standard 8)

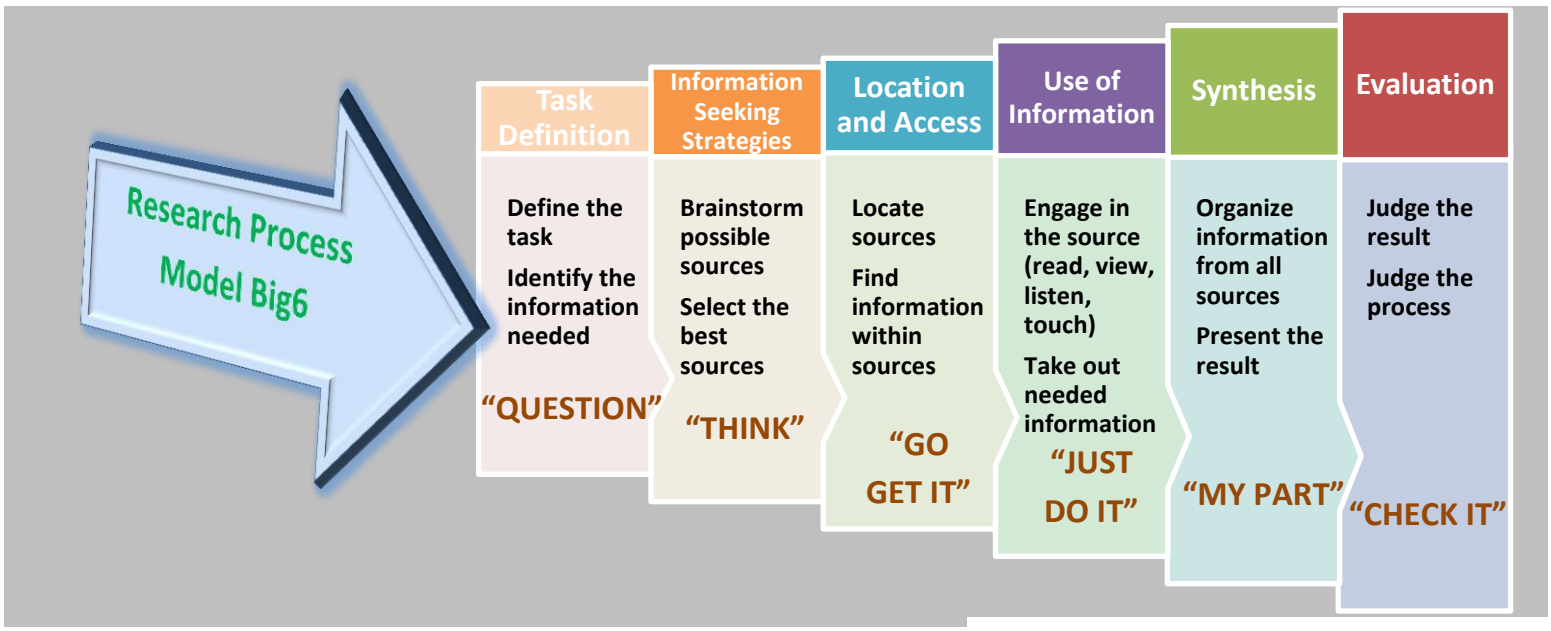
Sixth Grade

- Write one extended project that addresses a topic/problem/issue
- Gather and integrate relevant information from several additional literary or informational texts (print sources) in various media (digital sources) or formats on a topic or question drawn from 1 or more texts.
- Assess the credibility of each source
- Effectively and accurately quote or paraphrase sources
- Present findings in a variety of modes in both formal and informal argumentative or explanatory contexts, either in writing or oral formats (Refer to CCSS Anchor Standard 8)

It is most productive if Writing Research Connections project connects to a short or extended text from the quarter.

