
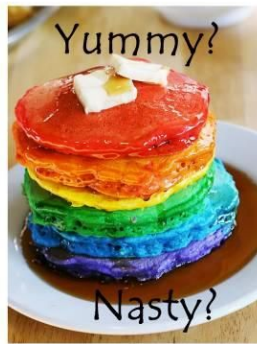


Instructional Plan for the Unit	
<p>The instructional unit focused on four components of literacy instruction, which included Guided Reading, Shared Reading, Independent Reading, and Writing Workshop. The amount of time spent in each of these four areas during the lessons varied depending on what part of the standard was being facilitated.</p> <p>These unit objective correlate directly with the standards for reading literature, writing, foundational skills, speaking and listening. The standard requires students to demonstrate an understanding of how author's point of view affects the depiction of events. The students will need to be able to identify the author's point of view first before examining how the point of view affects the perspective. The students will also be writing a fictional narrative to demonstrate mastery of point of view and how the point of view affects writing. A focus on pronoun usage is imperative for determining point of view and written expression with a specific point of view. Throughout the unit, the students will be reading and decoding various texts. They will continue to strengthen their skills for determining the meaning of unfamiliar words. Students will be reading texts as a class and independently. T</p>	

Major Unit Objectives	Standards/ Competencies Correlation
1. The student will identify the author's point of view in a text by recognizing word cues.	RL 5.6
2. The student will illustrate and write how an author's point of view affects the depiction of events.	RL 5.6
3. The student will examine how the author's point of view affects the reader's reaction and interpretation of events.	RL 5.6
4. The student will publish a fictional narrative with a first person point of view using correct grammatical conventions, and apply the written and verbal guidance of peers to their written work.	W 5.3, 5.4 ,5.5
5. The student will use context clues to decode the meaning of unfamiliar words in texts.	RF 5.3
6. The student will read poetry and prose with sufficient accuracy and fluency.	RF 5.4

Lesson One	
Guided Reading	Author's perspective
Standard	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Objective	The student will describe how an author's point of view develops from an individual perspective.
Essential Question	How does a point of view develop from personal perception?
Resources	Smart Board: Author's Point of View and Perspective

	 <p>Author's Point of View & Perspective</p>
<p>Procedure</p>	<ol style="list-style-type: none"> 1. The teacher will ask the students to brainstorm about what the word “perception” means. <ol style="list-style-type: none"> a. Students may find the root word, perceive. The students should offer synonyms such as how you see, what you know, what it looks like to you. 2. The teacher will explain how everything we read is written from a point of view. This point of view is unique to the author that is writing the text. 3. The teacher will use the SmartBoard lesson to demonstrate how perception is developed through our senses: taste, touch, sight, smell and sound. 4. The teacher will emphasize how we all see the world differently. <ol style="list-style-type: none"> a. The teacher should use day to day examples such as what happened at recess or lunch is different for each of the students, and certainly different for herself as the teacher. 5. The teacher will show a series of pictures and ask the students to “vote” by a show of hands their perspective.



a.



b.



c.

6. The teacher will explain to the students that there are often positive perspectives and negative perspectives.
7. The teacher will ask the students if they know the word for when an impression is neither positive or negative.
 - a. The students may need to clues to a science reference to find the word neutral or objective
8. The teacher will explain how neutral or objective means that a person is trying to not have an impressions or feeling in their perspective, to remain without a positive or negative perspective.
9. The teacher will show the students a series of pictures and ask for their neutral perspectives first then offer positive or negative perspectives. The teacher should write the students' impressions on the pictures.



a.



b.



c.

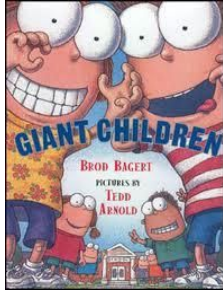


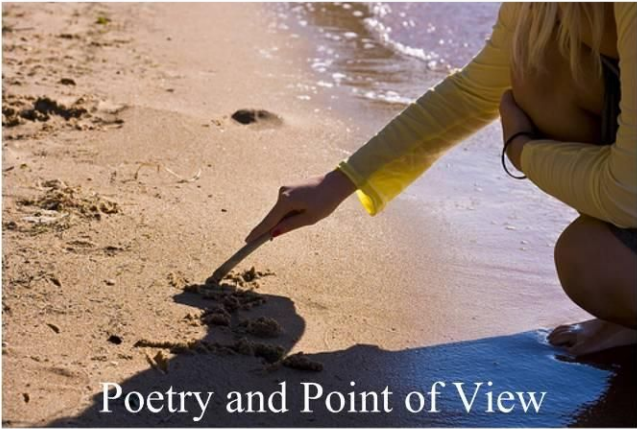
d.



e.

10. The teacher will ask the students to complete a quick write with the reflection: What does the word perception mean to you? Does your perception change the way you think about things? Could your perception affect the way you act? Talk? Write stories?
11. The students who would like may share their quick writes.
12. The teacher will explain that personal perception often affects writers. Many authors reflect their own feelings and beliefs in their writings. This reflection is called **point of view**.

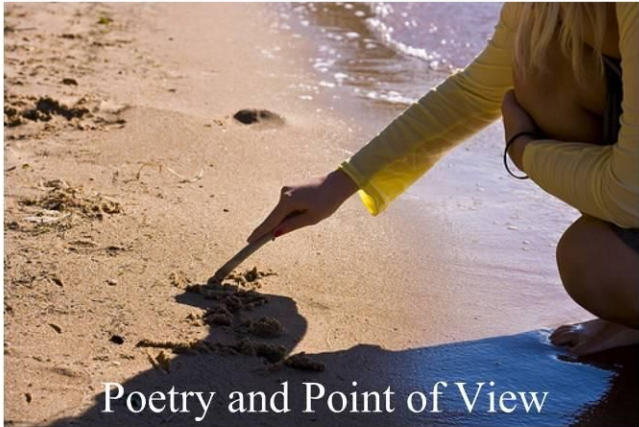
	13. The teacher will explain how point of view will be the focus of this unit.
Assessment	Teacher monitors student responses
Shared Reading and Writing Workshop	<p>"Giant Children" by Brod Baggett</p>  <p>"Is the Moon Tired?" by Christina Rossetti</p>
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	SmartBoard: Poetry and Point of View

	 <p>Poetry and Point of View</p> <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will introduce two types of point of view – 1st person point of view and 3rd person point of view. 2. The teacher will ask the students to do a quick write about what they did yesterday afternoon. <ol style="list-style-type: none"> a. The teacher should model by writing a few sentences describing her afternoon. b. The students should be guided to write a paragraph which includes transition words such as “first” “then” and “next” 3. The students will turn to their elbow partner for a writing share. <ol style="list-style-type: none"> a. Each partner will take a turn telling the partner what they did yesterday afternoon. The teacher should encourage the students to work from their writings. 4. The students will then do a quick write about what their partner did yesterday afternoon. 5. The teacher will share or ask students to share their writings about what they did yesterday afternoon. 6. The teacher will share or ask students to share their writings about what their partners did yesterday afternoon. 7. The teacher will ask the students what they noticed in the word choices used in their writings about themselves when compared to their writings about their partners. <ol style="list-style-type: none"> a. The teacher should guide the students to noticing the difference occurs most in the pronoun usage. Their writings about themselves used “I” “me” and “my” while their writing about their partners used “he” “she” and/or “they.” 8. The teacher will explain how pronouns are excellent clues for determining point of view.

	<p>a. Point of view can be described as 1st person, 2nd person, or 3rd person.</p> <p>9. The teacher will ask the students to brainstorm about what 1st person may mean when compared to 2nd and 3rd person.</p> <p>a. The students should work with teacher guidance to understanding that 1st person is a telling that the person experienced firsthand, 2nd person is talking directly to a person, while 3rd person is a spectator.</p> <p>10. The teacher will explain how most writings are from a 1st person or 3rd person point of view, and the class will be doing several readings and writings looking at point of view and its effect on the depiction of an event.</p> <p>11. The teacher will show the children the book <u>Giant Children</u>, and introduce the poem the book is titled after: "Giant Children."</p> <p>12. The teacher will read the poem aloud.</p> <p>a. The teacher should be careful not to show the illustrations, which would give the poem's speaker away.</p> <p>13. The teacher will pause before the last lines of the poem and ask the students who they think is the narrator of the poem.</p> <p>14. The teacher will read the last lines of the poem and show the illustrations, which reveal the narrator as the classroom pet hamster.</p> <p>15. The teacher and the students should go back through the poem on the ELMO looking at how the hamster's perspective directed the author's writing.</p> <p>16. The teacher will emphasize the pronouns used.</p> <p>17. The class will generate an anchor chart of 1st person pronouns and 3rd person pronouns.</p> <p>18. The teacher will introduce the poem "Is the Moon Tired?"</p> <p>19. The teacher will read the poem aloud.</p> <p>20. The teacher will ask the students if there are unfamiliar words or phrases we need to decode.</p> <p>21. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge.</p> <p>22. The teacher will ask the students to identify the point of view of the poem.</p> <p>a. The students should identify the poem as being in 3rd person point of view.</p> <p>23. The teacher will ask the students to identify the cues that led them to identify the poem as 3rd person.</p> <p>24. The teacher will distribute the Point of View Poetry charts.</p> <p>25. The teacher will model how the first line of the poem would change if it were written in 1st person.</p> <p>26. The teacher will challenge the students to reread the poem in 1st person point of view.</p> <p>27. The students will record the point of view of the poem and the clues on their point of view poetry charts.</p> <p>28. The teacher will collect the point of view poetry charts</p>
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Assessment	Writing Workshop notebooks Point of View Poetry charts.
Word Study	
Standard	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3a 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.
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 5
Procedure	<ol style="list-style-type: none"> 1. The teacher will use the ELMO to project the week's words. 2. The teacher will guide the students through each word. <ol style="list-style-type: none"> a. The teacher will ask for a student volunteer to pronounce the word. b. The teacher will repeat the word. c. The teacher will ask for a student volunteer to give a definition. d. The teacher will read the definition and give a real life context for using the word. 3. The students will create sentences by matching the correct word with the definition. <ol style="list-style-type: none"> a. All answers will be reviewed as a class.
Assessment	Word Study Part A

