



**GRADE 5
ELA CCGPS UNIT OVERVIEW 3rd 9 WEEKS**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

PRIMARY READING FOCUS: LITERARY

THEME: THE JOURNEY TO KNOWLEDGE - NUMBERS, LETTERS, AND LEARNING

EXTENDED TEXT: The Phantom Tollbooth, Norton Juster (1000 L)

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

A Wrinkle in Time, Madeleine L'Engle (excerpted) (740L)

Complementary Poems for a study of The Phantom Tollbooth
http://inquiryunlimited.org/lit/poetry/phat/phat_poems1.html#G

Ox, House, Stick: The History of our Alphabet, Don Robb

Where Words Come From, Jack Umstatter

Why Pi?, Johnny Ball

SUPPLEMENTARY MATERIAL:

The VARK Questionnaire on Learning Styles
<http://www.vark-learn.com/english/page.asp?p=younger>

The Phantom Tollbooth (DVD), 1970, Butch Patrick

About the Phantom Tollbooth, fun interviews with the author and illustrator
<http://mrschureads.blogspot.com/2011/10/50th-anniversary-of-phantom-tollbooth.html>

A Wrinkle in Time, TV Film Version (2003)
Available for purchase or for viewing through Youtube
<http://www.youtube.com/watch?v=0Yd8tzkBufM&feature=related>

PRIMARY WRITING FOCUS: INFORMATIVE/EXPLANATORY (THESE ARE THE THREE WRITING ASSESSMENTS)

Assessment 1. In The Phantom Tollbooth, the author Norton Juster plays tricks with words to connect the the stages of Milo’s journey to stages we go through in our lives. For example, Milo travels towards a place called “Expectations” but gets caught in the “Doldrums,” just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of the book you like, and talk about what the author’s “word tricks” mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively. Your teacher will show you some examples.

Assessment 2. After viewing the movie and reading excerpts from the book, choose one character from Madeleine L'Engle’s Wrinkle in Time and write an essay comparing and contrasting some of the fantastical creatures from each novel. Milo, for example, meets a talking dog, a boy who floats in the air, and a policeman who is wider than he is tall and never locks his jail, while Meg Murray and her friends and family meet witches, angels, centaurs, and mind readers to name just a few. Choose one or more creatures from each novel to compare and contrast with one or more from the other novel. Think about connections you can make (good, evil, helpful, harmful, big, small, mysterious, funny, etc.) Use evidence from the text to support all of your inferences about similarities and differences in the creatures you choose to write about.

Assessment 3. After reading The Phantom Tollbooth and learning about the history and use of numbers and letters, write an opinion essay arguing which you think are more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than English, or a little better at English than math. Using evidence from at least two of these texts: Ox, House, Stick: The History of our Alphabet, Don Robb, Where Words Come From, Jack Umstatter, Why Pi?, Johnny Ball, or The Phantom Tollbooth, support your argument that words or numbers are more important. If we had numbers and not letters, could we still function as a society? What if the reverse were true?

ADDITIONAL WRITING (THIS WRITING IS EMBEDDED WITHIN THE TASKS)

Narratives:

1. Demonstrating your knowledge of writing events in sequence and using descriptive language, write a very short story telling of a fantastical adventure such as the one Meg Murray takes to a distant planet or the one Milo takes when he goes through the magical tollbooth (you can also think about other similar stories you’ve heard, such as The Wizard of Oz or Alice in Wonderland. Be as creative as you’d like; go down a drain pipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.

2. In The Phantom Tollbooth, Milo learns a lesson about life. He is bored with the world, with school, and with his life until his trip through the tollbooth gives him a new outlook on life. We might describe Milo as being boring, uninspired, depressed, or pessimistic before his trip, but excited, happy, and optimistic after his return. Write a narrative demonstrating your understanding of characterization that tells us what kind of person you used to be and what kind of person you are now. If you feel that you’ve always been the same, then you can write about that, explaining the characteristics typical of you that have never changed.