FSPS Writing Research Connections

The **Super3** and **Big6** research process models are recommended for use in FSPS K-2 and 3-6 classrooms respectively. These research models facilitate student achievement of Common Core Writing Anchor Standards 7, 8 and 9. The models provide a framework that guides students in solving a problem, question, assignment or task. Since the **Super3** model develops foundational skills that complement and support the **Big6** model, it is important that **K-2 classroom teachers** develop a *deep understanding* of the **Big6** model. Both models can be adapted according to the topic or type of research being conducted as needed.



Adapted from the Big6 Model for Research, copyright @(1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information visit: www.big6.com

Super3 Writing Research Connections Process
K-2 Writing Research

Super3 Steps	Explanation	Criteria	Guided Questions	Related Activities & Skills	Student Checklist
Plan (Beginning) When students get an assignment or a task, BEFORE they start doing anything, they should think: **Writing Anchor Standard 7 & 8** **RI Anchor Standard 6 & 8**	What am I supposed to do? What will it look like if I do a really good job? What do I need to find out to do the job?	Define the task Identify the information needed Brainstorm possible sources Select the best sources	What is the problem? What is my current task? What are some topics or questions I need to answer? What information do I need to solve the problem? What information will I need? What are the possible ways to get answers? What are the best sources for me? What are all the possible sources to check? What are the best sources of information for this task?	Choosing a topic to research. Brainstorming guided questions. Brainstorming all sources possible K-W-H-L chart Eliminating difficult sources, choosing the best.	Does the information in your final product meet (or exceed) the requirements of the assignment? Does your final product meet your teacher's expectation? Did the books, web sites, and other resources you used meet the needs of the assignment? Did you select the best sources available to you? How do you know?

FSPS Writing Research Connections

Super3 Steps	Explanation	Criteria	Guided Questions	Related Activities & Skills	Student Checklist
Do (Middle) In the middle the students do the activity: **Writing Anchor Standard 1,2,4,8,9** **RI Anchor Standard 1,7**	Students DO the activity: read, view, tell, make a picture, etc.	Locate sources Find information within sources Engage in the source (read, view, listen, touch) Take out needed information Organize information from all sources Present the results	Where do I go to get the sources? Which part(s) of the book, video, etc. are helpful? Where can I find these sources? Where can I find the information in the source? Do I need to read/listen/ view the entire source? How will I keep track of my information? What information do I expect to find in this source? What information from the source is useful? How will I put together my information? How will I present my information? How will I organize my information?	Finding helpful books. Searching the internet. K-W-H-L chart Skimming/Scanning Taking notes on a graphic organizer Avoiding plagiarism Making the decision Creating report, art, etc. Presenting to others	Did you locate the sources you needed? Did you find the information you needed in each source? Were you able to effectively identify the information you needed? Were you able to effectively take notes or gather information? Did you effectively organize information? Does your product present the information clearly?
Review (End) Before finishing the product and turning it in, students should stop and think- Is this done? **Writing Anchor Standard 5 & 10**	Is this done? Did I do what I was supposed to do?	Judge the result Judge the process	Did I do a good job? What would I do differently next time? Did I do what was required? Did I complete each of the stages efficiently?	Filling out rubric Discussing how the project went	Does your product meet (or exceed) the assignment requirements? Did you use your time well?