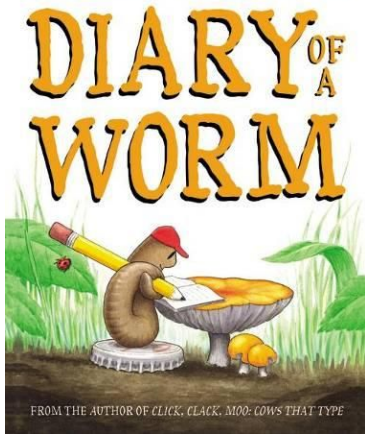
Lesson Two	
Shared Reading	<i>Mice</i> by Rose Fyleman
Standard	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described. RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	How do you determine the point of view of a poem? How do you determine if a text is from a 1 st person or 3 person point of view?
Resources	SmartBoard: Poetry and Point of View

	 <p>Poetry and Point of View</p> <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 1st person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 1st person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written from the voice of the mice rather than a human. 8. The teacher will challenge the students to reread the poem in the voice of the mice rather than the human. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	
Standard	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Objective	The student will identify the difference between 1 st person and 3 rd person point of view.

Essential Questions	How do you determine an author's point of view?
Resources	Point of View Smart Board
Procedure	<ol style="list-style-type: none"> 1. The teacher will review the term perspective from the previous lesson 2. The teacher will ask students to recall what perspective means. 3. The teacher will ask the students to name ways that we can perceive the world. <ol style="list-style-type: none"> a. The students should answer that we perceive with our five senses of taste, touch, sight, smell and sound. 4. The teacher will ask students to explain why perceptions are different. <ol style="list-style-type: none"> a. The student should express how all individuals have unique views of how they perceive the world. 5. The teacher will remind the students of the two points of view they will be studying – 1st person and 3rd person. 6. The teacher will explain how one of the first things a good reader will do is determine who is telling the story. <ol style="list-style-type: none"> a. The teacher should help the students recall the word narrator. 7. The teacher will explain how a character in the story can be narrating events. <ol style="list-style-type: none"> a. This character will often use pronoun cues that will let the reader know they are reading a text written in 1st person. <p style="text-align: center;"><u>First Person Point of View</u></p> <p style="text-align: center;">If a story is written from the first person point of view, the following pronouns will be used by the character telling the story.</p> <p style="text-align: center;"><i>I me my</i> <i>mine we us</i> <i>our myself ourselves</i></p> <ol style="list-style-type: none"> 8. The teacher will lead the students through excerpts from <u>Caught by the Sea</u> by Gary Paulsen, <u>Joey Pigza Loses Control</u> by Jack Gantos, and <u>A Long Way From Chicago</u> by Richard Peck. <ol style="list-style-type: none"> a. The teacher should read each excerpt aloud. b. The teacher will draw sticks to choose students that will come to the Smart Board and circle 1st person pronoun clues. 9. The teacher will brainstorm with the students about the advantages of an author using the 1st person point of view. <ol style="list-style-type: none"> a. The main advantages are the reader sees, feels and knows what the character knows, the reader feels more like a part of the story, the narration brings life to the story.

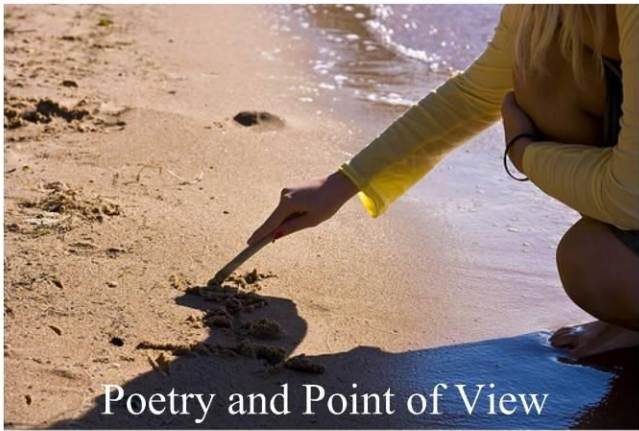
	<p>10. The teacher will introduce the 3rd person point of view.</p> <p>11. The teacher will explain how 3rd person is different from 1st person because the narration is different. A narrator may know the thoughts and feelings of only one character, or a narrator may know the thoughts and feelings of all the characters.</p> <p>a. The teacher will explain how the pronoun clues for 3rd person are different.</p> <p><u>Third Person Point of View</u></p> <p>If a story is written from the third person point of view, the only time you will see first person pronouns are when characters are speaking (dialogue). Instead you will see these third person pronouns:</p> <p>he she they him her his hers their them himself herself themselves</p> <p>12. The teacher will lead the students through excerpts from <u>Shakespeare's Secret</u> by Elise Broach, <u>Once Upon a Marigold</u> by Jean Ferris, and <u>Wild Timothy</u> by Gary L. Blackwood</p> <p>a. The teacher should read each excerpt aloud.</p> <p>b. The teacher will draw sticks to choose students that will come to the Smart Board and circle 3rd person pronoun clues.</p> <p>13. The teacher will brainstorm with the students about the advantages of an author using the 1st person point of view.</p> <p>a. The main advantages are the reader knows more details about what is really happening, not just the perspective of one character, and there is not bias in thoughts and feelings because the reader knows about many perspectives or the narrator is objective.</p> <p>14. The students will independently complete Point of View Practice 1.</p> <p>a. The teacher will model the first one on the ELMO.</p> <p>b. The students should circle their point of view cues and write if the excerpt is in the 1st person or 3rd person point of view.</p> <p>15. The teacher will collect the worksheets.</p> <p>16. The teacher will review the answers with the class on the ELMO.</p>
Assessment	<p>The teacher will assess verbal responses and board work.</p> <p>The teacher will grade Point of View Practice 1</p>

Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read an on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<ol style="list-style-type: none"> 1. The student will independently read their self selected just right book. 2. The student will complete a reading response identifying the point of view of the text with specific evidence, and retell an event in the text if it were written from another point of view.
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Objective	<p>The student will correctly use pronouns in writing and identify the noun the pronoun replaces.</p> <p>The student will identify how author's choice of point of view affects the narration of a story.</p>
Essential Question	<p>What are pronouns and how do pronouns act in the place of nouns.</p> <p>How does an author's choice of narrator affect the point of view and the narration of a story?</p>
Resources	<p>Pronouns Smart Board</p> <p>Pronoun choice worksheet</p> <p>The Diary of a Worm by Doreen Cronin</p> <hr/> <p>By Doreen Cronin • Pictures by Harry Bliss</p>  <p>FROM THE AUTHOR OF <i>CLICK, CLACK, MOO: COWS THAT TYPE</i></p> <p>ELMO</p> <p>Writing Workshop notebooks</p> <p>pencils</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will ask the students to name a pronoun. 2. The teacher will ask the students to identify the role of pronouns. 3. The class will create an Anchor chart for pronouns. 4. The teacher will utilize the I am PRO-noun Smart Board to introduce singular and plural subject pronouns. 5. The students will take turns naming correct pronouns to take the place of nouns in writings. 6. The teacher will explain the directions for the Choose the Pronoun worksheet. 7. The students will complete the worksheet. 8. The teacher will collect the worksheets. 9. The teacher will ask the students to recall the difference between 1st person and 3rd person point of view. 10. The teacher will ask the students to name pronoun cues for the different points of view. 11. The teacher will ask the students to describe what a diary is and what the genre is for a diary. <ol style="list-style-type: none"> a. The students may name the genres of nonfiction, realistic fiction or autobiography 12. The teacher will introduce the reading for the lesson: <u>Diary of a Worm.</u>

