

Fifth Grade Mentor Texts 2014-2015

Module	Title Author Genre	Ideas Connections to other texts & modules, Standards to consider Links to CCSS lessons online
		Reading/Writing /Social Studies/Science
Module 1	Day's Work, A Bunting, Eve Fiction	<p>Theme: honesty; child is acting like an adult; consequences of lying; use for close reading; the cultural and financial implications; small moment turns into a big story; ending of a story: author's twist is more exciting; vernacular is specific to culture; character working like an adult instead of being a kid; message transcends language barrier; consequences of mistakes and admitting falsehoods; character's motivation for lying; determine how character responds to a challenge</p> <p>Standards: 5.RL.3, 5.RL.9, 5.W.8, 5.W.9</p> <p>Connections: The Hard-Times Jar Close Reading Passage: Yao Bai & Egg Pirates (family culture; children's contributions)</p>
	A Full Moon is Rising Marilyn Singer Fiction	Text not available to preview.
	Hard-Times Jar, The Footman Smothers, Ethel Fiction	<p>Theme: honesty; children acting like adults; consequences of lying; use for close reading; cultural and financial implications; small moment turns into a big story; ending of a story: author's twist is more exciting; vernacular is specific to culture; character going to school for the first time; consequences of mistakes and admitting falsehoods; unusual that the character was only child of color but not the focus of the book; character's motivation for lying; determine how character responds to a challenge; write about a time they lied (include motivation) and compare with text;</p> <p>Standards: 5.RL.3, 5.RL.9, 5.W.8, 5.W.9</p> <p>Connections: A Day's Work, Uncle Jed's Barbershop</p>
	My Life in Dog Years Paulsen, Gary Nonfiction	<p>Theme: Personal narrative of short stories; author's description of personal feelings; each dog fits time of his life;</p> <p>Standards: 5.RL.1, 5.RL.3, 5.W.8, 5.W.5, 5.W.4</p> <p>Connections: Lucy Calkins's unit on Writing about People</p>
	Old Henry Blos, Joan W. Fiction	<p>Theme: Social implications of ways community members treat each other; how did _____ change → use text evidence; power of compromise; poetic with repetitive phrase and language including end rhyme; structure of poem; compare & contrast point of view of community vs. Henry → text evidence; opinion piece: is it better to go with the group or do your own thing?; whole class read aloud & score each other</p> <p>Standards: 5.RL.6, 5.RL.9, 5.RL.3, 5.RL.2, 5.W.1, 5.RF.4, 5.RF.3</p> <p>Connections: The Big Orange Splot, The Seashore Book, The Other Way to Listen, Close Reading Passage: Cat Clues (neighbors; compare)</p>

<p>Great Stories to Unwrap Hurwitz, Johanna Fiction</p>	<p>Launch: give students question on back & have them record & discuss possible answers; After: students write their own stories based on the question using the stories as their guide for narration; discuss differences between Karla Kuskin and Johanna Hurwitz's responses as compared to the other authors' responses (poem & letters); compare and contrast two stories; analyze a story of choice being sure to look at theme, character's POV, characters' choices, and characters' challenges</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.9, 5.W.3</p>
<p>Can Man, The Williams, Laura Fiction</p>	<p>Ideas for Using this Text: Compare and contrast Tim & Can Man; motivation for collecting the cans; cause/effect of Tim collecting cans instead of Can Man; Theme: community, generosity, empathy; How did Tim get the board? Why? (opinion writing & discussion among students; use text evidence); Tim's feelings as he cashed in his cans & how did his feelings change? Why?; 2nd to last picture→draw inference of Can Man's appearance (new coat); pictures & text evidence could be used for all answers; character traits of Can Man based on his actions</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL.7, 5.W.1</p> <p>Connections: Chicken Sunday; The Raft & My Rotten Redheaded Older Brother (coming of age stories)</p>
<p>Hewitt Andersons Great Big Life Nolen, Jerdine Fiction</p>	<p>Ideas for Using this Text: Cultures of families; similarities and differences within a family; point of view →Hewitt vs. his parents; how Hewitt changes his parents; analyze actions between characters; size of Hewitt-help? hinder?; use of language as writer tells Hewitt's story</p> <p>Standards: 5.RL.3, 5.RL. 6, 5.W.3, 5.W.8, 5.SL.2, 5.L.1</p> <p>Connections: Jack & the Bean Stalk, another story where the character is different from their own family to compare & contrast; children who are adopted into a family of a different race or are mixed races</p>
<p>Journey MacLachlan, Patricia Fiction</p>	<p>Ideas for Using this Text: Disclaimer: novel deals with a parent abandoning her child so keep in mind your students' ability to process difficult family situations; strong personal narrative Analyze character's actions when dealing with their own situation; compare reaction between Kat and Journey when mom leaves; what is the importance of the title?; what is grandfather's motivation for taking pictures; how does Journey throughout the book?; character study of any of the characters; analyze "what is a family?"; powerful beginning and end</p> <p>Standards: 5.RL.1, 5.RL.3, 5.RL. 6, 5.W.3</p>
<p>Peppe the Lamplighter</p>	<p>Ideas for Using this Text:</p>

