



Gateway School District Curriculum Map

Middle Schools (5-8)

Moss Side Middle School (5-6)
9000 Gateway Campus Blvd.
Monroeville, PA 15146
412-373-5830

Gateway Middle School
4450 Old William Penn Highway
Monroeville, PA 15146
412-373-5780

Curriculum Map: Moss Side Middle School - 5 English Language Arts

Course: LANG ART: GRADE 5



Unit 1: Becoming a Close Reader and Writing to Learn

Subject: Language Arts

Brief Summary of Unit

Students synthesize their understanding of various themes as well as identify the narrator's point of view through close reading, interpretation, and analysis of fiction and nonfiction texts. They support their answers with text-based evidence and restate answers in their own words. Students refer to specific details in the text when finding the similarities and differences between two or more characters, setting, or events. They tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. Students write narratives to develop real or imagined experiences or events. They write narrative essays that describe how a character in the novel responds to the focus of the theme.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the main points of a text or information presented orally.
2. Analyze multiple accounts of the same event or topic, citing specific examples from the text to note important similarities and differences in the point of view, theme, character development, and events.
3. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
4. Compare and contrast two or more characters, settings, events, and theme in literature (story, drama, poetry), drawing on specific details in the text.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Use narrative techniques such as dialogue, description, style and pacing to develop experiences and events or show the responses of characters to situations.
7. Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9. Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
10. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
11. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
12. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations..

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe in what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?
14. How does a reader know a source can be

- trusted?
15. How does one organize and synthesize information from various sources?
 16. How does one best present findings?
 17. What makes clear and effective writing?
 18. Why do writers write?
 19. What is the purpose?
 20. Who is the audience?
 21. What will work best for the audience?
 22. How do learners make decisions concerning formal and informal language in social and academic settings?
 23. How do grammar and the conventions of language influence spoken and written communication?
 24. Why learn new words?
 25. What strategies and resources does the learner use to figure out unknown vocabulary?
 26. How does one develop and refine vocabulary?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Aquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

Unit 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Subject: Language Arts

Brief Summary of Unit

Students read literary non-fiction and informational text. They interpret text structure and analyze elements that contribute to the meaning, tone, or beauty of a text. Students draw from multiple sources to demonstrate the ability to locate text based evidence to answer questions or solve problems efficiently.

Students continue to develop narratives based on real or imagined experiences or events. They will introduce a narrator and/or characters; while including techniques such as dialogue, description, style, and pacing to develop their ideas. Students gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Use text structure, within and among texts, to interpret information.
2. Draw on information from multiple print or digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.
3. Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
4. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
5. Write narratives to develop real or imagined experiences or events that introduce a narrator and/or characters. Include techniques such as dialogue, description, style, and pacing to develop experiences and events or show the responses of character to situations.
6. Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing.
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.
8. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
10. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
11. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
12. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
13. Informational: Develop the topic with facts, definitions, concrete details, quotations, or

other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

14. Draw evidence from text to support analysis, reflection, and research.

15. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Subject: Language Arts

Brief Summary of Unit

Students cite text based evidence to identify facts, definitions, concrete details, quotations, and examples related to the topic, through close reading, interpretation, and analysis of fiction and nonfiction texts. Students draw from the information to form logical ideas and connections.

Students continue to develop their writing skills by drawing from multiple sources in order to locate text based evidence to demonstrate their understanding of a topic. They write informational text examining a topic with clear and concise ideas and information. Students thoroughly cultivate their writing through the introduction of a topic. They maintain a clear focus by utilizing facts, definitions, details, quotations, and examples. Students enhance their writing through awareness of style, precise vocabulary, and conventions. Students gather relevant information from print and digital sources, thusly summarizing or paraphrasing in their writing and providing a list of sources.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.
2. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
3. Write informative/explanatory texts to examine and introduce a topic and convey ideas with a clear focus.
4. Develop the topic with facts, definitions, concrete details, quotations, and examples related to the topic.
5. Write informational text with an awareness of organization, style and conventions.
6. Draw evidence from literary or informational texts to support analysis, reflections, and research in informational writing
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources
8. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
10. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
11. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as

dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

12. Informational: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

13. Write with an awareness of style.

14. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

15. Draw evidence from text to support analysis, reflection, and research.

16. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

Unit 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Subject: Language Arts

Brief Summary of Unit

Students cite text based evidence to accurately quote what the text says explicitly and make inferences, through close reading, interpretation, and analysis of fiction and nonfiction texts. They draw from the information and inferences to form opinions.

Students continue to develop their writing skills by drawing from multiple sources in order to form an opinion. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Use text structure, within and among texts, to interpret information.
2. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
3. Cite text based evidence by quoting accurately, in order to explain what the text says explicitly and make inferences.
4. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
5. Write opinion pieces that introduce a clear topic: Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic; Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion.
6. Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing.
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.
8. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
9. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
10. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
11. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
12. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
13. Informational: Develop the topic with facts, definitions, concrete details, quotations, or

other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

14. Informational: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

15. Draw evidence from text to support analysis, reflection, and research.

16. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

Unit 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Subject: Language Arts

Brief Summary of Unit

Students will synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent, through close reading, interpretation, and analysis of fiction and nonfiction texts. They draw on the information from multiple sources to form opinions.

Students write opinion pieces with a clear topic supported by facts and details from credible sources. They thoroughly cultivate their opinions by grouping related opinions, facts, and details. Students enhance their writing through an awareness of style, precise vocabulary, and conventions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Analyze multiple account of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.
3. Determine how an author supports particular points in a text through reasons and evidence.
4. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
5. Write opinion pieces that introduce a clear topic: Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic; Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion.
6. Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing.
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.
8. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Determine how an author supports particular points in a text through reasons and evidence.
10. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
11. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
12. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
13. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia

when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

14. Informational: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

15. Draw evidence from text to support analysis, reflection, and research.

16. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

Unit 6: Gathering Evidence and Speaking to Others

Subject: Language Arts

Brief Summary of Unit

Students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent, through close reading, interpretation, and analysis of fiction and nonfiction texts. They draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.
3. Determine how an author supports particular points in a text through reasons and evidence.
4. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
5. Write opinion pieces that introduce a clear topic: Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic; Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion.
6. Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing.
7. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.
8. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
9. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
10. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
11. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
12. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Understandings: What will students

Essential Questions: What arguable,

understand (about what big ideas) as a result of the unit? "Students will understand that..."

recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. (Must Teach)
7. **Writing Process** (Must Teach)

Unit 7: Literary Analysis

Subject: Language Arts

Brief Summary of Unit

Students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent, through close reading, interpretation, and analysis of fiction and nonfiction texts. They use their understandings to analyze the similarities and differences of multiple viewpoints. Students draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Analyze multiple account of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
3. Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.
4. Determine how an author supports particular points in a text through reasons and evidence.
5. Write opinion pieces that introduce a clear topic: Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic; Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion.
6. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Determine how an author supports particular points in a text through reasons and evidence.
9. Integrate information from several texts on the same topic to demonstrate understanding of that topic.
10. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
11. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
12. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
13. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan

1. **Writing Process** (Must Teach)