DRAFT v1 

**MS Scope and Sequence**

**Course Overview: 5th Grade ELA**

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| **Teachers: Manasa Davaluri /Ronitte Shemtov**  **Year: 2020-2021** | |
| **Course Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Understanding others’ experiences helps me to understand their point of view and better influence the world around me. | **Course Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*  Why is it important to learn about other people’s experiences? |
| **Course Mission Statement:** *By the end of this course, students will independently use their learning to … What kind of long-term independent accomplishments are desired? Application of skill and content*  *The “Why are we doing this?”*  Fifth graders will develop empathy for other people’s stories and narrative by deeply engaging with texts that reflects a multitude of human experiences, especially BIPOC experiences.  By end of course year, students will be able to effectively communicate how an author uses literary techniques and text structures evoke empathy from their reader. Furthermore, students will be called in to relate their own experiences and opinions with the stories they read from  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | |
| **Final Assessment:**  *How will you assess independent student mastery of your course essential skills and questions? (Questions and Format)* | |

**Pacing Guide – Purpose: Purposefully plan & pace toward course enduring understanding**

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| Week # | **Dates** | **Important Dates** | **# Lessons** | **Unit Title/Core Text** | **Key Skills & Content (In your own few words; not standards)** | **Unit Task/Materials Lead** |
| 1 | 9/7-9/11 | 9/7 Labor day NO School; 9/8 First day of school | 4 | Folk Tales  [Common Lit] | Features of Fictional writing and Theme (central message) |  |
| 2 | 9/14-9/18 |  | 5 | Folk Tales  [Common Lit] | Features of Plot Structure +  Summary |  |
| 3 | 9/21-9/25 |  | 5 | Folk Tales  [Common Lit] | End of Unit Task |  |
| 4 | 9/28-10/2 |  | 5 | American Heroes | Features of Nonfictional/Information Writing +Main Idea |  |
| 5 | 10/5-10/9 |  | 5 | American Heroes | Text features and structure  + Main Idea |  |
| 6 | 10/12-10/16 | 10/12 Indigenous People’s Day | 4 | American Heroes | Key details/evidence + Main Idea |  |
| 7 | 10/19-10/23 |  | 5 | American Heroes | Key details/evidence + Main Idea |  |
| 8 | 10/26-10/30 | 10/3 Half Day, **10/30 End of Q1** | 5 | American Heroes | End of Unit Task |  |
| 9 | 11/2-11/6 | **11/3 Election Day** | 5 | Wonder | (BK+ Schema) |  |
| 10 | 11/9-11/13 | 11/11 Veterans Day No School | 4 | Wonder |  |  |
| 11 | 11/16-11/20 |  | 5 | Wonder |  |  |
| 12 | 11/23-11/27 | 11/25 Half Day, 11/26-11/27 Thanksgiving NO SCHOOL | 3 | Wonder |  |  |
| 13 | 11/30-12/4 |  | 5 | Wonder |  |  |
| 14 | 12/7-12/11 |  | 2.5 | Wonder |  |  |
| 15 | 12/14-12/18 |  | 5 | Wonder | End of Unit Task |  |
|  |  |  |  | **Winter Break 12/21-1/1** |  |  |
| 16 | 1/4-1/8 |  | 5 | Natural Disasters | (BK) |  |
| 17 | 1/11-1/15 |  | 5 | Natural Disasters |  |  |
| 18 | 1/18-1/22 | 1/18 MLK Jr. Day NO SCHOOL, **1/22 Half Day /End of Q2** | 4 | Natural Disasters |  |  |
| 19 | 1/25-1/29 | 1/25 Staff PD NO SCHOOL | 4 | Natural Disasters |  |  |
| 20 | 2/1-2/5 |  | 5 | Natural Disasters |  |  |
| 21 | 2/8-2/12 |  | 5 | Natural Disasters | End of Unit Task |  |
|  |  |  |  | **February Break 2/15-2/19** |  |  |
| 22 | 2/22-2/26 |  | 5 | Esperanza Rising | (BK+ Schema) What is Historical Fiction? + (NF) Main Idea/Key Evidence |  |
| 23 | 3/1-3/5 |  | 5 | Esperanza Rising | Historical Context/Theme (F) |  |
| 24 | 3/8-3/12 |  | 5 | Esperanza Rising |  |  |
| 25 | 3/15-3/19 |  | 5 | Esperanza Rising |  |  |
| 26 | 3/22-3/26 |  | 5 | Esperanza Rising |  |  |
| 27 | 3/29-4/2 | 4/2 Half Day/End of Q3 | 5 | Esperanza Rising |  |  |
| 28 | 4/5-4/9 |  | 5 | Esperanza Rising |  |  |
| 29 | 4/12-4/16 |  | 5 | Esperanza Rising |  |  |
| April Break 4/19-4/23 | | | | | | | |
| 30 | 4/26-4/20 |  | 5 | Bud Not Buddy | (BK+ Schema) Historical Fiction cont.  Main Idea/Key evidence |  |
| 31 | 5/3-5/7 |  | 5 | Bud Not Buddy | Historical Context/Theme (F) |  |
| 32 | 5/10-5/14 |  | 5 | Bud Not Buddy |  |  |
| 33 | 5/17-5/21 |  | 5 | Bud Not Buddy |  |  |
| 34 | 5/24-5/28 |  | 5 | Bud Not Buddy |  |  |
| 35 | 5/31-6/4 | 5/31 Memorial Day NO SCHOOL | 4 | Bud Not Buddy |  |  |
| 36 | 6/7-6/11 |  | 5 | Bud Not Buddy |  |  |
| 37 | 6/14-6/18 |  | 5 | Bud Not Buddy | End of Unit Task |  |
| **38** | **6/21-6/23** | 6/23 last day of school for students | 2 | Flex Week |  |  |