<p>Bartone, Elisa Fiction</p>	<p>Drawing conclusions about character's actions; compare and contrast father & Peppe's motivations; notion of respect throughout the book; third person point of view→how would it be different if Peppe or father told the story?; how do character's change over time</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL. 7, 5.RL.9, 5.W.3</p> <p>Connections: The Chalk Doll, Family Pictures, Sitti's Secrets, The Raft, Bigmama (all cultural narratives about family) Close Reading Passage: Seeking A Hidden Hive</p>
<p>Raft, The LaMarche, Jim Fiction</p>	<p>Ideas for Using this Text: Note from author→why did he feel it was important to include that?; inference with text evidence throughout book that look at character's POV and actions; how did Nicky change over his time with his grandma? Why?; where did the raft come from? Why do you think that?; how did the raft change Nicky's attitude?; what do you notice about the pictures on the raft?; students use text evidence and inferences to support their thinking & writing; coming of age story</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL. 7, 5.RL.9, 5.W.3</p> <p>Connections: The Chalk Doll, Family Pictures, Sitti's Secrets, Peppe the Lamplighter, Bigmama (all cultural narratives about family); The Can Man & My Rotten Redheaded Older Brother (coming of age stories) Close Reading Passage: The Wild Boy</p>
<p>Inside Out and Back Again Thanhha Lai</p>	<p>Text not available when this doc. was created.</p>
<p>Bigmama`s Crews, Donald Fiction</p>	<p>Ideas for Using this Text: Prepositional phrases & use of language to describe the setting; the setting helps tell the story; story from the child's POV; ending→story told as a recollection from an adult to a fond childhood memory; students rewrite a personal narrative as if they were an adult looking back; narrators use of dialogue</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL.9, 5.W.3</p> <p>Connections: Peppe the Lamplighter, Family Pictures, Sitti's Secrets, The Raft, The Chalk Doll (all cultural narratives about family) Close Reading Passage: Yao Bai & Egg Pirates (family culture; children's contributions)</p>
<p>Chalk Doll Pomerantz, Charlotte Fiction</p>	<p>Ideas for Using this Text: Flashback memoir; cultural relevance of character's experiences; storytelling within a culture; one memory leads to another throughout the conversation; great example of a conversation driven narrative without being choppy or too much slang; model writing a childhood memory in front of your class using conversation; remember stories their parents told them from their childhood; how do the illustrations contribute to the story?</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL.9, 5.W.3</p> <p>Connections: Peppe the Lamplighter, Family Pictures, Sitti's Secrets, The Raft, Bigmama (all cultural narratives about family)</p>
<p>Childtimes</p>	<p>Ideas for Using this Text:</p>