FSPS Writing Research Connections

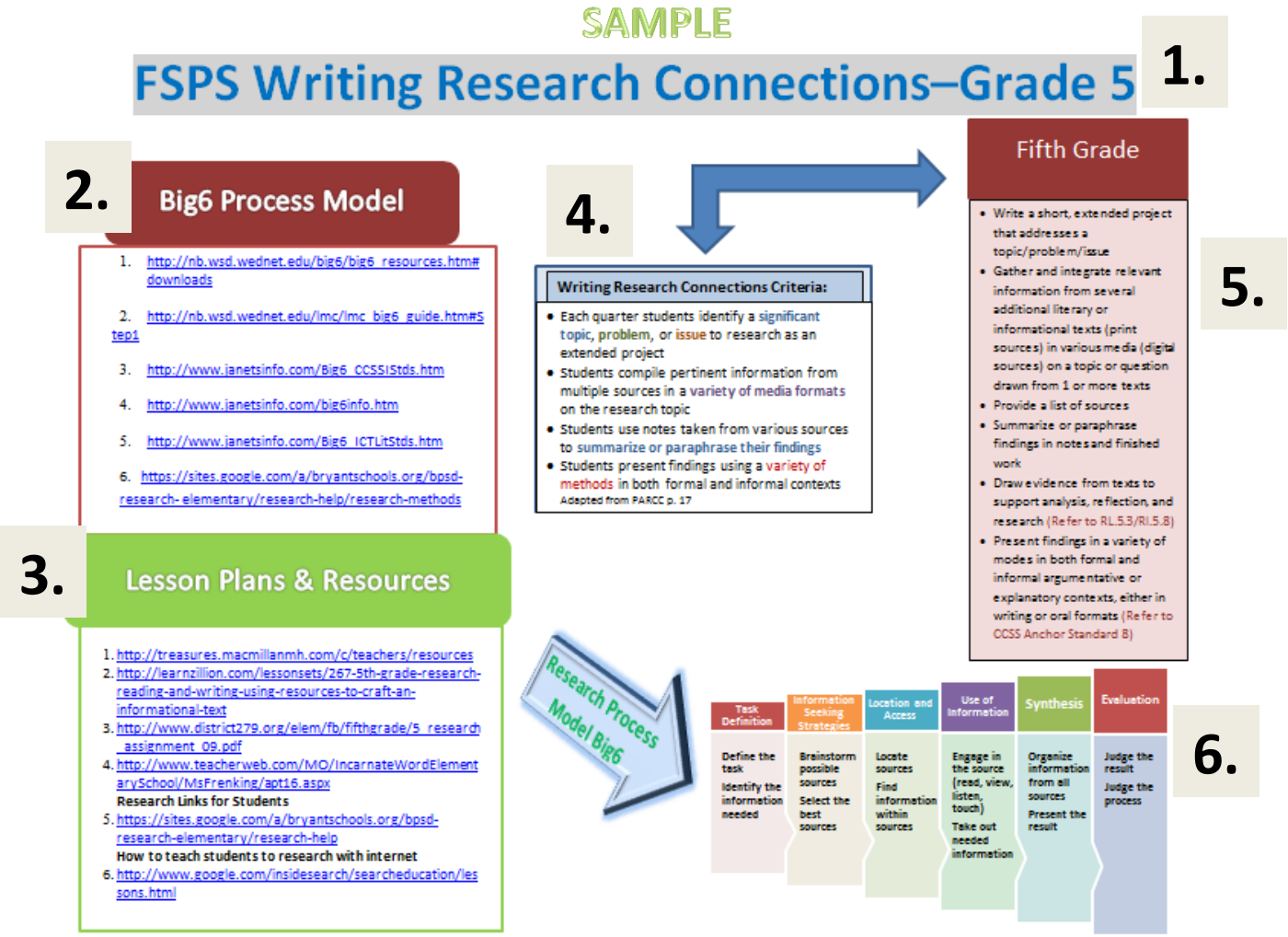
Big6 Writing Research Connections Process 3-6 Writing Research					
Big6 Steps	Explanation	Criteria	Guided Questions	Related Activities & Skills	Student Checklist
1. Task Definition **Writing Anchor Standard 7**	What am I supposed to do?	Define the task Identify the information needed	What is my current task? What are some topics or questions I need to answer? What information will I need?	Choosing a topic to research Brainstorming guided questions Open/closed questions; topical and supporting questions; factual vs. interpretive questions; value of questioning in the learning process	Does the information in your final product meet (or exceed) the requirements of the assignment? Does your final product meet your teacher's expectation?
2. Information Seeking Strategies **Writing Anchor Standard 8** **RI Anchor Standard 6 & 8**	What can I use to find what I need?	Brainstorm possible sources Select the best sources	What are all the possible sources to check? What are the best sources of information for this task?	Brainstorming all sources possible K-W-H-L chart Eliminating difficult sources, choosing the best Primary and secondary sources; print, non-print and electronic resources; source evaluation and relevancy; published vs. non-published information	Did the books, web sites, and other resources you used meet the needs of the assignment? Did you select the best sources available to you? How do you know?
3. Location & Access **Writing Anchor Standard 2 & 8**	Where can I find what I need?	Locate sources Find information within sources	Where do I go to get the sources? Which part(s) of the book, video, etc. are helpful? Where can I find these sources? Where can I find the information in the source?	Access to sources including library catalogs; online databases and Internet searching; developing keywords (vocabulary); constructing relevant search strings; building background knowledge on organization and retrieval of information to develop appropriate, successful search strategies (including keyword, subject, full-text, Boolean, truncated searching).	Did you locate the sources you needed? Did you find the information you needed in each source?
4. Use of Information **Writing Anchor Standard 2 & 8** **RI Anchor Standard 2 & 4**	What information can I use?	Engage in the source (read, view, listen, touch) Take out needed information	What information do I expect to find in this source? What information from the source is useful? Do I need to read/listen/ view the entire source? How will I keep track of my information?	Reading for a purpose; note taking (both formal and informal, including outlines, webbing, note cards, lists etc., either paper/pencil or with electronic tool such as Inspiration) and summarizing; documentation (citing sources	Were you able to effectively identify the information you needed? Were you able to effectively take notes or gather information?