Research Connections:

1. History and origin of letters, numbers, language
2. Idioms, symbols, figurative language

Routine Writing Opportunities:

1. Diaries, journal writing
2. Newspaper from one of the imaginary places in the text choices
3. Found poem/original poem

ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

In *The Phantom Tollbooth*, the author Norton Juster plays tricks with words to connect the stages of Milo's journey to stages we go through in our lives. For example, Milo travels towards a place called "Expectations" but gets caught in the "Doldrums," just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of the book you like, and talk about what the author's "word tricks" mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively. Your teacher will show you some examples.

SKILL BUILDING TASKS (APPROXIMATELY 3 WEEKS)

Note: tasks may take more than a single day.

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can making predictions help us understand a text?

Task: Pre-reading

Standards:

ELACC5RF4: a. Read on-level text with purpose and understanding.

ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Instruction:

- Introduce [The Phantom Tollbooth](#)
- Provide students with literary reviews of the book to study in pairs; each pair of students should study their review and prepare a summary http://www.amazon.com/Phantom-Tollbooth-Norton-Juster/dp/product-description/0394820371/ref=dp_proddesc_0/188-3950884-6565957?ie=UTF8&n=283155&s=books (a graphic organizer suggesting specific information to find in each review may be helpful)
- Have students make predictions about the book based on the cover art and the reviews; require evidence for inferences made in the predictions

ESSENTIAL QUESTION: Why is it important to take notes as we read?

Task: Note-taking

Standards:

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Instruction:

- Provide explicit instruction on how students should take and organize their notes on the reading (a double-entry journal, reading diary, outline, etc.)
- Remind the students that they will need to cite evidence from the text in their assessments throughout the unit; therefore, good notes with specific information and perhaps page numbers will be valuable
- Read Chapter 1 aloud to the students, modeling reading with fluency and expression; scaffold the students' note-taking practices actively as you read
- Discuss and summarize Chapter 1
- Optional Activity: cover one wall of the classroom with paper and have the students create a giant version of Milo's map; use this map to track his progress each day (students might also build and decorate a tollbooth from cardboard boxes and tubes)

Homework: Students will read Chapter 2 independently, taking notes (notes should include 10 interesting words identified from the text)

ESSENTIAL QUESTION: How can understanding synonyms, antonyms, and homophones help in decoding unknown words?

Task: Poetry tone and mood/synonyms, antonym, homophones, etc.

Standards:

ELACC5SL1: a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Instruction:

- Discuss and review notes from independent reading of Chapter 2
- Share the poem "English is a Pain" by Shirlee Curlee Bingham (this poem plays with homophones)
- Using a chart or interactive board, guide students in brainstorming thematic connections between this poem and the text; they should be able to identify several areas of connection (word play, humor, and Milo's attitude toward learning, for example)
- Guide students in identifying the tone and mood of the poem and in attempting to identify how the author has conveyed her silly mood (is it word choice? Visual arrangement? Rhyme? Subject matter? Punctuation?)
- Extend this activity if desired by providing copies of the other poems provided that connect to Chapter 2 (and/or Chapter 1) and allow students to think about why they were chosen as connecting to the content of the chapter
- Provide explicit instruction on homophone, homonym, synonym, and antonym
- Using index cards with examples of these kinds of words written on them, have students in teams race to sort the cards into the proper categories
- Have student proctors with answer keys help to check the sorting for correctness in order to determine a winner and award prizes

- Have students attempt to identify these types of words as the class reads Chapter 3 in the next task (students may read independently, in pairs or groups, or using any reading strategy deemed appropriate)

ESSENTIAL QUESTION: How do authors use words in unusual or non-literal ways and why?