<p>Greenfield, Eloise Nonfiction</p>	<p>Capture childhood memories; relate childhood memories to significant historical moments; three generations of childhood stories (compare and contrast); module 3: research historic events in one memory as a timeline of events or narrative timeline; interview older family member and use notes to create a narrative of one childhood experience→have students compare the narrative to their own experiences; opinion writing: was life better now or then? Use details to support your thinking.</p> <p>Standards: 5.RL.3, 5.RL.9, 5.RI.6, 5.RI.9, 5.W.3, 5.W.8, 5.SL.4, 5.SL.6</p> <p>Connections: Module 3, historic time periods</p>
<p>Family Pictures/Cuadros de Familia Garza, Carmen Lomas Fiction</p>	<p>Ideas for Using this Text: Bilingual book (story is told simultaneously in Spanish and English); illustrations support reader’s understanding of culture; analyze cultural life of Mexican people→what do they value? How do you know?; look at pictures before reading→infer meaning; writing connection: draw illustrations first then write the narrative (storyboard)</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL. 7, 5.RL.9, 5.W.3 Connections: Peppe the Lamplighter, Bigmama, Sitti’s Secrets, The Raft, The Chalk Doll (all cultural narratives about family)</p>
<p>Home: A Collaboration of 30 Authors Rosen, Michael J. Fiction</p>	<p>Ideas for Using this Text: “what is home?”; collection of poems and short stories talking about elements of home; compare and contrast two responses; Big Idea; teaching small moments; a narrative doesn’t have to be lengthy if the word choice is specific and vivid and focuses on a small moment; compare to author’s other work; sequence of works→all elements of a home (!)</p> <p>Standards: 5.RL.1, 5.RL. 5, 5.RL.9, 5.W.3</p> <p>Connections: contributing authors’ other works; other books about the concept of “home”</p>
<p>Letting Swift River Go Yolen, Jane Fiction</p>	<p>Ideas for Using this Text: Flashback memoir of “how _____ used to be” in poetry form; Module 3: research→ have students research other locations that were altered by humans to meet the needs of a community; importance of the river in the community; analyze the actions of the townspeople as “they” decided to move the town;</p> <p>Standards: 5.RL.1, 5.RL.3, 5.RI.3, 5.RI.6, 5.W.3</p> <p>Connections: A River Ran Wild; Science ESS3-1</p>
<p>My Rotten Redheaded</p>	<p>Ideas for Using this Text:</p>

<p>Older Brother Polacco, Patricia Fiction</p>	<p>Teach dialogue within a memoir; special talents; relationships with a sibling or friend → lessons learned?; narrative about what you can do better than anyone else in your family; compare Grandmothers from Sitti's Secrets, The Raft, and When Jessie Came Across the Sea (module 1); compare POV of brother to Tricia</p> <p>Standards: 5.RL.1, 5.RL.3, 5.RL. 6, 5.RL.9, 5.W.3, 5.W.8, 5.W.9, 5.SL.2, 5.L.4, 5.L.5</p> <p>Connections: The Can Man & The Raft (coming of age stories), Sitti's Secrets, The Raft, & When Jessie Came Across the Sea (grandmothers have strong role in child's life)</p>
<p>Sitti's Secrets Nyw, Naomi Shihab Fiction</p>	<p>Ideas for Using this Text: Descriptions & vivid language (figurative language); introduction to memory → offers rationale first; ask "why would Mona write to the president about Sitti?"; authors note in back of book → how does this knowledge impact your view of the story</p> <p>Standards: 5.RL.1, 5.RL.2, 5.RL.3, 5.RL. 6, 5.RL. 7, 5.RL.9, 5.W.3, 5.L. 5</p> <p>Connections: Peppe the Lamplighter, Family Pictures, Bigmama, The Raft, The Chalk Doll (all cultural narratives about family)</p>
<p>When I Was Your Age: Original Stories About Growing Up Ehrlich, Amy Fiction</p>	<p>Ideas for Using this Text: Collection of stories (longer); study author's introductions and endings as a way to generate tools for own narratives; author's craft → what did the author focus on? Description of memory; time memory occurred → why does setting matter?; look at author's use of dialogue, descriptions, and pacing</p> <p>Standards: 5.W.3, 5.W.4, 5.W.5, 5.L.1</p>
<p>Module 3</p>	<p>The Crossing: How George Washington Saved the American Revolution Murphy, Jim Nonfiction</p> <p>Ideas for Using this Text: Chapters highlight different aspects of George Washington's leadership and growth; includes primary sources; list of sources in the back for further research; list of web resources in the back of the book for further research; maps and other graphics within book to support understanding of content</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.4, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13) Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>Let It Begin Here!</p>	<p>Ideas for Using this Text:</p>