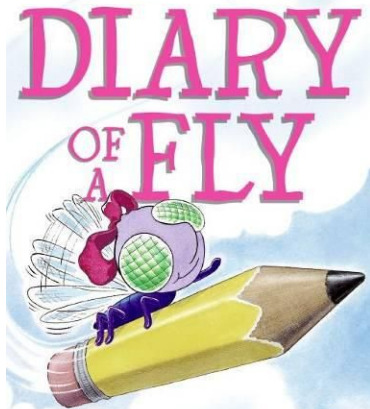
	<p>13. The teacher will ask if the title of the book and the front cover may indicate another genre.</p> <p>a. The students may suggest fantasy, science fiction or mystery.</p> <p>14. The teacher will use the ELMO to display the pictures on the Smart Board as the story is read.</p> <p>a. The teacher should stop frequently to ask comprehension questions and verify the meanings of unfamiliar words and phrases using context clues and prior knowledge from the class.</p> <p>b. The teacher should make note of different illustrations that show the point of view of a worm in a human world.</p> <p>15. The teacher should ask students to identify ways the author's choice of first person point of view from the perspective of a worm affected the description of events in the story.</p> <p>16. The teacher should ask the students to make comparisons from their lives at school and home to the life of the worm.</p> <p>17. The class should discuss how this author's choice of point of view affected their feelings toward the main character of the worm.</p> <p>18. The teacher will introduce the idea of what if they wrote from the perspective of an object or an animal.</p> <p>19. The teacher will model on the ELMO writing a paragraph titled "One Day in the Life of a Pencil."</p> <p>20. The teacher will model personifying the pencil into the main character and giving the pencil the voice of 1st person.</p> <p>a. The teacher should include participation of the students by using the name of a good humored student and asking the class for suggestions about what could happen in the day of pencil.</p> <p>21. The teacher will distribute the Writing Workshop notebooks.</p> <p>22. The teacher will instruct the students to pick an object or an animal and write "One Day in the Life of . . ." paragraphs in 1st person.</p> <p>a. The teacher should review 1st person pronouns with the class.</p> <p>b. The teacher should remind the students that free writes are not a time to focus on grammatical correctness. The goal is to give our imaginations life on the paper.</p> <p>23. The teacher may share or students may share their writings in the author's chair.</p>
Assessment	The teacher will check the participation in discussion and effort put into writing in the 1 st person by checking for pronoun accuracy.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>

Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 5
Procedure	<ol style="list-style-type: none"> 1. The teacher will review the pronunciation of each of the words. 2. The students will complete sentences by substituting the correct word for the definition given in the sentence. <ol style="list-style-type: none"> a. All answers will be reviewed as a class.
Assessment	Word Study Part B

Lesson Three *abbreviated schedule with early dismissal	
Shared Reading	<i>Penguins</i> by Jack Prelutsky
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>

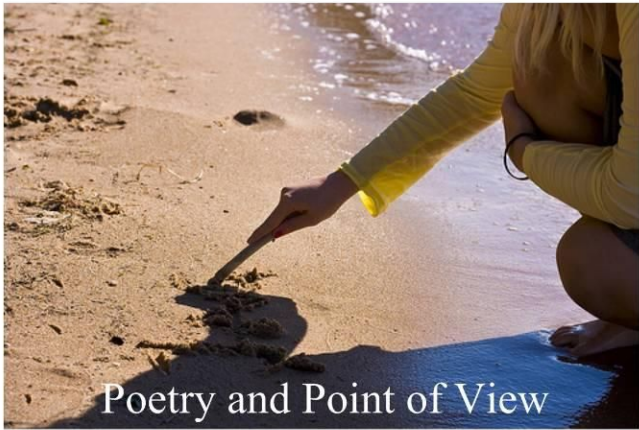
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 3rd person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 3rd person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 1st person. 8. The teacher will challenge the students to reread the poem in 1st person point of view. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	
Standard	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	The student will identify the difference between 1 st person and 3 rd person point of view.
Essential Questions	How do you determine an author's point of view?
Resources	<p>"Alfred the Turtle"</p> <p>"Time with Grandpa"</p> <p>"Leaving Her Mark"</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will ask students to recall the two points of view we have been studying. <ol style="list-style-type: none"> a. The students should answer 1st person and 3rd person. 2. The teacher will ask the students to name pronoun cues for each of the points of view. 3. The teacher will introduce the 3 short readings for the day. 4. The teacher will hand each student a copy of "Alfred the Turtle."

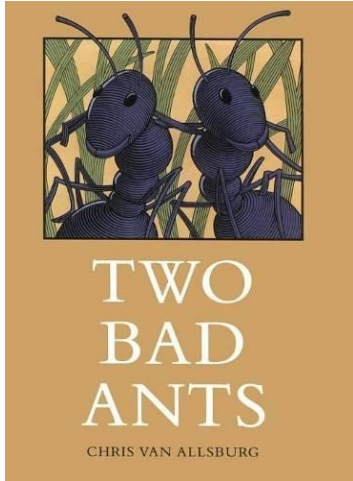
	<ol style="list-style-type: none"> 5. The teacher will ask the students to read the first paragraph. 6. The teacher will ask the students to name the point of view of the reading and give evidence from the first paragraph to support their reasoning. <ol style="list-style-type: none"> a. The students should recognize the reading is in 1st person. The first sentence “Hi, my name is Albert.” offers many clues. 7. The class will go through the reading. <ol style="list-style-type: none"> a. The teacher should help the students circle in on unfamiliar vocabulary and use context clues to decode the meaning of the words. b. The students should use all of their summarizing strategies <ol style="list-style-type: none"> i. Box in the title ii. Number the paragraphs iii. Write mini summaries by each paragraph. 8. The students will independently complete the questions at the bottom of the reading. 9. The teacher and students will complete this process with the next two readings “Time with Grandpa” and “Leaving Her Mark.” <ol style="list-style-type: none"> a. The teacher should help the students draw comparisons with the young boy in “Time with Grandpa” and their own lives. b. The teacher should draw parallels with “Leaving Her Mark” to the recently released story and movie “A Winter’s Tale” about the dolphin, Winter.
Assessment	The teacher will grade the comprehension question answers for correctness.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book

Procedure	<ol style="list-style-type: none"> 1. The student will independently read their self selected just right book. 2. The student will complete a reading response identifying the point of view of the text with specific evidence, and retell a event in the text if it were written from another point of view.
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	<p>The student will identify how author's choice of point of view affects the narration of a story.</p> <p>The student will identify possessive and reflexive pronouns.</p>
Essential Question	<p>How does an author's choice of narrator affect the point of view and the narration of a story?</p> <p>How can pronouns be used to refer to self and others?</p> <p>How can pronouns be used to show possession?</p>
Resources	<p>Possessive and Reflexive Pronouns worksheet</p> <p><u>Diary of a Fly</u> by Doreen Cronin</p> <p>By Doreen Cronin • Pictures by Harry Bliss</p>  <p>Writing Workshop notebooks</p> <p>pencils</p>

	ELMO
Procedure	<ol style="list-style-type: none"> 1. The teacher will ask the students how they would say they owned an object. <ol style="list-style-type: none"> a. The teacher may hold up a student's pencil or book and ask who owns the pencil or book. The student should express that the book is "mine." b. The teacher will ask the student to describe another person's pencil. The student should express that the pencil is his, hers or theirs. 2. The teacher will explain that there are many pronouns that help us show possession. 3. The class will brainstorm a list of possessive pronouns. 4. The teacher will introduce that there are also pronouns that help us refer to ourselves and others. 5. The teacher will explain that in that statement she used what is called a reflexive pronoun. The word bounces back to the person or people that are being talked about. 6. The class will generate a list of reflexive pronouns, such as myself, himself, and themselves. <ol style="list-style-type: none"> a. The teacher should emphasize how these words are used in determining point of view. 7. The teacher will explain the directions for completing the worksheet on possessive and reflexive pronouns. 8. The students will complete the worksheet and the teacher will collect the worksheets. 9. The teacher will ask the students to recall the difference between 1st person and 3rd person point of view. 10. The teacher will ask the students to name pronoun cues for the different points of view. 11. The teacher will ask students to recall the meaning of a diary. Describe what a diary is and what the genre is for a diary. 12. The teacher will introduce the reading for the lesson: <u>Diary of a Fly</u>. 13. The teacher will ask if the title of the book and the front cover may and review the genre. 14. The teacher will use the ELMO to display the pictures on the Smart Board as the story is read. <ol style="list-style-type: none"> a. The teacher should stop frequently to ask comprehension questions and verify the meanings of unfamiliar words and phrases using context clues and prior knowledge from the class. b. The teacher should make note of different illustrations that show the point of view of a worm in a human world. 15. The teacher should ask students to identify ways the author's choice of first person point of view from the perspective of a fly affected the description of events in the story. 16. The teacher should ask the students to make comparisons from their lives at school and home to the life of the fly.

	<p>17. The class should discuss how this author's choice of point of view affected their feelings toward the main character of the fly.</p> <p>18. The teacher will review the idea of what if they wrote from the perspective of an object or an animal.</p> <p>19. The teacher will model on the ELMO writing a paragraph titled "One Day in the Life of a the classroom door"</p> <p>20. The teacher will model personifying the pencil into the main character and giving the pencil the voice of 3rd person.</p> <ol style="list-style-type: none"> The teacher should include participation of the students by using the name of a good humored student and asking the class for suggestions about what could happen in the day of the classroom door. <p>21. The teacher will distribute the Writing Workshop notebooks.</p> <p>22. The teacher will instruct the students to pick an object or an animal and write "One Day in the Life of . . ." paragraphs in 3rd person.</p> <ol style="list-style-type: none"> The teacher should review 3rd person pronouns with the class. The teacher should remind the students that free writes are not a time to focus on grammatical correctness. The goal is to give our imaginations life on the paper. <p>23. The teacher may share or students may share their writings in the author's chair.</p>
Assessment	The teacher will check the participation in discussion and effort put into writing in the 3 st person by checking for pronoun accuracy.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 5
Procedure	<ol style="list-style-type: none"> The teacher will give the students definitions and ask the students to name the word that matches the definition. The students will apply the meaning of the word by choosing from scenarios where the word could be used as a description. <ol style="list-style-type: none"> All answers are reviewed as a class. The students will choose antonyms for the words. <ol style="list-style-type: none"> All answers are reviewed as a class.
Assessment	Word Study Parts C and D

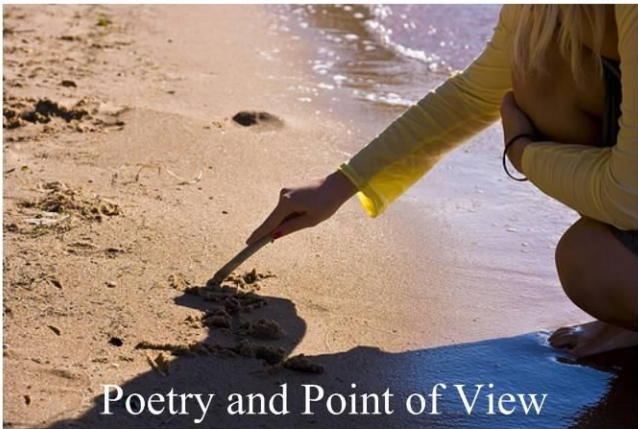
Lesson Four	
Shared Reading	<i>Who has seen the wind?</i> by Christina Rossetti
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 1st person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 1st person. 6. The teacher will distribute the Point of View Poetry charts.