Task: Figurative language, puns, symbols in text

Standards:

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Instruction:

- Read Chapter 3 of Phantom Tollbooth aloud for students modeling fluency and expression
- In pairs, have the students each take a segment of text and create a list of every word or phrase they can find that has more than one meaning or that seems to be a word "joke," providing several clear examples and scaffolding understanding as necessary
- Guide students in a discussion about the puns, figurative language, and other "word jokes" they find in the text, helping them to classify these ("puns" are a sophisticated concept that is not taught until high school, but they are also a commonly used device in children's books, so help students to understand the basic concept and simply help them to enjoy the fun; you can address figurative language directly as it does appear in the standards)
- Remember to update Milo's travel map as desired

Homework: Students will read Chapter 4 independently, taking notes (notes should include 10 interesting words identified from text)

ESSENTIAL QUESTION: How do words and phrases in a text create tone or help to identify theme?

Task: Read aloud and "found poem"

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

- Activate background knowledge on puns, symbols, figurative language, and the poem studied in the previous tasks

- Discuss Chapters 1-4 of the text, having students substantially summarize and recall the story so far (update Milo’s travel map if desired)
- Have students share some of the vocabulary words they have found in their reading
- With this background reviewed, share with students the concept of creating a “Found Poem” <http://www.youtube.com/watch?v=m5MgcQI2RpE>
- Have students use any portion of the text they desire to create a found poem; require the poems to have a theme and require students to be able to identify that theme and support it with evidence from their found poems (for example, if the theme is the importance of words, pull bits from the text that show how important communication has been to Milo in his journey; if the theme is that Milo is a nice guy, or that Tock is helpful, make sure the phrases and words in the poem reflect that theme)
- Read aloud Chapter 6, modeling fluency and expression; remember to require note-taking and periodically remind the students that these notes will be available for their use during their writing assessment - those taking good notes will write better papers

Homework: Students will read Chapter 7 independently, taking notes (notes should include 10 interesting words identified from text)

ESSENTIAL QUESTION: What is it like to be an author and how do authors work with illustrators

Task: Interview with author and illustrator

Standards:

ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 ELACC5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.

Instruction:

- Have students review the exercise they did at the beginning of the unit where they summarized reviews of the text
- Have each student look at his or her summary and pull out any information they can find on the author or illustrator; share these facts aloud
- Provide students with an “Idea Hunt” activity to complete during viewing; this will be like a scavenger hunt, but will ask the students to make inferences and reach conclusions about the facts instead of simply identifying them (for example “Do Norton Juster and Jules Feiffer seem to be good friends? What makes you think they are or are not?”)
- Share the following film with the students: [About the Phantom Tollbooth](http://mrschureads.blogspot.com/2011/10/50th-anniversary-of-phantom-tollbooth.html), fun interviews with the author and illustrator <http://mrschureads.blogspot.com/2011/10/50th-anniversary-of-phantom-tollbooth.html>

ESSENTIAL QUESTION: What kinds of words does this author use and why?

Task: Vocabulary study

Standards:

ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
 ELACC5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise

meaning of key words and phrases.

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Instruction:

- In pairs, have students share the vocabulary lists they have created in their independent reading
- Working through a series of pairings, students will cull their lists until the class has a single list (use chart paper and any kind of matching/exclusion process is efficient to accomplish this) of words that many students identified (class favorites)
- Identify which words were most often chosen and engage students in a discussion about why they chose certain words (are they funny? Unusual? Long? Short? Known? Unknown?)
- Put the class's favorite words on Milo's travel map if desired
- Conduct a series of activities with these words; for example, identify the parts of speech, number of syllables, definitions, and use in sentences
- Have students read Chapter 8 taking turns reading aloud from the text; check students' notes

ESSENTIAL QUESTION: How will I be assessed on my learning in this unit?

Task: Familiarize students will upcoming assessment

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or interactive board
- Lead students in a thorough discussion of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 5th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical concepts included in this study (synonyms, antonyms, homophones) and make sure they are meaningfully included in the rubric;
- Have students return to their groups and brainstorm a check-list of peer review items; that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to make sure you have employed diverse and interesting sentence construction; check spelling, verb tense, check that all items are backed up by evidence, etc.)
- Have students read Chapter 9 aloud or independently, taking notes

Homework: Students will read Chapter 10 independently, taking notes

ESSENTIAL QUESTION: How are visual texts different from written texts and why?