<p>Lexington & Concord: First Battles of the American Revolution Brindell Fradin, Dennis Nonfiction</p>	<p>Hourly timeline of two very specific events of the beginning of the war; Who's Who in the beginning as an introduction & What Happened to the People in the back as information about important people in the Revolutionary War (both sides); gives very specific detail about Lexington and Concord</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.4, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13); Liberty Kids video Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>Independent Dames Anderson, Laurie Halse Nonfiction</p>	<p>Ideas for Using this Text: Highlights the women of the time-period that were influential but not often talked about; offers a detailed running timeline on every page of the time-period (pg. 5-37); compare timeline with the timeline at the end of The Crossing; will need additional sources or books to help make sense of specific vocabulary and offer more details about each woman in the book; offers primary source quotes and a full list of sources in the back; highlight the back of the book details (Even More Dames, Fact or Fiction, The Other Americans, Native Americans); 2nd person narrative (unusual!); list of web resources in the back of the book for further research</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.4, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13) Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>The Revolutionary War Gregory, Josh Nonfiction</p>	<p>Ideas for Using this Text: Offers different perspectives of the Revolutionary War events; great text features; compare with Split History as multiple accounts of same events; web links to primary documents (SS 1); connection to present day events & perspectives</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.4, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13) Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>The Scarlet Stockings</p>	<p>Ideas for Using this Text:</p>

<p>Spy Noble, Trinka Nonfiction</p>	<p>POSSIBLE LAUNCH BOOK: grabs students' attention with vivid language & a tangible introduction as to what was happening during the revolutionary war; reveals hidden history of the revolutionary times; great for predictions and asking "why do you think _____?" before teaching any content (chart responses); revisit book after teaching the Revolutionary War Unit and see how much students can connect (revise original chart); beautiful illustrations that help students picture the time-period</p> <p>Standards: 5.RI.1, 5.RL.4, 5.RL.7, 5.RI. 4, 5.RI.8, 5.RI.9 (end of unit), 5.RI.10, 5.SL.1, 5.L.1, 5.L.2, 5.L.6, 5.L.5</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13) Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>The Split History of the American Revolution Burgan, Michael Bernard Nonfiction</p>	<p>Ideas for Using this Text: One side tells the Colonists' side of the war and the other tells of the British side; compare and contrast sides as multiple accounts of same events</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.4, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13) Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>Abe Lincoln: The Boy Who Loved Books Winters, Kay Nonfiction</p>	<p>Ideas for Using this Text: Picture book/poetry biography; genre study: the different ways biographies are written; compare with other biographies written about Abraham Lincoln</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Alvin Ailey Pickney, Andrea Davis Fiction</p>	<p>Ideas for Using this Text: Picture book biography; genre study: the different ways biographies are written; compare with other biographies written about Alvin Ailey; visit Alvin Ailey School of Dance website or explore other web sites that show his influence in the dance industry; cultural implications in his art</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Celia Cruz, Queen of Salsa Chambers, Veronica Nonfiction</p>	<p>Ideas for Using this Text: Picture book biography; genre study: the different ways biographies are written; compare with other biographies written about Celia Cruz; watch videos of her singing and salsa dancing as extension; cultural implications in her art</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Ladies First: Women</p>	<p>Ideas for Using this Text:</p>