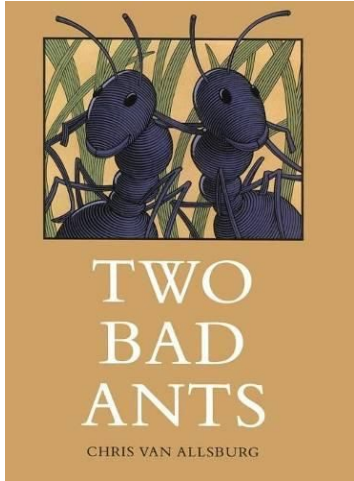
	<ol style="list-style-type: none"> The teacher will model how the first line of the poem would change if it were written in 3rd person. The teacher will challenge the students to reread the poem in 3rd person point of view. The students will record the point of view of the poem and the clues on their point of view poetry charts. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	
Standard	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Objective	The student will identify the difference between 1 st person and 3 rd person point of view.
Essential Questions	How do you determine an author's point of view?
Resources	<p><u>Two Bad Ants</u> by Chris Van Allsburg – 2 copies</p>  <p>ELMO Reading Response Notebooks</p>
Procedure	<ol style="list-style-type: none"> The teacher will ask the students to recall the two books read earlier in the week: <u>The Diary of a Worm</u> and <u>The Diary of a Spider</u>. The teacher will ask the students to recall the point of view of the books. <ol style="list-style-type: none"> The students should express that the stories are written from a 1st person point of view. The teacher will introduce the reading for the day, <u>Two Bad Ants</u>. The teacher will place one copy of the book on the ELMO to show the illustrations after each page is read. The teacher will walk around the room with the other copy and read the book aloud. The teacher should pause after the first page to identify the point of view of the book. <ol style="list-style-type: none"> The students should identify the book as being written in 3rd person.

	<p>7. The teacher should pause to decode unfamiliar words using context clues and the class' prior knowledge.</p> <p>8. As the book is read, the students should be making connections between the point of view of the ants and the point of view of a human.</p> <p>9. At the conclusion of the story, the students should make a T Chart in their reading response notebooks.</p> <p>10. One side should be labeled Point of View of an Ant and the other is Point of View of a Human.</p> <p>11. The students should recall as many examples of how an ant perceived an item or event and how a human would.</p> <p>12. The teacher will collect the notebooks.</p>
Assessment	The teacher will review the perspective comparison charts.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<p>3. The student will independently read their self selected just right book.</p> <p>4. The student will complete a reading response identifying the point of view of the text with specific evidence, and retell a event in the text if it were written from another point of view.</p>
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

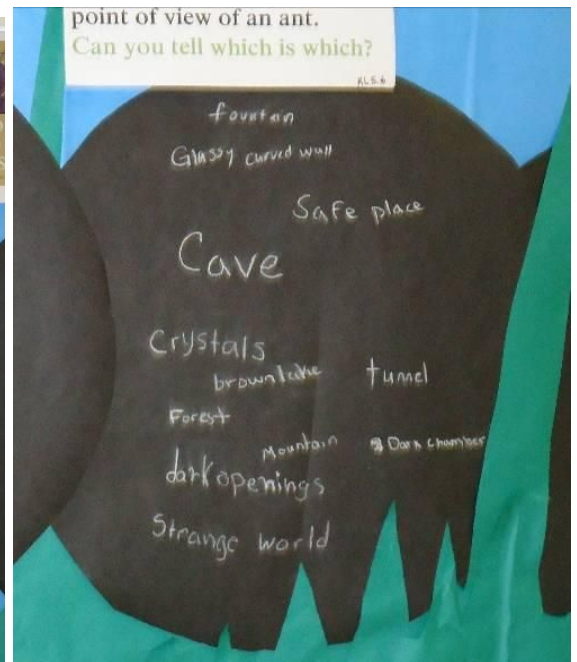
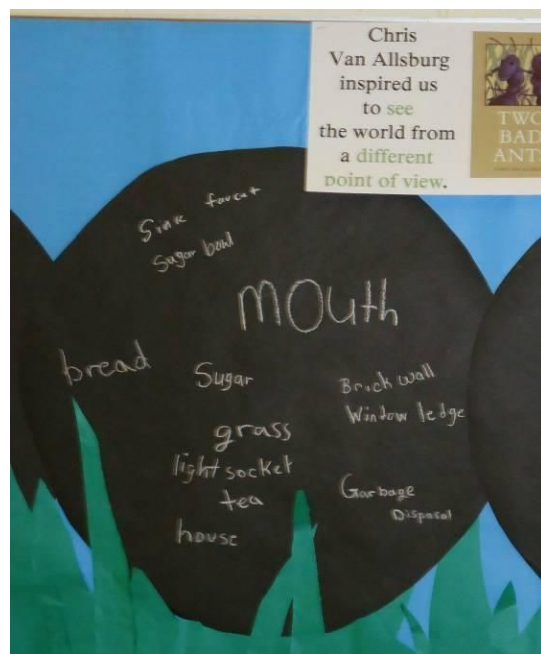
	<p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will write a fictional narrative in the 1 st person point of view.
Essential Question	How does writing in the 1 st person change the narration of events?
Resources	Writing Workshop notebooks pencils
Procedure	<ol style="list-style-type: none"> 1. The teacher will explain that we will be publishing fictional narratives written in the 1st person. 2. The teacher will ask the students to choose an animal or object to be the character narrating their stories. <ol style="list-style-type: none"> a. The students may use one of the previous drafts created in prior lessons or start with a fresh idea. 3. The teacher will model creating a graphic organizer to capture ideas for the writing. 4. The teacher will ask the students if they need clarification on directions. 5. The students will write their first drafts. <ol style="list-style-type: none"> a. Some students may choose to create a graphic organizer while others may begin drafting in paragraph form. 6. The teacher will set the timer for 15 minutes. 7. The students may choose to share their initial writings in author's chair. 8. The teacher will collect the writing workshop notebooks.
Assessment	The teacher will monitor the creation of graphic organizers and first idea drafts.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 5

Procedure	<ol style="list-style-type: none"> 1. The teacher will read aloud the narrative "A Difficult Journey" 2. The teacher will pause to emphasize points in the narrative where the week's words are used. 3. The teacher will ask the students to explain the context the word is used. <ol style="list-style-type: none"> a. The student should be able to substitute the definition. b. Some words have multiple meanings so the student needs to determine which meaning is being applied in the narrative. 4. The students will answer comprehension questions about the reading. <ol style="list-style-type: none"> a. All answers will be reviewed a class.
Assessment	Word Study Part E

Lesson Five	
Shared Reading	<i>The Purple Cow</i> by Gelett Burgess
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Poetry and Point of View</p> <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>

Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 1st person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 1st person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 3rd person. 8. The teacher will challenge the students to reread the poem in 3rd person point of view. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	
Standard	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Objective	The student will identify the difference between 1 st person and 3 rd person point of view.
Essential Questions	How do you determine an author's point of view?
Resources	<p><u>Two Bad Ants</u> by Chris Van Allsburg</p>  <p>Reading Response notebooks.</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will ask the students to recall the point of view of <u>Two Bad Ants</u>. 2. The teacher will recreate the T Chart the students made in their notebooks on the Smart Board.

3. As a class the students will give examples of the ant's perspective and the human perspective.
4. The teacher will go through the book and show the illustrations which prove the student's answer.
5. The teacher will show the students the supersized ants and explain that we will be creating one ant as the human perspective and one ant and the ant's perspective.
6. The students will take turns writing their comparisons on the supersized ants.
7. While the students wait to write on the ants, the student will complete a quick write about why they think Van Allsburg chose to write from the perspective of an ant.
8. The students may choose to share their writings in author's chair.



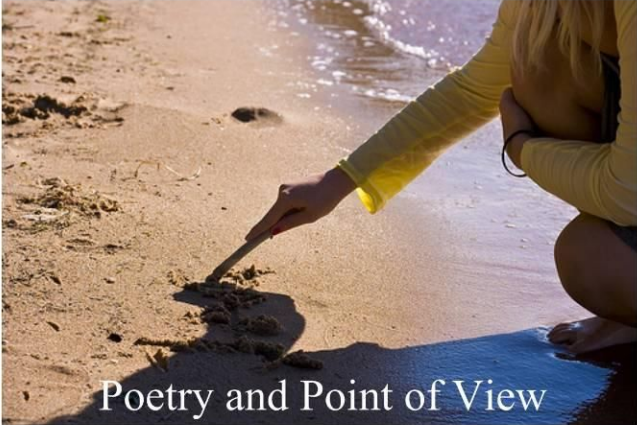
Assessment

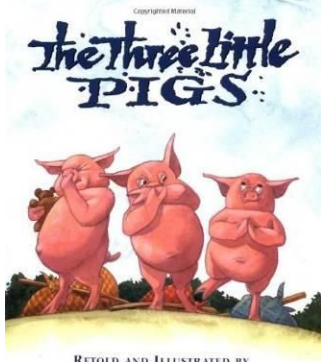
The teacher will review reading response notebooks.

Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<ol style="list-style-type: none"> 1. The student will independently read their self selected just right book. 2. The student will complete a reading response identifying the point of view of the text with specific evidence, and retell a event in the text if it were written from another point of view.
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will write a fictional narrative in the 1 st person point of view.
Essential Question	<p>How does writing in the 1st person change the narration of events?</p> <p>How does pronoun use affect our writing?</p>

Resources	Correct Pronoun Usage quiz Writing Workshop notebooks pencils
Procedure	<ol style="list-style-type: none"> 1. The teacher will administer the Correct Pronoun Usage quiz 2. The teacher will explain that we will be continuing our path toward publishing fictional narratives written in the 1st person. 3. The teacher will ask the students if they need clarification on directions. 4. The students will write their editing drafts. <ol style="list-style-type: none"> a. The teacher should model skipping lines for our editing drafts. 5. The teacher will set the timer for 15 minutes. 6. The students may choose to share their initial writings in author's chair. 7. The teacher will collect the writing workshop notebooks.
Assessment	The teacher will monitor the creation of the editing drafts.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 5
Procedure	<ol style="list-style-type: none"> 1. The teacher will administer the quiz.
Assessment	The teacher will grade the quiz for correctness.

Lesson Six	
Shared Reading	<i>The Skateboard</i> by William Espy
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>

Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 1st person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 1st person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 3rd person. 8. The teacher will challenge the students to reread the poem in 3rd person point of view. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	Their Side of the Story
Standard	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

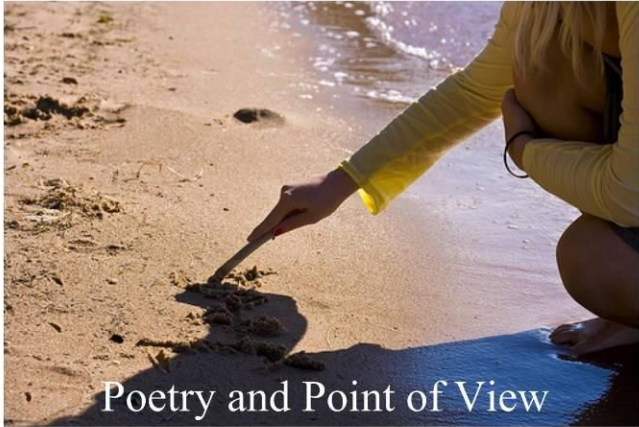
	<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	<p>The student will identify the point of view of a text using pronoun cues.</p> <p>The student will retell a story by recalling important details.</p> <p>The student will correctly sequence the events of a story.</p>
Essential Questions	How does the point of view affect the telling of a story?
Resources	<p><u>The Three Little Pigs</u> by Barry Moser</p>  <p>SmartBoard ELMO Reading Response Notebooks for each student pencils</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will introduce the genre of folktale. 2. The teacher will ask the students to list characteristics of folktales. <ol style="list-style-type: none"> a. Students may say magic, told to lots of people, morals and talking animals. 3. The teacher will introduce the story of <u>The Three Little Pigs</u>. 4. The teacher will ask the students to show of hands that is familiar with the story. 5. The teacher will explain how another characteristic of folktales is that there can be many retellings of the same story. 6. The teacher will ask the students to recall details from the story. <ol style="list-style-type: none"> a. The teacher will record their thoughts on the SmartBoard. 7. The teacher will explain that today they will be reading what is considered to be a traditional story of the three little pigs. 8. The teacher will read <u>The Three Little Pigs</u> aloud. <ol style="list-style-type: none"> a. The teacher should pause to show illustrations. b. The teacher should work with the students to use context clues to determine the meanings of unfamiliar words. 9. The teacher will ask the students to identify the point of view of the story.

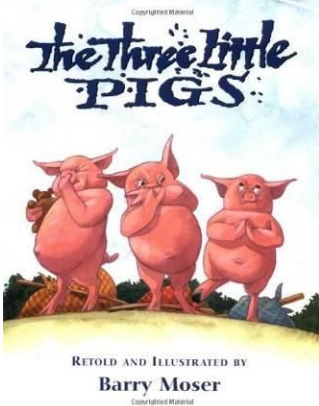
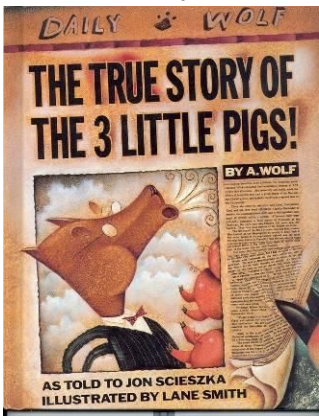
	<p>a. The students should identify the point of view as third person using the cues of she, he, and referring to the characters as the first pig, second pig, third pig, and the big bad wolf.</p> <p>10. The teacher will ask the students to recall details in the story.</p> <p>11. The teacher will type these details on the SmartBoard.</p> <p>12. The class will work together to correctly sequence the details of the story.</p> <p>13. The class will read together their retelling of the story.</p>
Assessment	The teacher will monitor participation in recalling details and sequencing.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<p>5. The student will independently read their self selected just right book.</p> <p>6. The student will complete a reading response by the end of the week detailing the point of view of the story, five characteristics of the main character, and a comparison chart of themselves to the main character.</p>
Assessment	The teacher will grade the Reading Response notebooks.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will write a fictional narrative in the 1 st person point of view.
Essential Question	How does writing in the 1 st person change the narration of events?
Resources	Writing Workshop notebooks pencils
Procedure	<ol style="list-style-type: none"> 1. The teacher will explain that we will be continuing toward publishing fictional narratives written in the 1st person by peer editing. 2. The teacher will explain how the class will be moving toward the first editing of their editing drafts. 3. The teacher will remind the students that our strategy of skipping lines is to help with the editing process. 4. The teacher will show the editing checklist on the ELMO. 5. The teacher should explain that our editing today will take place in two steps: a self check and a peer check. 6. The teacher will explain the areas being checked on the list. 7. The teacher will ask the students if there are questions or areas that need further explanation. 8. The teacher will explain that the first self check should be thorough as you the writer are checking for the overall clarity of your story as well as grammatical correctness. 9. The teacher will review common editing marks, such as capitalization, inserting and taking out punctuation, and spelling. 10. The teacher will set the timer for 8 minutes. 11. The teacher will explain the peer editing process. <ol style="list-style-type: none"> a. Each student will receive a colored pencil to make editing marks distinguishable from the self-check edit. b. The peer editor must put their name on the checklist. 12. The teacher will switch the editing drafts with other students until no student has their own work. <ol style="list-style-type: none"> a. The teacher will partner students by writing ability levels. b. The teacher will assist four resource students in a teacher led group. 13. The teacher will set the timer for 10 minutes. 14. The teacher will staple the editing checklists to the editing draft. 15. Each student should place their editing draft in their writing workshop notebooks to be collected.
Assessment	<p>The teacher will monitor the editing process.</p> <p>The teacher will check the accuracy of the self check and peer check editing chart.</p>

Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 6
Procedure	<ol style="list-style-type: none"> 1. The teacher will use the ELMO to project the week's words. 2. The teacher will guide the students through each word. <ol style="list-style-type: none"> a. The teacher will ask for a student volunteer to pronounce the word. b. The teacher will repeat the word. c. The teacher will ask for a student volunteer to give a definition. d. The teacher will read the definition and give a real life context for using the word. 3. The students will create sentences by matching the correct word with the definition. <ol style="list-style-type: none"> a. All answers will be reviewed as a class.
Assessment	Word Study Part A

Lesson Seven	
Shared Reading	<i>The Crocodile</i> by Lewis Carroll
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	SmartBoard: Poetry and Point of View

	 <p>Poetry and Point of View</p> <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 3rd person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 3rd person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 1st person. 8. The teacher will challenge the students to reread the poem in 1st person point of view. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	His Side of the Story

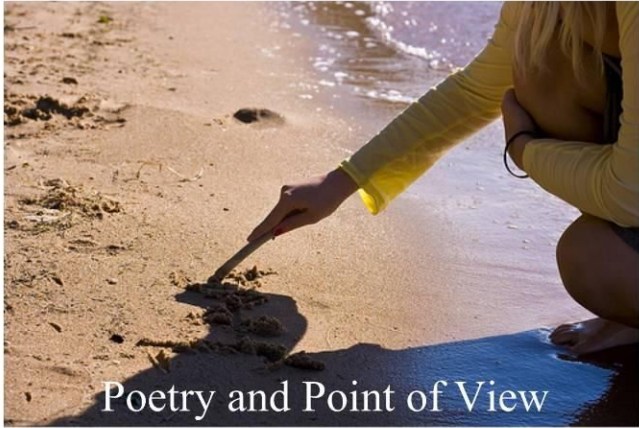
Standard	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	The student will identify through comparison of two stories how point of view affects the telling of the same events.
Essential Questions	How does the point of view affect the telling of the same events?
Resources	<p><u>The Three Little Pigs by Barry Moser</u></p>  <p><u>The True Story of the 3 Little Pigs by Jon Scieszka</u></p>  <p>ELMO SmartBoard Reading Workshop Notebooks pencils</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will review the two types of point of view – first person and third person. 2. The teacher will ask the students to verbally state what cue words can be found in texts to help identify the author's point of view. <ol style="list-style-type: none"> a. The students should answer with correct pronoun clues, such as I, me, my, we and us for first person.