Task: View visual texts and compare

Standards:

ELACC5RL7: 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).

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Instruction:

- Engage students in a discussion about Chapter 10 (read independently for homework)
- Students have now completed one half of the text. View the first half of the film version of the text, requiring students to identify and examine ways in which the film may differ from the text (a helpful graphic organizer asking the right questions or giving cues where to look for specific items may be helpful)
- After viewing, put students in pairs or small groups to discuss the issue of visual versus written text, identifying the specific merits of each
- If desired, have students write a brief response of these points after the discussion

ESSENTIAL QUESTION: How does the author use words to affect his readers?

Task: Assessment connecting reading to writing

Standards:

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students will respond to the assessment prompt connecting the reading to a writing task:

In The Phantom Tollbooth, the author Norton Juster plays tricks with words to connect the stages of Milo's journey to stages we go through in our lives. For example, Milo travels towards a place called "Expectations" but gets caught in the "Doldrums," just as we travel in life towards things we are excited about (Expectations) but sometimes lose steam or get discouraged along the way (Doldrums, or depression). Choose any part of the book you like, and talk about what the author's "word tricks" mean and symbolize in that section. Use evidence from the text to show the connections to what you think Juster was talking about both literally and figuratively. Your teacher will show you some examples.

- Require steps of the writing process as desired (rough and final drafts, peer review, etc.)

ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

After viewing the movie and reading excerpts from the book, choose one character from Madeleine L'Engle's Wrinkle in Time and write an essay comparing and contrasting some of the fantastical creatures from each novel. Milo, for example, meets a talking dog, a boy who floats in the air, and a policeman who is wider than he is tall and never locks his jail, while Meg Murray and her friends and family meet witches, angels, centaurs, and mind readers to name just a few. Choose one or more creature from each novel to compare and contrast with one or more from the other novel. Think about connections you can make (good, evil, helpful, harmful, big, small, mysterious, funny, etc.) Use evidence from the text to support all of your inferences about similarities and differences in the creatures you choose to write about.

ESSENTIAL QUESTION:

SKILL BUILDING TASKS (APPROXIMATELY 3 WEEKS)

Note: tasks may take more than a single day.

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can I improve my writing on the next assessment? How can predictions help me understand a text?

Task: Writing/assessment review/Introduce next text

Standards:

ELACC5RF4: a. Read on-level text with purpose and understanding.

ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Instruction:

- Update student writing portfolios with Assessment #1 from this unit
- Share successful student work samples and discuss performance on the assessment, identifying and providing guidance on elements with which the students struggled
- Introduce A Wrinkle in Time (this book will only be studied in excerpts and via the film)
- Provide students with literary reviews of the book to study in pairs; each pair of students should study their review and prepare a summary

http://www.amazon.com/Wrinkle-Madeleine-LEngles-Quintet-ebook/dp/product-description/B004OA64H0/ref=dp_proddesc_0?ie=UTF8&n=133140011&s=digital-text (a graphic organizer suggesting specific information to find in each review may be helpful)

- Have students make predictions about the book based on the cover art and the reviews; require evidence for inferences made in the predictions

ESSENTIAL QUESTION: Why are descriptive words important in characterization?

Task: Character introduction and comparison

Standards:

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Instruction:

- Read the summary of *A Wrinkle in Time*, Chapter 1, from SparkNotes, then read the description of Mrs. Whatsit from the text
- Remind students that they need to be taking notes and model what you want those notes to look like; notes should pay special attention to descriptive terms
- Engage students in a discussion about the descriptions and their initial opinions about Mrs. Whatsit and identify descriptive terms
- Continue by reading the SparkNotes for Chapter 2, reading the description of Mrs. Who directly from the text as before, noting descriptive terms
- Repeat this process for Chapter 3 where Mrs. Which is introduced
- Have students brainstorm connections between this text and *The Phantom Tollbooth* (youthful, oddball protagonists, strange fantastical characters, etc.; you may also want to have them brainstorm differences; but this will be more difficult at this early stage. There are some, such as the fact that Meg's mother is in the story, Milo's parents are not, etc.)