<p>Athletes Who Made a Difference Rappoport, Ken Nonfiction</p>	<p>Chapter book of biographies; genre study: the different ways biographies are written; compare with other biographies written about various women athletes; in-depth research project on one of the athletes highlighted; all overcame barriers with their achievements; strong character attributes in women</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Lives of the Athletes: Thrills, Spills Krull, Katherine Nonfiction</p>	<p>Ideas for Using this Text: Chapter book of biographies (brief); genre study: the different ways biographies are written; compare with other biographies written about the athletes highlighted; read news articles about athletes highlighted as a source to compare accolades; students do an more in-depth research project on one of the athletes and present to class</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Picture Book of Harry Houdini, A Adler, David Nonfiction</p>	<p>Ideas for Using this Text: Picture book biography; genre study: the different ways biographies are written; compare with other biographies written about Houdini; watch videos of Houdini's magic; biography.com has a great video about his water torture escape</p> <p>Connect: Biography study Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p>
<p>River Boy: The Story of Mark Twain Anderson, William Nonfiction</p>	<p>Ideas for Using this Text: Picture book biography; genre study: the different ways biographies are written; compare with other biographies written about Mark Twain; read excerpts from his most famous works; find article about annual Frog Jumping competition (http://twain.lib.virginia.edu/projects/price/frog.htm) and read short story The Celebrated Jumping Frog of Calavares County</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Salt in His Shoes: Michael Jordan Pursuit of a Dream Jordan, Deloris Nonfiction</p>	<p>Ideas for Using this Text: Picture book biography; genre study: the different ways biographies are written; compare with other biographies written about Michael Jordan; watch videos that highlight his life and career; read news articles about his past accomplishments as well as what he is up to present day</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Biography study</p>
<p>Talkin About Bessie</p>	<p>Ideas for Using this Text:</p>

	<p>Grimes, Nikki Nonfiction</p>	<p>Picture book biography; genre study: the different ways biographies are written; richly imagined monologues from other perspectives of people in her life; compare with other biographies written about Elizabeth Coleman; brief history of her life in back of book (summary); what character traits does Bessie possess?</p> <p>Standards: 5.RI.1, 5.RI.3, 5.RI. 4, 5.RI. 5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10, 5.W.2, 5.W.7, 5.W.8, 5.W.9, 5.SL.1, 5.SL.3, 5.SL.4, 5.SL., 5.L.1, 5.L.2, 5.L.6</p> <p>Connect: Biography study</p>
	<p>Who Was George Washington? Edwards, Roberta Nonfiction</p>	<p>Ideas for Using this Text: Compare the “Georges” (Washington & King George)→GLAD Unit; biography written in chapters; timeline to compare his life to world events</p> <p>Standards: 5.RL.1, 5.RL.9, 5.RI.3, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.W.2, 5.W.8, 5.W.9, 5.RI.10, 5.SL.2, 5.L.1, 5.L.2, 5.L.6</p> <p>Connections: Revolutionary War Unit (SS 1, 4, 7, 8, 9, 10, 11, 12, 13); The Crossing Social Studies/GLAD – American Revolution Unit (GLAD Storage J Drive)</p>
<p>Module 3</p>	<p>Other Close Reading Passage Connections</p>	<p>Brace Yourself The Declaration of Independence Titus Cornelius Treaty of Paris “Approaching the Storm”</p>