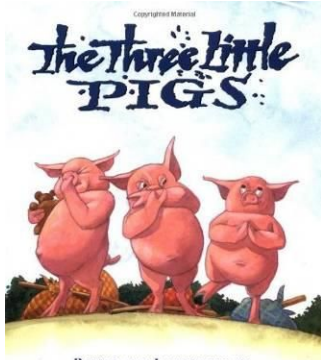
	<ul style="list-style-type: none"> b. The students should answer with correct pronoun clues, such as he, she, his, hers, and them for third person. c. The students may also identify the use of names as an indicator of a text written in third person. <ol style="list-style-type: none"> 3. The teacher will ask the students to recall the story of <u>The Three Little Pigs</u> read in the previous lesson. 4. The teacher will ask the students to help create a plot diagram for the story on the Smart Board by recalling the sequencing summary done in the prior lesson. <ul style="list-style-type: none"> a. The teacher will use the imagery of the plot mountain that was used in prior lessons to teach the exposition, rising action, climax, falling action, and resolution. 5. The students will identify key moments in the story, such as the building of the houses, the character of the Big Bad Wolf blowing down the houses and eating two pigs, the attempts to trick the third little pig, and the demise of the wolf as he was boiled into a stew after he climbed down the third little pig's chimney. 6. The teacher will ask students to recall the point of view of the story, and explain how they identified the point of view. <ul style="list-style-type: none"> a. The students should identify the point of view as third person and give the cues of pronouns and naming of the characters. 7. The teacher will ask the students to give adjectives to describe their feelings about the characters of the three little pigs and the wolf. <ul style="list-style-type: none"> a. Students should give evidence from the story to support their feelings. 8. The teacher will introduce the story, <u>The True Story of the 3 Little Pigs</u>. 9. The teacher will describe how especially with the genre of folk tales, there are many different versions of the same story. 10. The teacher will ask students to give their initial thoughts about the book based off of the cover. <ul style="list-style-type: none"> a. The students should note the title and discuss the meaning of the word "true" and the words possible affect on the telling of the story. 11. The teacher will read aloud the story. <ul style="list-style-type: none"> a. After reading the first page, the teacher should ask the students to identify the point of view. <ul style="list-style-type: none"> i. The students should identify the point of view as first person and use the pronoun clues "I'll" and "my" b. The teacher should pause to show illustrations to the class and on the ELMO. c. The teacher should pause frequently to model using context clues for unfamiliar vocabulary, such as "diet" "his right mind" "dead as a doornail" "honor" "brains of the family" "making a scene" "jazzed up" "framed" 12. The teacher will ask the students to create a plot mountain of the story independently at their desks in their reading response notebooks.
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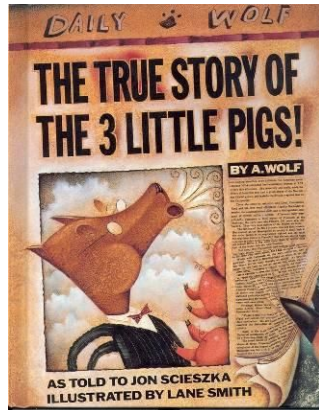
	13. The teacher will conclude the lesson by asking the students to write at least one difference in the story of <u>The Three Little Pigs</u> and <u>The True Story of the 3 Little Pigs</u> .
Assessment	The teacher will check the students' plot mountains for accuracy.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<p>7. The student will independently read their self selected just right book.</p> <p>8. The student will complete a reading response by the end of the week detailing the point of view of the story, five characteristics of the main character, and a comparison chart of themselves to the main character.</p>
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will write a fictional narrative in the 1 st person point of view.
Essential Question	<p>How does writing in the 1st person change the narration of events?</p> <p>How do pronouns affect our writing?</p>
Resources	<p>Writing Workshop notebooks</p> <p>pencils</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will explain that we will be continuing the publishing fictional narratives written in the 1st person. 2. The teacher will distribute the writing workshop notebooks. 3. The teacher will explain that the students will be writing a second editing draft. <ol style="list-style-type: none"> a. The teacher will have done her edit of the papers after school the previous day. 4. The teacher will explain that this second editing draft should encompass all of the editing suggestions made through their self checks, peer checks and teacher check. <ol style="list-style-type: none"> a. The teacher should remind students to skip lines by showing the model of skipping lines on the ELMO. 5. The teacher will ask for questions or clarifications needed. 6. The teacher will set the timer for 15 minutes for the students to write. 7. The teacher will collect all the student work in the writing workshop notebooks.
Assessment	The teacher will monitor the creation of graphic organizers and first idea drafts.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	<p>Berkeley County School District Word Study</p> <p><u>Wordly Wise</u>: Lesson 6</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will review the pronunciation of each of the words. 2. The students will complete sentences by substituting the correct word for the definition given in the sentence. <ol style="list-style-type: none"> a. All answers will be reviewed as a class.

Assessment	Word Study Part B
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Lesson Eight	
Shared Reading	"The Polar Bear" by William Jay Smith
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 3rd person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 3rd person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 1st person.

	<p>8. The teacher will challenge the students to reread the poem in 1st person point of view.</p> <p>9. The students will record the point of view of the poem and the clues on their point of view poetry charts.</p> <p>10. The teacher will collect the point of view poetry charts.</p>
Assessment	The teacher will check Point of View Poetry charts.
Guided Reading	Two Sides to Every Story
Standard	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	The student will identify how the same event was told differently when different points of view narrated.
Essential Questions	How can the same event be different when there is more than one point of view describing the event?
Resources	<p><u>The Three Little Pigs</u> by Barry Moser</p>  <p><u>The True Story of the 3 Little Pigs</u> by Jon Scieszka</p>

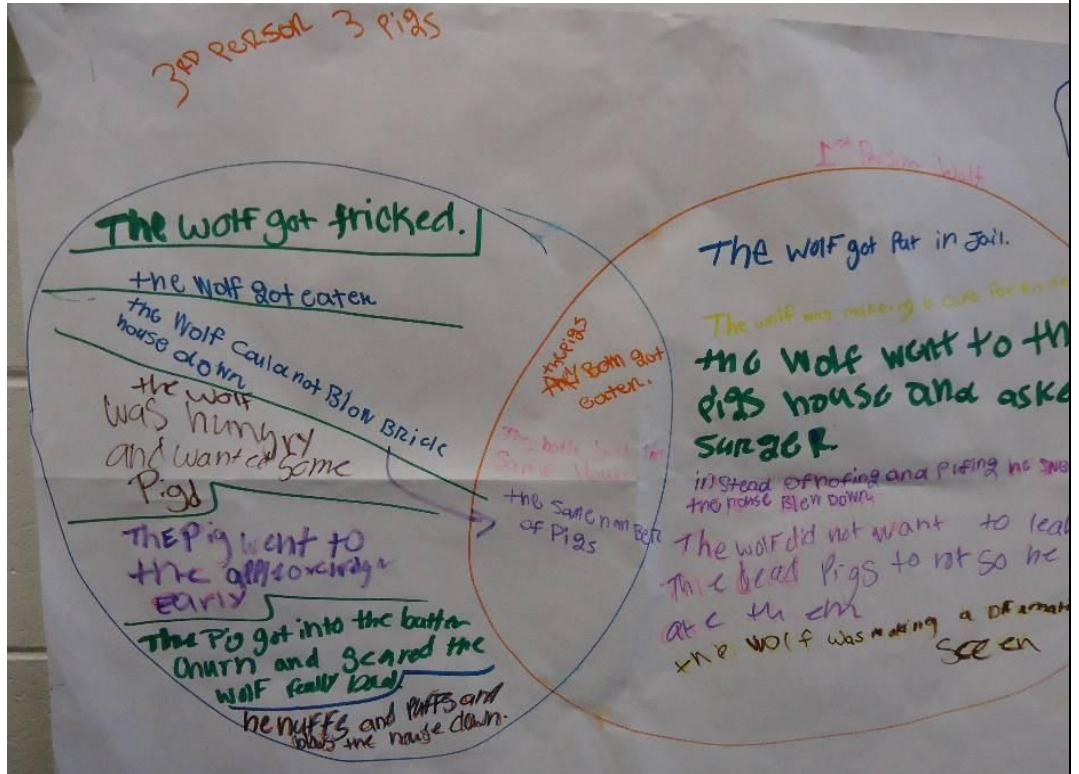


Unlined chart paper
Markers
SmartBoard

Procedure

1. The teacher will ask the students to recall the point of view in The Three Little Pigs and The True Story of the 3 Little Pigs.
 - a. The students should identify how the first story was in third person and the second story was in first person.
2. The teacher will tell the students that they will be exploring in groups how point of view affecting the telling of each story.
3. The teacher will model creating a Venn diagram.
 - a. The left circle will be for information only occurring in The Three Little Pigs.
 - b. The right circle will be for information only occurring in The True Story of the 3 Little Pigs.
 - c. The middle space where the circles overlap will be for the similarities in the two stories.
4. The teacher will model with the class an example that can be placed in each area of the Venn diagram.
5. The teacher will show the students their supplies – chart paper and a marker for each member of the group.
6. The teacher will explain that ALL members of the group must contribute ideas to their diagram.
7. The teacher will divide the students into pre-assigned groups.
 - a. There will be three groups of four and two groups of three. The students are grouped by ability and social levels.
8. The teacher will set the timer for 8 minutes.
 - a. The teacher will ring the bell chime when there is one minute remaining.
9. The teacher will circulate around the room to monitor the progress of the groups.
10. When the timer goes off, the teacher will call the class back together to discuss progress as a group.
 - a. The students should share where they are feeling successful and where they are a bit challenged.
 - b. The students should offer suggestions or reminders of details from the story.