Homework: Students will read Chapter 11 of *The Phantom Tollbooth* independently, taking notes

ESSENTIAL QUESTION: How are correlative conjunctions used and how can they aid in constructing comparisons.

Task: Read, compare author's styles, explore correlative conjunctions

Standards:

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5L1: e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Instruction:

- Summarize and discuss Chapter 11 of *The Phantom Tollbooth*, marking Milo's progress on the map
- Read Chapter 12 aloud or allow students to read aloud to one another, stressing fluency and expression (students should take notes)
- Engage students in a discussion that compares the prose style of L'Engle with that of Juster

- Place descriptive paragraphs side by side on an interactive board or document viewer (or provide copies to students) and have students identify all the similarities and differences they can between the two authors' styles (have them do things like identify sentence types, numbers of adjectives and adverbs, amounts and types of figurative language, humor, tone, mood, etc.)
- Provide explicit instruction on correlative conjunctions, and guide students in attempting to make statements comparing the two texts using those conjunctions; for example
 "Neither Meg nor Milo likes school" (pay special attention to noun verb agreement in correlative conjunctions. The subject closest to the verb determines the verb form. If the subject closest to the verb is singular, the verb takes the singular form. If the subject closest to the verb is plural, the verb takes the plural form. This holds true for all correlative conjunctions except *both...and*.
Neither my friends nor my teacher **is** coming to my birthday party.
Neither my teacher nor my friends **are** coming to my birthday party.
- Inform students that you will expect to see correlative conjunctions used at least twice in the writing assessment and noun verb agreement should be correct

Homework: Students will read Chapter 13 of The Phantom Tollbooth independently, taking notes

ESSENTIAL QUESTION: How are characters from these stories alike and different?

Task: Character analysis

Standards:

ELACC5RL7: 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).

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

- Engage students in a review of what they know about A Wrinkle in Time to activate background knowledge
- View the film version of the text, requiring students to take notes specifically on the magical/fantastical creatures; the provision of a leading graphic organizer will be helpful for this task that ensures that students get the names, powers/qualities, physical description, and contextual setting of each creature (these will be needed for the final assessment)
- After viewing put students in pairs or small groups to discuss and share their notes on the creatures from the film (The Happy Medium, The Black Thing, The Man with Red Eyes, Mrs. Who, Which, and Whatsit, etc.)
- Ensure that students take and share adequate notes to perform well on the assessment
- Guide students to include discussion of how these creatures compare to the fantastical creatures in The Phantom Tollbooth in order to help them to begin to generate ideas for their essays

Homework: Students will read Chapter 13 of The Phantom Tollbooth independently, taking notes

ESSENTIAL QUESTION: How are books of the same genre alike and different?

Task: Compare and contrast character traits

Standards:

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Instruction:

- Summarize and discuss Chapter 13 of The Phantom Tollbooth, marking Milo's progress on the map
- Read Chapter 14 aloud or allow students to read aloud to one another, stressing fluency and expression (students should take notes)
- In these last two chapters Milo visited places that had too much noise and not enough noise. Engage the students in a discussion about whether they like noise and excitement or still and quiet (do people tell you to "speak up" or "lower your voice?" Do you listen to music turned way up or down? Do loud, busy places like carnivals make you happy or nervous?)
- Have the students try to name other comparisons from both books making a chart: things that were harmful and things that were helpful, things that were pretty and things that were ugly (and some that are both, like Aunt Beast); this will help to scaffold the comparison and contrast format for the assessment
- Optional Activity: Have students write a letter to Norman Juster, the author of The Phantom Tollbooth, or Jules Feiffer, the illustrator that focuses on asking a specific question that they wish they could have answered about the book, its illustrations, where the ideas came from, what the symbols mean, or any other original question (Juster is still alive and these can be mailed if you wish)

ESSENTIAL QUESTION: How are titles punctuated?