Unit Overview

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| **Unit # 1 / title:**  Folk Tales | **Duration: 3 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  *Fictional stories can teach us about people, cultures and things we have never met or experienced. Learning about different people’s experiences helps us to put ourselves in their shoes.* | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*  How do fictional stories teach us empathy? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*  *Reading:*  *5.2* 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 a text  5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  *5.6* Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama  *Writing: Short summaries and narratives*   * *Write a summary that includes the characters, setting, conflict, key events, climax and resolution.* * *Rewrite or extend a story writing from another character’s perspective that includes details from the story.*   + *Narrative writing standard 3a, 3e, and part of b “Use description to develop experiences, events, [and] show responses to situations.”*   Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques such as dialogue, **description**, and pacing to develop experiences or events or show responses to situations.  Provide a sense of closure appropriate to the narrated experiences or events.  *Speaking/Listening:*  *Answer questions in complete sentences.*  *Use specific words to communicate thoughts (character names)*  *Use correct pronouns when referring to characters.*  1b. Follow agreed-upon rules for discussions and carry out assigned roles.  1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (give some regular discussion questions and practice determining when to ask the question; give opportunities for students to ask Qs at end of discussions – distinguish between Y/N questions and questions that need more elaboration)  *Grammar:*  *(TBD/parts of speech)* | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, study skills, etc)*  Collaboration Skills:  *Productively participate in Turn & Talks/paired discussion. (turn and look, volume, eye contact, taking turns/air time, asking questions, staying on topic)*  *Study Skills:*  *Always put name on HW.*  *Write in complete sentences on HW.*  *Develop HW routines/self-management re: after school time. (EQ 2 – self-reflection & management)* |
| **Notes/ Texts:**  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |

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| **Unit # 2 / title:**  American Heroes | **Duration: 5 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?* | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)* | | **Skill Standards:** *(Common Core, Thinking Skills, etc)* |
| **Notes/ Texts:**  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |

Unit Overview

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| **Unit #6 / title:**  Bud Not Buddy | **Duration: 8 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  To survive, people need basic things like food, shelter, and clothing.  To thrive, people might need things like a family, hobbies, income and other activities or qualities that increase enjoyment or success.  \*\*\*NEED TO WRITE | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*  What do people need to survive?  What do people need to thrive?  What choices does an author make to engage the reader and tell a story? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  *Reading:*  [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) 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.  [RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)  [RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.  [RI.5.3](http://www.corestandards.org/ELA-Literacy/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.  *Writing:*  [W.5.1.A](http://www.corestandards.org/ELA-Literacy/W/5/1/a/) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  [W.5.1.B](http://www.corestandards.org/ELA-Literacy/W/5/1/b/) Provide logically ordered reasons that are supported by facts and details.  [W.5.1.C](http://www.corestandards.org/ELA-Literacy/W/5/1/c/) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).  [W.5.1.D](http://www.corestandards.org/ELA-Literacy/W/5/1/d/) Provide a concluding statement or section related to the opinion presented.  [W.5.2.B](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  *Speaking & listening:*  [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  *Grammar:* | | **Skill Standards:** *(Common Core, Thinking Skills, etc)*  *Collaboration:*  *Debate: Do Bud’s rules help him thrive or survive?*  *Study Skills:*  Taking notes on a specific question (moments when Bud is just surviving, moments when he is thriving)  *Annotate for author’s craft*  *Independently read a section of text and annotate for a specific question* |
| **Notes/ Texts:**  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |

Unit Overview

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| **Unit #4 / title:**  Natural Disasters | **Duration: 6 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  After a natural disaster, people can help by donating things, time, and money. People should try to understand the needs of the community affected and stand by them to make sure they get help. They should also be sure to investigate any aid charity they decide to donate to to ensure that people are actually getting the help they need. | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*  How can people help after a natural disaster? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  *Reading –*  *RL5.5 Need to include determining the mood and explaining how the author creates that mood.*  [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) 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.  [RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)  RL.5.11 Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.  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.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  *Writing –*  [W.5.2.B](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  [.W.5.2.D](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.  [W.5.1.A](http://www.corestandards.org/ELA-Literacy/W/5/1/a/) Introduce a topic or text clearly, **state an opinion**, and create an organizational structure in which ideas are **logically grouped** to support the writer's purpose.  [.W.5.1.C](http://www.corestandards.org/ELA-Literacy/W/5/1/c/) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).  [.W.5.1.D](http://www.corestandards.org/ELA-Literacy/W/5/1/d/) Provide a concluding statement or section related to the opinion presented.  *Grammar –*  *Speaking and Listening –*  [SL.5.1.D](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  [SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  [SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (if we choose to do powerpoint instead of mock trial) | | **Skill Standards:** *(Common Core, Thinking Skills, etc)*  Letter writing -   * Audience, purpose, text features, tone * RAFT (role, audience, format, topic)   *Collaboration:*  Group Presentation skills   * Each person has a role/task * Combining the best part of everyone’s argument   *Study Skills:*  *Taking notes with a specific focus question* |
| **Notes/ Texts:**   * + **Resources to Reference:**   + 2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)   + 2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>   + 2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |

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| **FORMATTING ERROR: DO NOT USE CELLS** |  |
| *[W.5.2.B](http://www.corestandards.org/ELA-Literacy/W/5/2/b/)*    *[W.5.1.A](http://www.corestandards.org/ELA-Literacy/W/5/1/a/)* |  |

Unit Overview

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| **Unit #5/ title:**  Esperanza Rising | **Duration: 8 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?* | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?* | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  *Reading:*  RL5.2: 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 a text.  RL5.3: Compare and contrast two or **more characters, settings, or events** in a story or drama, drawing on specific details in the text (e.g., how characters interact).  RI5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.  *Writing: Argumentative writing – focus on structure and clarity*  *Answer a question using a quote sandwich*  W5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  W5.2a: Introduce a topic clearly, provide a general observation and focus, and **group related information logically in paragraphs** and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension  W5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  *Grammar*  Content/Topic – specific vocabulary  *Speaking & Listening*  *SL1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.* | | **Skill Standards:** *(Common Core, Thinking Skills, etc)*  *Notice – memory moments, tough questions(?), contrasts and contradictions, again and again (rose bush & heartbeat symbolism)*  *Types of conflict*  *Multi paragraph, argumentative writing*  *Collaboration:*  *Peer-editing*   * *Does their thesis answer the question?* * *Do they include at least 2 pieces of evidence per paragraph?* * *Does each paragraph have a clear topic?*   *Study skills:*  *Annotating a text*  *Planning our writing – What’s my answer to the question? How many paragraphs do I need to answer the q? What are my claims for each p?* |
| **Notes/ Texts:**  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |

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| **Unit #3 / title:**  Wonder | **Duration: 7 weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Learning about people’s experiences helps us understand their point of view.  People’s point of view affects how people interpret events.  *Event – interpretation – reaction*  Author chooses a structure to support their theme. RJ Palaccio chooses to tell events from multiple perspectives to communicate the theme that “People interpret events really differently based on their experiences” and “You can’t judge someone based on how they look” and “Choose kind … because you don’t know what someone is going through” (etc) | **Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*    Why is it important to learn about other people’s experiences?  How does the structure of a story help communicate a theme? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*  *Reading*  *RL5.3 Compare 2 or more characters in a story or drama, drawing on specific details in the text.*  *RL5.5 Explain how a series of chapters, scenes fits together to provide overall structure of a story. (teacher note: how does the structure of this text support the theme – develop empathy)*  *RL5.6 Describe how a narrator’s point of view influences how events are described in a story.*  *RI5.2 – Determine one or more main ideas of a text and explain how they are supported by key details.*  *RI5.9 Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.*  *Writing: focus on narratives, but give a few opps for students to write argumentative paragraphs*  W5.3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.  W5.3.b. Use narrative techniques such as **dialogue**, description, and pacing to develop experiences or events or show responses to situations.  d. Use concrete words and phrases and sensory details to convey experiences or events precisely. *(teacher note: use RJ Palaccio as a model for revising their narratives to add more detail)*  *Grammar*  *How to write dialogue*  *Speaking & Listening*  SL5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, study skills, etc)*  *Notice important parts of a story and stop and think.*  *How to read & write dialogue*  *Collaboration:*  *Group of 4 conversations – air time, engaging quieter person, asking questions, make it a conversation*  *Study Skills:*  *Reading at home; make sure we share audio version on first day and teach students how to use it at home (listen and read at the same time) – post on google classroom!* |
| **Notes/ Texts:**  Look in 2016-17 folder for bullying texts: Pair with non-fiction about bullying – scientific, first accounts, policy, read APR’s policy  **Opinion essay:** Students read bullying article and reflect on Julian chapter – Prompt: something like … What should the principal/school/J’s parent do with/for Julian? (use evidence from texts)  **Short answers:** character feels and how you know (do this on repeat)  **To teach dialogue:** multiple opportunities to write a dialogue between 2 characters. (about 5 lines and then edit for punctuation, speaker tags, no speaker tags) – (Like the convo between parents when Auggie cuts his tail) … then they need to include dialogue in the  **Narrative prompt:** (idea) write first chapter of sequel – Auggie’s first day of 6th grade – must have conflict, rising action, climax, and resolution; … if we do this need to have at least 2 other opps for students to write a continuation to learn how to come up with conflict and resolve it.  Writing: Answer a question with a thesis statement that provides an answer and support it with multiple pieces of relevant evidence (3 on demand)  1 narrative with a revision opp (feedback on dialogue, descriptions and story structure)  1 final narrative assessment  **Resources to Reference:**  2017 DESE 5th ELA Revised Standards <http://www.doe.mass.edu/frameworks/ela/2017-06changes.pdf> (p. 32)  2017 DESE ELA Framework <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>  2020 DESE Pre requisite Standards <https://onedrive.live.com/edit.aspx?cid=285f7d25256b7bcc&page=view&resid=285F7D25256B7BCC!298&parId=285F7D25256B7BCC!101&app=Word> (p.28) | | |