11. The teacher will set the timer for another 8 minutes for the students to complete their diagram.
 - a. The teacher will ring the bell chime when there is one minute remaining.
12. The teacher will collect all of the diagrams.
13. The groups will individually present their diagrams to the class.

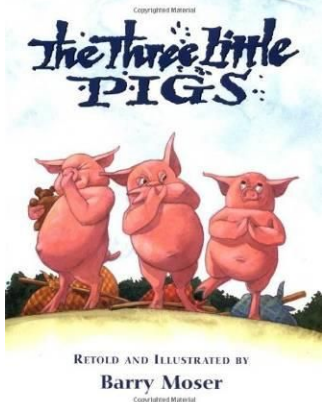


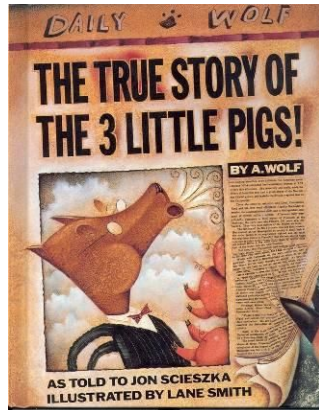
	<p>The image shows a hand-drawn story arc for the story 'The Three Little Pigs'. The arc is a large, irregular shape with a purple outline, divided into sections by green lines. The text is written in various colors (red, blue, green, yellow) and includes corrections and additions. The story arc follows the sequence of events: the wolf's introduction, the first pig's failure, the second pig's failure, the third pig's success, and the final outcome where the wolf is in jail.</p> <p>3rd Person 3 Pigs</p> <p>The Pigs Two Pigs got the mother showed in the story. He was eaten. He tried to trick the pig. The 3 pigs were nice. The 3rd pig hopped into the bullet churn and scared the wolf. He fell down the chimney and was cooked. The big bad wolf.</p> <p>1st person Wolf</p> <p>The wolf said he was good. The wolf made a cake. He had no sugar. He got sent to jail. All he wanted is sugar for his granny. The wolf went to the 3 pig. They to get sugar and 3 pig said tell him. The pigs in this story were mean. When he sneez he blew the house down. The wolf had a cold. When the wolf was still in jail he still asked for sugar. and the police came. It was going down.</p>
Assessment	The teacher will assess the accuracy of the written descriptions of the illustrations.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	The student will read a on level text for an extended period of time. The student will be able to verbally retell the events of the text.
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book

Procedure	<p>9. The student will independently read their self selected just right book.</p> <p>10. The student will complete a reading response by the end of the week detailing the point of view of the story, five characteristics of the main character, and a comparison chart of themselves to the main character.</p>
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will self edit their second drafts and complete final publications.
Essential Questions	<p>How do you self check a writing for final publication?</p> <p>How do you write for final publication?</p>
Resources	<p>Writing Workshop notebooks</p> <p>2nd draft writings</p> <p>final publication paper</p> <p>pencils</p> <p>erasers</p>
Procedure: Day 1	<p>1. The student will self edit their second drafts.</p> <p>2. The student will complete their final publication.</p> <p>a. The student should check for indentation, capitalization, punctuation and spelling.</p> <p>b. The student should check for correct pronoun usage.</p> <p>c. The student should use their best handwriting.</p>
Assessment	<p>The teacher will grade the writing with emphasis on indentation, capitalization, punctuation, spelling, and correct pronoun usage.</p> <p>The teacher will utilize the South Carolina State Writing Rubric for assessing the work before it is placed in their writing portfolios.</p>
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>

Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 6
Procedure	<ol style="list-style-type: none"> 1. The teacher will give the students definitions and ask the students to name the word that matches the definition. 2. The students will apply the meaning of the word by choosing from scenarios where the word could be used as a description. <ol style="list-style-type: none"> a. All answers are reviewed as a class. 3. The students will choose synonyms for the words. <ol style="list-style-type: none"> a. All answers are reviewed as a class.
Assessment	Word Study Parts C and D

Lesson Nine	
Shared Reading	"Nest Construction" by Kristine O'Connell George
Standard	<p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.
Essential Questions	<p>How do you determine the point of view of a poem?</p> <p>How do you determine if a text is from a 1st person or 3 person point of view?</p>
Resources	<p>SmartBoard: Poetry and Point of View</p> <div data-bbox="470 1297 1104 1724" data-label="Image"> </div> <p>Point of View Poetry charts pencils ELMO</p>

	Writing Workshop notebooks
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 3rd person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 3rd person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written in 1st person. 8. The teacher will challenge the students to reread the poem in 1st person point of view. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	Your Side of the Story
Standard	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	The student will identify how point of view affects the telling of the same event.
Essential Questions	How does a change in point of view change the telling of an event?
Resources	<p><u>The Three Little Pigs</u> by Barry Moser</p>  <p><u>The True Story of the 3 Little Pigs</u> by Jon Scieszka</p>



11x17 paper
Markers
Crayons
Colored pencils
Post it notes
SmartBoard
ELMO

Procedure

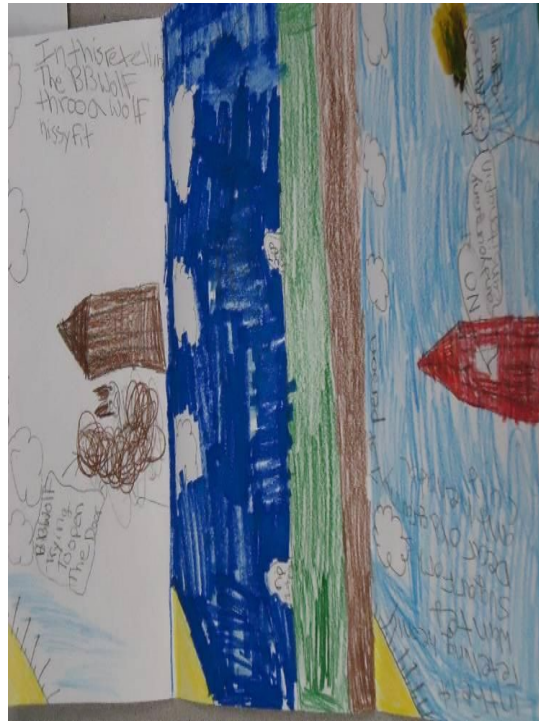
1. The teacher will review the points of view in The Three Little Pigs and The True Story of the 3 Little Pigs.
2. The teacher will ask the students to name similarities and differences in the two telling of the story.
3. The teacher will discuss with the students how the telling of events differed based on who was telling the story.
4. The teacher will explain how this idea is what makes point of view so critical to the telling of every story.
5. The teacher will give each student three post it notes.
6. The teacher will explain that one post it note should be labeled 1st Person – The Three Little Pigs, one should be labeled 3rd Person - The True Story of the 3 Little Pigs, and the third is labeled for both stories.
7. The teacher will explain that the students must think of an even that happened in both stories, but the way the event occurred is different because of the point of view – for example, the destruction of the houses.
8. The students will write how the event occurred in 1st person on the 1st person post it, and how the event occurred in 3rd person on the 3rd person post it. The students will also write a detail that is exactly the same in both stories on the 3rd post it.
9. The teacher will check that each student has written correct information on each of their post it notes.
10. The teacher will explain that the students are going to use large paper to illustrate a trifold of the events.
11. The teacher will demonstrate how to fold the paper into three sections.
12. The teacher will demonstrate how illustrations can be vertical or horizontal.
13. The teacher will distribute markers, crayons and colored pencils.
14. The teacher will set the timer for 21 minutes and walk around the room to monitor the progress of the students.

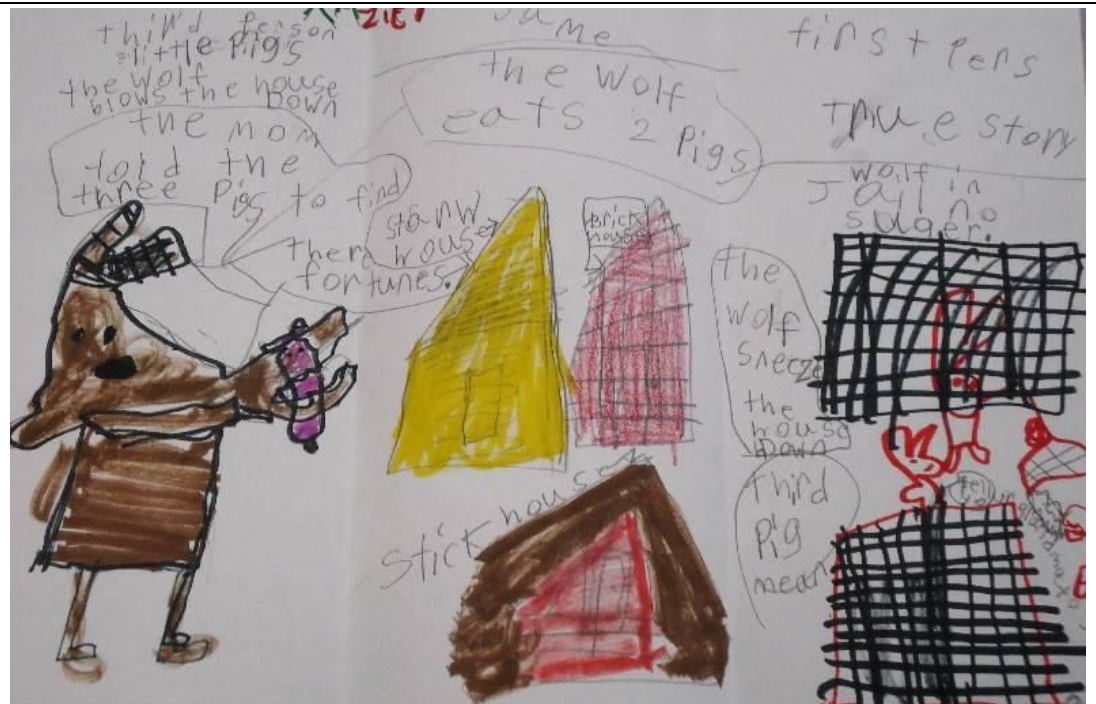
- a. The students are given a long period of time to focus on the details in their drawings.