FSPS Writing Research Connections

Big6 Steps	Explanation	Criteria	Guided Questions	Related Activities & Skills	Student Checklist
5. Synthesis **Writing Anchor Standard 1,2,4 & 9** **RI Anchor Standard 1 & 7**	What can I make to finish the job?	Organize information from all sources Present the result	How will I organize my information? How should I present my information? How will I put together my information? How will I present my information?	Writing or other relevant processes; relevant technology applications (PowerPoint, Word, Publisher, Excel, etc.) Presenting to others	Did you effectively organize information? Does your product present the information clearly?
6. Evaluation **Writing Anchor Standard 5 & 10**	How will I know if I did my job well?	Judge the result Judge the process	Did I do what was required? Did I complete each of the stages efficiently? What would I do differently next time?	Developing assessments using examples of good products/papers. This step is directly tied to #1—criteria against which final products will be evaluated should be developed at the outset, this stage is student's assessment of own work before submitting it. Filling out rubric Discussing how the project went	Does your product meet (or exceed) the assignment requirements? Did you use your time well?

FSPS Writing Research Connections

FSPS Writing Research Connections resources are located in several documents. Teachers can use the **FSPS Writing Research Connections** grade specific document, **Year-at-a-Glance** and **Elementary Literacy Curriculum Map** for the particular grade level. Teachers will need to refer to the criteria and information in the **FSPS Elementary Literacy Curriculum Guide** for more content on planning pages 21-32.



1. Grade identified for each Research Connections
2. Big6 websites and resources identified for teachers background knowledge (K-2 will have Super3)
3. Grade level lesson plans and resources to conduct 1-2 weeks of research per quarter
4. Research Connections criteria for each quarter
5. Identified critieria from standards of grade level expectations for Writing Research Connections weeks
6. Big 6 Model and six step process to engage students in a topic, problem or issue. (K-2 will have Super3)

Sample of K-2 FSPS Writing Research Connections\]

FSPS Writing Research Connections

FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2013-2014

	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics(Decoding)/ Spelling	Writing
W-27 Mar 3-7	Fact and Opinion Question	Research Connections	J – L 12 Verb Tenses	J – L 23 Unstressed Syllables Unstressed Syllables	Refer to Journeys Lessons 9-12 TLI Writing Focus: Opinion

Research weeks are identified on the Year-at-a Glance. During these weeks teachers determine the standards to teach based on their topic or theme.