Module 4	<p style="text-align: center;">Author Study on Eve Bunting –</p> <p style="text-align: center;">Here are some things to consider before launching:</p> <ol style="list-style-type: none"> 1. Many cultures are represented: what are similarities and differences between the cultures? 2. What do the cultures value? 3. What is Eve Bunting trying to tell the readers as she tells this story? 4. What is the theme of the book? Does Eve Bunting have theme throughout all her books? 5. How could you compare her craft within and between books? 6. Why does she tell her stories from a child’s point of view? How does it impact the story? 7. What do the children have in common? How are they different? (be sure to include A Hard Day’s Work from Module 1) <p style="text-align: center;">** These books address a variety of social issues that could be used to formulate questions for the students to use for opinion research/writing tasks. These could be launches into students researching about social issues (possible CBA topics).</p>	
Module 4	<p>Your Move Bunting, Eve Fiction</p>	<p>Ideas for Using this Text: Latchkey kids; gangs; escalation of crimes; reflect: how do you deal with peer pressure to do something you know is wrong; reflect: how did Isaac change throughout the book; Opinion Writing: Was he strong or weak when James didn’t join?</p> <p>Standards: 5.RL.4, 5.RL.6, 5.RL.7, 5.RL.9, 5.RL.10, 5.W.1, 5 .W.6, 5.W.8, 5.W.9, (oral opinion report 5.SL.1, 5.SL.4 , 5.SL. 6, 5.L. 5)</p> <p>Connections: The Stray by Cynthia Rylant (video of lesson?)</p>
Module 4	<p>Cheyenne Again Bunting, Eve Fiction</p>	<p>Ideas for Using this Text: Native Americans were being sent to white schools and the cultural implications on the Cheyenne people; the structure of the book reflecting the struggle within the boy; reflect: what would happen if someone forced you to change everything about yourself; Opinion Writing: Is one culture more important than another?</p> <p>Standards: 5.RL.4, 5.RL.6, 5.RL.7, 5.RL.9, 5.RL.10, 5.W.1, 5 .W.6, 5.W.8, 5.W.9, (oral opinion report 5.SL.1, 5.SL.4 , 5.SL. 6, 5.L. 5)</p>
Module 4	<p>Gleam and Glow Bunting, Eve Fiction</p>	<p>Ideas for Using this Text: Takes place during the Bosnian War in the 1990’s; about hope and resilience; honor in becoming a soldier; reflect; what do you really need to survive; reflect on the title: why did she title it Gleam and Glow; what do the fish symbolize?; how does the Liberation Army relate to our own quest for independence; Opinion Writing: Is war justified? What makes family?</p> <p>Standards: 5.RL.4, 5.RL.6, 5.RL.7, 5.RL.9, 5.RL.10, 5.W.1, 5 .W.6, 5.W.8, 5.W.9, (oral opinion report 5.SL.1, 5.SL.4 , 5.SL. 6, 5.L. 5)</p> <p>Connections: Sitti’s Secrets, A Long Walk to Water, The Wall</p>

	Train To Somewhere Bunting, Eve Fiction	Text not available at this time.
	The Wall Bunting, Eve Fiction	<p>Ideas for Using this Text: Vietnamese American family visiting the Vietnam War Memorial; first person narrative; deals with the costs of war and how it effects families; honor in a soldiers' death; illustrations contribute to tone and mood of book; Opinion Writing: Why do you think the boy would rather have his grandfather here than be honored in his death?</p> <p>Standards: 5.RL.4, 5.RL.6, 5.RL.7, 5.RL.9, 5.RL.10, 5.W.1, 5 .W.6, 5.W.8, 5.W.9, (oral opinion report 5.SL.1, 5.SL.4 , 5.SL. 6, 5.L. 5)</p> <p>Connections: Gleam and Glow</p>
	Fly Away Home Bunting, Eve Fiction	<p>Ideas for Using this Text: Homelessness; need to be unnoticed; symbolism of a bird throughout the story; Reflect: what do you think when you see a homeless person? What other names do you call them? Why are they homeless? Who is responsibility is it to help them? How can you help? How can we treat kids around us who might be experiencing homelessness or tough situations that they can't control?</p> <p>Standards: 5.RL.4, 5.RL.6, 5.RL.9, 5.RL.10, 5.W.1, 5 .W.6, 5.W.8, 5.W.9, (oral opinion report 5.SL.1, 5.SL.4 , 5.SL. 6, 5.L. 5)</p> <p>Connections: The Can Man</p>
Module 4	Other Close Reading Passage Connections	<p>Meet the Cools After the Garbage Barge... Solid Waste Management Three Cheers for... Protecting Dolphins Coral Reef Rescue Prescription for a Burn</p>