15. The teacher will model writing labels for each of their illustrations.

- a. In the 1st person retelling. . .
b. In both retellings . . .
c. In the 3rd person retelling. . .

16. Students may choose to share their illustrations with the class.



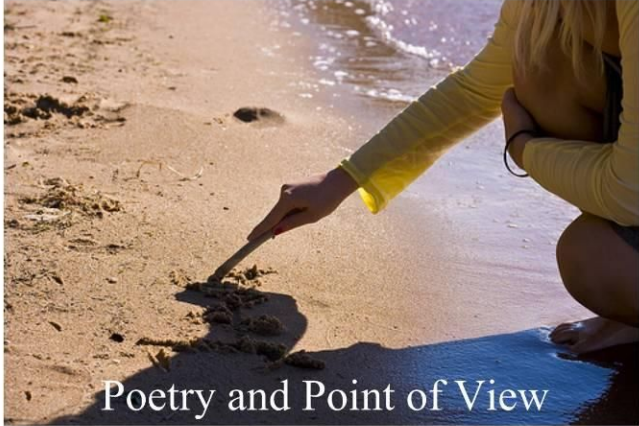


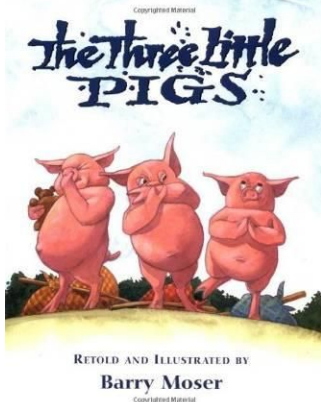
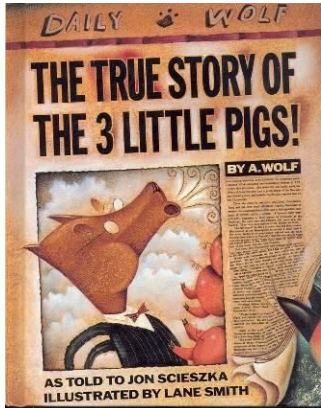
Assessment	The teacher will grade the students' trifold for accuracy of events depicted.
Independent Reading	
Standard	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

	<p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<p>11. The student will independently read their self selected just right book.</p> <p>12. The student will complete a reading response by the end of the week detailing the point of view of the story, five characteristics of the main character, and a comparison chart of themselves to the main character.</p>
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Objective	The student will self edit their second drafts and complete final publication
Essential Questions	<p>How do you self check a writing for final publication?</p> <p>How do you write for final publication?</p>
Resources	<p>Writing Workshop notebooks</p> <p>2nd draft writings</p> <p>final publication paper</p> <p>pencils</p> <p>erasers</p>

Procedure: Day 2	<ol style="list-style-type: none"> 3. The student will self edit their second drafts. 4. The student will complete their final publication. <ol style="list-style-type: none"> a. The student should check for indentation, capitalization, punctuation and spelling. b. The student should check for correct pronoun usage. c. The student should use their best handwriting.
Assessment	<p>The teacher will grade the writing with emphasis on indentation, capitalization, punctuation, spelling, and correct pronoun usage.</p> <p>The teacher will utilize the South Carolina State Writing Rubric for assessing the work before it is placed in their writing portfolios.</p>
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	Berkeley County School District Word Study <u>Wordly Wise</u> : Lesson 6
Procedure	<ol style="list-style-type: none"> 1. The teacher will read aloud the narrative “The Pen is Mightier than the Sword” 2. The teacher will pause to emphasize points in the narrative where the week’s words are used. 3. The teacher will ask the students to explain the context the word is used. <ol style="list-style-type: none"> a. The student should be able to substitute the definition. b. Some words have multiple meanings so the student needs to determine which meaning is being applied in the narrative. 4. The students will answer comprehension questions about the reading. <ol style="list-style-type: none"> a. All answers will be reviewed a class.
Assessment	Word Study Part E

Lesson Ten	
Shared Reading	“I’ve got a Three Thousand Pound Cat”
Standard	<p>RL5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RF 5.4b Read on level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings.</p>
Objective	The student will identify the point of view of a poem using correct pronoun clues for 1 st and 3 rd person point of view.

Essential Questions	How do you determine the point of view of a poem? How do you determine if a text is from a 1 st person or 3 person point of view?
Resources	<p>SmartBoard: Poetry and Point of View</p>  <p>Point of View Poetry charts pencils ELMO Writing Workshop notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will read the poem aloud. 2. The teacher will ask the students if there are unfamiliar words or phrases we need to decode. 3. The class will decode unfamiliar words and phrases using context clues, knowledge of prefixes, roots and suffixes, and prior knowledge. 4. The teacher will ask the students to identify the point of view of the poem. <ol style="list-style-type: none"> a. The students should identify the poem as being in 1st person point of view. 5. The teacher will ask the students to identify the cues that led them to identify the poem as 1st person. 6. The teacher will distribute the Point of View Poetry charts. 7. The teacher will model how the first line of the poem would change if it were written from the voice of the mice rather than a human. 8. The teacher will challenge the students to reread the poem in the voice of the mice rather than the human. 9. The students will record the point of view of the poem and the clues on their point of view poetry charts. 10. The teacher will collect the point of view poetry charts.
Assessment	Point of View Poetry Charts
Guided Reading	How Does Point of View Affect <i>You</i> ?
Standard	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

	<p>RL.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.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Objective	The student will identify and provide evidence for how the author's chosen point of view affected their attitudes toward characters.
Essential Questions	How does an author's choice of point of view affect the reader?
Resources	<p><u>The Three Little Pigs</u> by Barry Moser</p>  <p><u>The True Story of the 3 Little Pigs</u> by Jon Scieszka</p>  <p>Reading Response notebooks</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will ask the students to list the characters that are found in both the stories of <u>The Three Little Pigs</u> and <u>The True Story of the 3 Little Pigs</u>. 2. The teacher will ask the students how they felt about the characters <u>The Three Little Pigs</u>. <ol style="list-style-type: none"> a. The students may feel sympathy for the pigs and dislike the wolf. The students should give evidence for their feelings regardless of what the feeling is. 3. The teacher will ask the students how they felt about the characters in <u>The True Story of the 3 Little Pigs</u>.

	<p>a. The students should be noting differences in their feelings about the pigs and the wolf than how they felt with the other story. The students should give evidence for their feelings regardless of what the feeling is.</p> <p>4. The students will journal in their Reading Response notebooks about how point of view affected their feelings. The students should write about one other way the story could have been told that would have made them feel another emotion.</p> <p>5. The students may share their journaling in author's chair.</p>
Assessment	The teacher will check their reading response journals.
Independent Reading	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4a Read grade-level text with purpose and understanding.</p> <p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Objective	<p>The student will read a on level text for an extended period of time.</p> <p>The student will be able to verbally retell the events of the text.</p>
Essential Questions	How can you retell a text in your own words with accurate details?
Resources	Student selected on level book – “Just Right” book
Procedure	<p>13. The student will independently read their self selected just right book.</p> <p>14. The student will complete a reading response by the end of the week detailing the point of view of the story, five characteristics of the main character, and a comparison chart of themselves to the main character.</p>
Assessment	The teacher will check the reading response for accuracy in answering all of the criteria, thoughtfulness of answers, and grammatical conventions.
Writing Workshop	
Standard	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>

	<p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Objective	The student will publish and read their final copies with fluency and feeling.
Essential Questions	<p>How do you read aloud fluently and with emotion to an audience?</p> <p>How do you correctly use pronouns as replacements for nouns in writings?</p>
Resources	<p>Final copy of Point of View narratives</p> <p>Pronouns quiz</p>
Procedure	<ol style="list-style-type: none"> 1. Students may choose to share their point of view narratives in the author's chair. <ol style="list-style-type: none"> a. The teacher should model the expectation for presenting and listening. 2. The teacher will administer the Pronouns quiz
Assessment	The teacher will grade the quiz for correctness.
Word Study	
Standard	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3a 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.</p>
Objective	The student will use roots and affixes and context clues to decode unfamiliar words.
Essential Questions	How can you decode the meaning of an unfamiliar word?
Resources	<p>Berkeley County School District Word Study</p> <p><u>Wordly Wise</u>: Lesson 6</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will administer the quiz.
Assessment	The teacher will grade the quiz for correctness