During Research Connections weeks, suggested comprehension strategies and skills are found under the **Comprehension: Research Connections** heading in the Reading Workshop section of the Elementary Literacy Curriculum Maps. **The Research Connections weeks allow additional time to focus on the reading skills being assessed on TLI for that quarter *or* time to ensure that the progression of strategies and skills are cycled through during the course of the year.** The comprehension strategies and skills found on the map are **suggestions only** - teachers can integrate different strategies and skills as needed during Research Connections weeks.

FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content WEEK 8

READING WORKSHOP: WHOLE GROUP LESSONS						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections				Teacher Selected Materials for Research Connections		
• Teacher may choose standards that best match the research connections genre. • Suggested Comprehension strategies & skills: Story Structure & Infer/Predict • Refer to FSPS Research Connections Criteria						

During Research Connections weeks, a suggested writing focus and selected *Journeys* lessons are found under the **Research Connections** heading in the Writing section of the Elementary Literacy Curriculum Maps. **The Research Connections weeks are aligned to focus on the writing text type assessed on TLI for that quarter.** However, these are **suggestions only** - teachers can integrate different writing text types as needed during their research weeks.

FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content WEEK 8

(This standard is the *FSPS* target skill for the week.)					
Writing				Research Connections:	
• Teacher may differentiate activities according to the class needs in order to teach the weekly writing components and standards. • Refer to FSPS Informational Writing Criteria C. Teacher will need to review the *English Language Arts Common Core Standards Unpacking* document to understand the specific criteria specified by CC.W.5.2, CC.W.5.2a, CC.W.5.2b, CC.W.5.2c, CC.W.5.2d, CC.W.5.2e. Refer to Week 3.				TLI Writing Focus Choose appropriately from the lessons. Informational (Inform) Refer to J – L 6, 21-25, 28	

FSPS Writing to Texts

Based upon CCSS, PARCC, and FSPS expectations, students in grades 3-6 will participate in **routine writing** each day. Although neither Common Core nor PARCC list specific expectations for grades K-2 at this time, routine writing at these grade levels build the foundation for the writing students will be doing in future years.

Routine Writing

What is Routine Writing? Routine writing is a **short constructed-response** to a **text-dependent question.** Routine writing serves many purposes. It builds **content knowledge,** provides opportunities for **reflection on a specific aspect of a text or texts,** improves **text comprehension** and **develops writing skills**. Because this type of writing requires text analysis, it develops the student's higher-level thinking skills and leads to a deeper understanding of vocabulary and text structures. Routine writing can take the form of **notes**, **summaries**, **learning logs**, **writing to learn tasks**, or even a **response to a short text selection** or an **open-ended question**. It can be done during the reading or writing block.

Adapted from PARCC Model Framework, pp. 9, 17

Routine Writing Criteria:

1. **Write short constructed response to text-dependent questions**
2. **Write to build content knowledge**
3. **Write to reflect upon text(s)**

Consider the following 3 categories when writing or reviewing a set of text-dependent questions:

- **Questions that assess themes and central ideas**
- **Questions that assess knowledge of vocabulary**
- **Questions that assess syntax and structure**