Task: Reading, title punctuation study

Standards:

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5L2d. Use underlining, quotation marks, or italics to indicate titles of works.

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

Instruction:

- Summarize and discuss Chapter of The Phantom Tollbooth, marking Milo's progress on the map
- Read Chapters 15 and 16 aloud or allow students to read aloud to one another, stressing fluency and expression (students should take notes)
- Have students examine the cover of the book, the poems on the website, and other texts around the room, asking them what they notice about the way titles are punctuated (using documents with the titles IN them will be useful, such as the reviews used in earlier tasks)
- Have students, either individually or in teams, write down what they think are the rules about how to write a title

- Discuss what the students discover and clarify the rules for punctuating titles of both long and short works
<http://homeworktips.about.com/od/mlastyle/a/titles.htm>
- When assigning the homework below, make clear that all works referenced must be correctly punctuated

Homework: Demonstrating your knowledge of writing events in sequence and using descriptive language, write a very short story telling of a fantastical adventure such as the one Meg Murray takes to a distant planet or the one Milo takes when he goes through the magical tollbooth (you can also think about other similar stories you've heard, such as The Wizard of Oz or Alice in Wonderland.) Be as creative as you'd like; go down a drain pipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.

ESSENTIAL QUESTION: What are the elements of a good story?

Task: Share narratives; create illustrations

Standards:

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

ELACC5L2d. Use underlining, quotation marks, or italics to indicate titles of works.

ELACC5RL7: 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).

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts on others' ideas and

Instruction:

- Arrange students into small groups to share their narratives with one another
- Guide students in looking for specific things in each story, such as the events unfolding in sequence and well as good use of descriptive language
- Have students check each other's papers for correct punctuation of titles
- Have each small group choose the essay they liked the most (by secret ballot if you prefer)
- Share the top two or three favorites with the class and choose a class favorite
- Have students create illustrations for the chosen story or stories using any medium that is convenient (pencil, marker, computer, magazine collage, etc.) and discuss how the visual elements can contribute to the reader's experience of the meaning and tone of the story

Homework: Students will read through the conclusion (Chapter 20) of The Phantom Tollbooth independently, taking notes

ESSENTIAL QUESTION: What do I need to know to succeed on this assessment?

Task: Assessment preparation/rubric review

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or interactive board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 5th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment
- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review the grammatical or conventions concepts included in this study (correlative conjunctions, title punctuation) and make sure they are meaningfully included on the rubric
- Review the peer review guidance created by the students for the last assessment - are there any changes they would make?

ESSENTIAL QUESTION: How is visual text different from written text and why?**Task: View film version of text and compare****Standards:**

ELACC5RL7: 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).

ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Instruction:

- Engage students in a discussion about the end of the book [The Phantom Tollbooth](#) (read independently for homework)
- Students have now completed the text. View the film version of the text, requiring students to identify and examine ways in which the film may differ from the text (a helpful graphic organizer asking the right questions or giving cues where to look for specific items may be helpful)
- After viewing, put students in pairs or small groups to compare and contrast the visual and written texts, identifying similarities and differences and exploring why these choices were made (for instance, if details were left out of the film, why might the director have made that choice? Were names changed? Characters altered?)
- If desired, have students write a brief response of these points after the discussion

ESSENTIAL QUESTION: How were the characters in these stories similar and different?**Task: Assessment connecting reading to writing**

Standards:

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students will respond to the assessment prompt connecting the reading to a writing task:

After viewing the movie and reading excerpts from the book, choose one character from Madeleine L'Engle's Wrinkle in Time and write essay comparing and contrasting some of the fantastical creatures from each novel. Milo, for example, meets a talking dog, a boy who floats in the air, and a policeman who is wider than he is tall and never locks his jail, while Meg Murray and her friends and family meet witches, angels, centaurs, and mind readers to name just a few. Choose one or more creatures from each novel to compare and contrast with one or more from the other novel. Think about connections you can make (good, evil, helpful, harmful, big, small, mysterious, funny, etc.) Use evidence from the text to support all of your inferences about similarities and differences in the creatures you choose to write about.