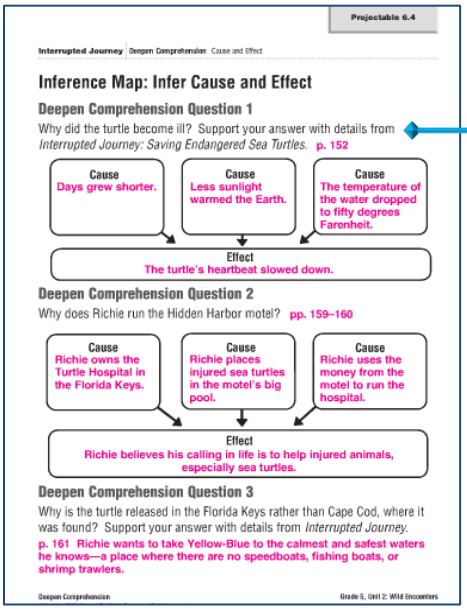
General Prompt Questions	Literature-Character Analysis	Literature-Elements and Structures	Author's Word Choice
•What does the author want us to know about ___? •What is the author's message to his/her readers? •What ideas in the text support/validate ___? •What do you learn from the illustrations? •What do we know from the title and cover? •What context clues tell you what (word) means? •What do you notice about the author's use of punctuation? •What does ___ mean? How do you know?	•What do you know about (character)? What words does the author use to show you? •What are (character's) strengths? Weaknesses? •What words and phrases does the author use for each? •How does the main character treat other characters? •What evidence does the author include? •How does the main character change throughout the story? •What evidence does the author include? •How does the author show each character's feelings?	•How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations? •How does the character react to the setting? How do you know? •How does the setting change through the story? How do you know? •How does the dialogue help you understand the interaction between characters? •An author usually does some research to help him/her write the text. What evidence of research do you find in this text? •Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting? •How does the sequence of events develop the story? •Describe the major events of ___ in order.	• What words or phrases grab your attention? • What words or phrases tug at your heart? • What beautiful language does the author use? • What words (color, size, shape, material, proper names) help the author be specific? • What strong verbs do you notice? How do they help you visualize the author's meaning? • How do the author's words help develop sensory images?

For more information on text dependent questions: http://criticalthinkingworks.com/?p=635

FSPS Writing to Texts

Routine Writing can occur in response to a teacher selected read-aloud, the *Journeys* main selection, an Extended Text Study or during Writing Research Connections weeks. This type of writing can also be based on science and social studies units of study.

SAMPLE



Projectable 6.4

Interrupted Journey | Deepen Comprehension Cause and Effect

Inference Map: Infer Cause and Effect

Deepen Comprehension Question 1

Why did the turtle become ill? Support your answer with details from *Interrupted Journey: Saving Endangered Sea Turtles.* p. 152

Cause: Days grew shorter.
Cause: Less sunlight warmed the Earth.
Cause: The temperature of the water dropped to fifty degrees Farenheit.
Effect: The turtle's heartbeat slowed down.

Deepen Comprehension Question 2

Why does Richie run the Hidden Harbor motel? pp. 159–160

Cause: Richie owns the Turtle Hospital in the Florida Keys.
Cause: Richie places injured sea turtles in the motel's big pool.
Cause: Richie uses the money from the motel to run the hospital.
Effect: Richie believes his calling in life is to help injured animals, especially sea turtles.

Deepen Comprehension Question 3

Why is the turtle released in the Florida Keys rather than Cape Cod, where it was found? Support your answer with details from *Interrupted Journey.*

p. 161 Richie wants to take Yellow-Blue to the calmest and safest waters he knows—a place where there are no speedboats, fishing boats, or shrimp trawlers.

Deepen Comprehension | Grade 5, Unit 2: Wild Encounters

Copyright from THINKCENTRAL

This is an example from a *Journeys* main selection. The text-dependent question, "Why did the turtle become ill?" requires students to construct a short response to the text and reflect on specific aspects of the text.

Key criteria for routine writing

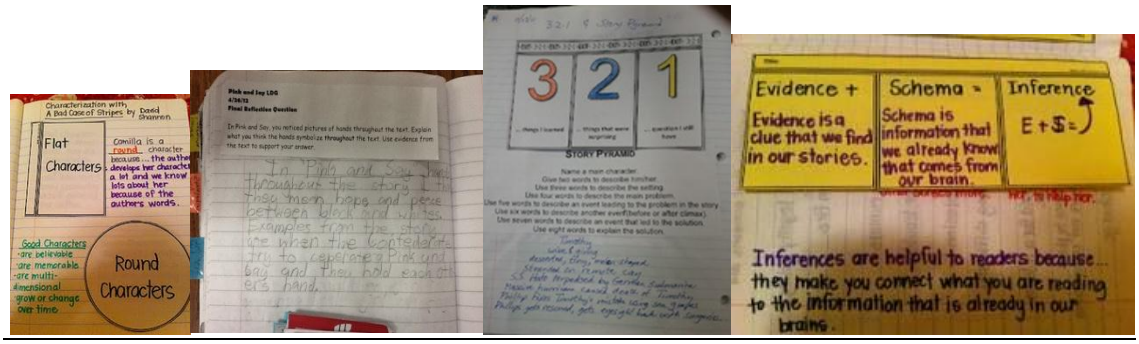
Response Journals

Response Journals provide an excellent opportunity for routine writing. Routine writing can be in many forms.

Use the Response Journal to:

- **record thoughts, ideas, and notes during shared/guided/individual reading**
- **record responses, and engage in dialogue related to individual reading**
- **store interesting ideas, phrases, and vocabulary for possible use in writing**

SAMPLES



FSPS Writing to Texts

In grades 3-6, students need to participate in **analytical writing**. Although neither Common Core nor PARCC list specific expectations for grades K-2 at this time, analytical writing at these grade levels builds the foundation for the writing students will be doing in future years.

Analyses per Quarter

Analytical writing requires **using evidence,** while **crafting works that display some logical integration and coherence**. These responses will vary in length ranging from **short-answer responses to multi-paragraph responses (4th-6th grade.)** Analytical writing ***provides opportunities to develop and assess the student's ability to paraphrase, infer, and integrate ideas from various readings***.

Adapted from PARCC Model Framework, p. 17

Types of Analytical Writing Recommended:

- **Inform/Explain**
- **Opinion**
- **Comparative** (can either be in an opinion or inform/explain format)
- **Compositions** from research findings

FSPS Writing Analyses Expectations Per Quarter	
K-2 Grade	when appropriate
3rd Grade	2 analyses
4th Grade	3-4 analyses
5th Grade	3-5 analyses
6th Grade	4-6 analyses

Writing Analyses Criteria:

- **Use evidence and craft writing that displays logical integration and coherence**
- **Answer brief questions and be able to craft longer responses**
- **Over the course of the year, include *comparative analysis* and *compositions* that share findings from research projects**

FSPS Writing to Texts

Sample of a Writing To Texts Per Quarter

The Year at- a Glance below illustrates the incorporation of analytical writing throughout a quarter in order to meet FSPS grade level expectations. The samples showcase the different question types recommended by PARCC. However, teachers can choose to focus on only one type each quarter. For example, first quarter might focus on opinion writing and second quarter might focus on informational writing.

SAMPLE

FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2013-2014

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics(Decoding)/ Spelling	Writing
SECOND QUARTER					
TLI READING FOCUS: Technical			TLI WRITING FOCUS: Explanatory: (Informational) Instruct		
W-10 Oct 21-25	Sequence Events Monitor/	2. J – L 4 "Double Dutch" (Narrative Nonfiction)	J – L 18 Prepositions	J – L 8 Homophones Homophones	Refer to *Journeys* Lessons 17-20, 27 Narrative Writing Focus: (Personal)
W-11 Oct 28-Nov 1	Theme Visualize	Teacher Selected Read-Aloud (Informational Text)	J – L 18 Prepositions	J – L 9 Compound Words Compound Words	TLI Writing Focus: Informational (Instruct)
W-12 Nov 4-8	Ca Qu	1. J - L 6 "Interrupted Journey: Saving Endangered Sea Turtles" (Informational Text)	3. erjections	J – L 10 Recognizing Schwa + /r/ Sounds Final Schwa + /r/ Sounds	TLI Writing Focus: Informational (Instruct)
W-13 Nov 11-15	Conclusions and Generalizations Infer/Predict	Extended Text Study	J – L 28 (Day 1) Commas with Introductory Elements (Interjections)	J – L 11 Vowel Sounds in Stressed Syllables VCCV Pattern	Refer to *Journeys* Lessons 9-12 Embedded Writing Focus: (Opinion)