- Require steps of the writing process as desired (rough and final drafts, peer review, etc.)

ASSESSMENT #3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

After reading The Phantom Tollbooth and learning about the history and use of numbers and letters, write an opinion essay arguing which you think are more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than language arts, or a little better at language arts than math. Using evidence from at least two of these texts: Ox, House, Stick: The History of our Alphabet, Don Robb, Where Words Come From, Jack Umstatter, Why Pi?, Johnny Ball, or The Phantom Tollbooth, support your argument that words or numbers are more important. If we had numbers and not letters, could we still function as a society? What if the reverse were true?

SKILL BUILDING TASKS (APPROXIMATELY 3 WEEKS)

*Note: tasks may take more than a single day.
Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

ESSENTIAL QUESTION: How did I perform on the last assessment and what is coming up next?

Task: Writing portfolio and pre-reading

Standards:

- ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ELACC5R11: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELACC5R12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ELACC5R13: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Instruction:

Update student writing portfolios with Assessment #2 from this unit
Share successful student work samples and discuss performance on the assessment, identifying and providing guidance on elements with which the students struggled
Engage students in a discussion about characterization and character traits to scaffold the upcoming exploration of learning styles
Introduce texts for this unit; place students in small groups and have each group take one text and explore; they should look at covers, use computers to research the books, look at dust jacket, and skim chapters
Ox, House, Stick: The History of our Alphabet, Don Robb
Where Words Come From, Jack Umstatter

Why Pi?, Johnny Ball

- Have each small group report to the class on the book they studied so that all students are familiar in general terms with each text
- Decide on a note-taking strategy for these texts

ESSENTIAL QUESTION: How do a character's problems help drive the action in a story?

Task: Brainstorming character traits, learning styles, verb aspects

Standards:

ELACC5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

Instruction:

Ask students to brainstorm how the characters' personalities (characterization and character traits) impacted the progression of the plot in the two novels recently considered (for example, if Milo had been a happy and satisfied boy, the gift of the Tollbooth probably wouldn't have been bestowed on him; if Meg had been shy or her brother less brilliant, how could the plot have progressed?)

Invite students to think about the kinds of character traits they believe that they possess and specifically, whether they prefer working with numbers, letters, or both equally.

Provide students with the technology necessary to complete the following online assessment: The VARK Questionnaire on Learning Styles <http://www.vark-learn.com/english/page.asp?p=younger>

As an extension to this activity and for fun, students may wish to take the VARK providing answers about one of the characters in a text

Have students use some of the character traits assigned to them through their VARK results to practice verb aspects, (provide explicit instruction) especially perfect tense; you may want to provide a graphic organizer to scaffold this activity, for example:

Characteristic	Sentence example: past perfect	present perfect	future perfect
Artistic	I had painted	I have painted	I will have painted
Patient	I had waited	I have waited	I will have waited

ESSENTIAL QUESTION: Where do letters and words come from and how are they constructed?

Task: Learn the history of words and letters

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Instruction:

Have students work in small groups with one of the following texts (but not with both):

Ox, House, Stick: The History of our Alphabet, Don Robb

Where Words Come From, Jack Umstatter

- Groups using the Don Robb book will study the book to gain an understanding of how the various symbols of the alphabet came to be
- Students in the Robb group may choose between two activities:
 - 1) create a brochure, commercial, or other form of persuasive media that attempts to persuade the residents and King of Digitopolis that letters and words are at least as fascinating and useful as numbers; use interesting stories and beautiful illustrations from the text to support your claims
 - 2) create an alphabet for the society in one of the fantastical places visited by Meg in A Wrinkle in Time; explain which sounds correspond to each symbol and how and why the symbols would be meaningful to the creatures you have created them for
- Students in the Umstatter group will create a vocabulary of 20 words for one of the cities Milo visited in the Tollbooth world or for one of the places visited by Meg and her brother in the L'Engle text
- Have students present their results informally to the class

ESSENTIAL QUESTION: How are a real person's characteristics like those of a protagonist in a book?

Task: Narrative writing

Standards:

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Instruction:

- Review the principles of narrative writing with an emphasis on characterization; this piece will require them to describe themselves; the grammatical focus of this piece will be combining sentences for fluency and appropriate complexity
- Have the students respond to the following prompt:
 - In *The Phantom Tollbooth*, Milo learns a lesson about life. He is bored with the world, with school, and with his life until his trip through the tollbooth gives him a new outlook on life. We might describe Milo as being boring, uninspired, depressed, or pessimistic before his trip, but excited, happy, and optimistic after his return. Write a narrative demonstrating your understanding of characterization that tells us what kind of person you used to be and what kind of person you are now. If you feel that you've always been the same, then you can write about that, explaining the characteristics typical of you that have never changed.
- When the narratives are complete, have students peer review them in pairs with attention to sentence structure, improving their papers by combining

sentences for greater complexity and fluidity

ESSENTIAL QUESTION: What are some ways in which numbers are different from language?

Task: Exploring numbers

Standards:

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5W2: b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Instruction:

- Have students explore Why Pi?, by Johnny Ball using a jigsaw method of assigning one segment of the book to each group of students
- Students from each jigsaw group will prepare 6 index cards: 3 with true facts about numbers from their part of the book and 3 with made up facts about numbers
- Students will share their cards and the class will vote on which facts they believe to be true (you may keep score if you wish)
- Guide the students in a discussion of what clues led them to guess which facts were true; this could include a discussion of how to support an argument and how to spot logical fallacies
- At the conclusion of these activities exploring letters and numbers, have students choose 2 or 3 partners for a brief group research project
- Students may choose any topic they wish that is related to the history of, use of, and interesting facts about numbers, letters, and words (at least one of the three texts used above must be referenced as one of the sources)

ESSENTIAL QUESTION: (Will vary according to project)

Task: Brief research inquiry

Standards:

ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

- Provide resources, technology, and adequate time for students to produce a 5-10 slide PowerPoint on their chosen topic
- The final slide must include a minimum of 3 resources (the name of the text and author is adequate)
- Ensure that students adequately plan and execute their tasks, including each team member
- Provide written guidelines, notes, graphic organizers, or instructions as necessary to scaffold performance

ESSENTIAL QUESTION: What are the elements of an effective multi-media presentation?

Task: Presentation

Standards:

ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W8: 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.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

Students will present the PowerPoints representing the findings of their research projects

- Provide the class with a rubric by which to evaluate each presentation using the expectations of the standards in the Speaking and Listening CCGPS for grade 5

ESSENTIAL QUESTION: What do I need to know to succeed on this assessment?

Task: Rubric and assessment review

Standards:

ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or interactive board
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine the vocabulary of the prompt and share student models of good work
- Provide worksheets and copies of the 5th grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment

- Provide students with a copy of the actual rubric you will use, or modify it in class based on the feedback from discussion
- Review combining and expanding sentences as well as perfect verb tenses and make sure they are meaningfully included in the rubric

ESSENTIAL QUESTION: How can I express what I have learned from these texts in an effective informational essay?

Task: Assessment connecting reading to writing

Standards:

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students will respond to the assessment prompt connecting the reading to a writing task:

After reading The Phantom Tollbooth and learning about the history and use of numbers and letters, write an opinion essay arguing which you think are more important, letters or numbers. Just like the kings of Dictionopolis and Digitopolis, many people think that numbers are more useful or important than letters and words, and other people think the opposite. Most of us feel like we are a little better at math than language arts, or a little better at language arts than math. Using evidence from at least two of these texts: Ox, House, Stick: The History of our Alphabet, Don Robb, Where Words Come From, Jack Umstatter, Why Pi?, Johnny Ball, or The Phantom Tollbooth, support your argument that words or numbers are more important. If we had numbers and not letters, could we still function as a society? What if the reverse were true?

- Require steps of the writing process as desired (rough and final drafts, peer review, etc.)