1. **Analytical writing-(Inform): How could the efforts to save the sea turtles of Cape Cod be used to develop rescue plans for other endangered animals?**
2. **Analytical writing-(Opinion): Do you think Double Dutch jump roping is a worthwhile sport for kids to participate in?**
3. **Analytical writing-(Inform-Comparative): Compare the efforts to save the sea turtles of Cape Cod to the efforts to save Alaskan killer whales?**

FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2013-2014

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics(Decoding)/ Spelling	Writing
W-14 Nov 18-22	Fact and Opinion Question	Extended Text Study	Commas with Introductory Elements (Tag Questions)	J – L 12 Open and Closed Syllables: VCV Pattern VCV Pattern	Refer to *Journeys* Lessons 9-12 Embedded Writing Focus: (Opinion)
W-15 Nov. 25-29	Review Skills, Strategies, & Routines (Nov. 25-26)			Thanksgiving Recess (Nov. 27-29)	
W-16 Dec 2-6	Concl a Genera Infer/	4. Research Connections	J – L 28 (Day 2) Commas with Introductory Elements (Direct Address)	J – L 13 Recognizing Initial and Medial Digraphs VCCCV Pattern	TLI Writing Focus: Informational (Instruct)
W-17 Dec 9-13	TLI ASSESSMENT & REVIEW				
W-18 Dec 16-20	Compare and Contrast Monitor/Clarify	Extended Text Study	J – L 18 Prepositions	J – L 14 VV Syllable Pattern VV Pattern	Refer to *Journeys* Lessons 9-12 Embedded Writing Focus: (Opinion)
END OF SECOND QUARTER December 20, 2013					
Dec 23–Jan 3	WINTER RECESS				

4. **Analytical writing-(Compositions-Research): After researching endangered animals, is there another animal you think should be labeled an endangered animal? Provide evidence from your research why this animal should be labeled endangered.**

FSPS K-6 Literacy Curriculum Map Committee

Grade Level Committee Members						
Kindergarten	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**	**Sixth Grade**
Kyra Frederick (Parker)	Laura Gladdin (Parker)	Britney Ballin (Parker)	Rae Ann Henson (Parker)	Sarah Harper-Milton (Parker)	Ami Griggs (Parker)	Lucia Turner (Parker)
Mary R. Baker (Pike)	Pattye Goodman (Cook)	Eileen Hale (Sunnymede)	Maureen Austin (Bonneville)	Virginia Lopez (Ballman)	Heather McGhee (Fariview)	Dana Brooks (Tilles)
Lori England (Orr)		Juli Hough (Sutton)	Laura Moore (Morison)	Marla Needham (Carnall)	Kim Rahi (Barling)	Carla Mathis (Beard)
		Margaret Scherrey (Trusty)	Joni Donoho (Parker)	Beth Parker (Cavanaugh)	Velta Schluterman (Woods)	Kim Pankey (Euper)
						Laurete Wright (Howard)

Curriculum Map Advisory Committee

Robyn Dawson

Velmar Greene

Sharla Whitson

Monica Austin

Dr. Mary Ann Johns

Dr. Kellie Cohen

Please contact the following if you have literacy questions:

Tracy Gilmore, Elementary Literacy Coordinator, Parker Center

Cathey Ford, Reading Recovery Teacher Leader, Parker Center

Instructional Facilitator Grade Level Support to help with Instructional Resources Quarterly emails will be sent from the instructional facilitator assigned to your grade level giving additional helpful tips, resources to teach reading, writing or grammar, extended text or research connections for the upcoming weeks.							
K	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**	**Sixth Grade**	**Extended Study**
Kyra Frederick	Laura Gladden	Britney Ballin	Rae Ann Henson	Sarah Harper-Milton	Ami Griggs	Lucia Turner	Joni Donoho