The Fighting Ground Book Club: An Integrated Curriculum Unit

Brooke Harvey
TE 847; R. Shankland
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Unit Themes:
How does the historical fiction genre help us to learn about the past?
What does it mean to be a good soldier?
What is war like for the people who are directly involved in the fighting?

Main Book Club Text:
Thirteen-year-old Jonathan dreams of fighting in the American Revolution. Without telling his father, Jonathan rushes to join a fighting unit and experiences the harsh realities of war firsthand. He witnesses the death of a family friend and sees others wounded. Then he is taken prisoner by three Hessians soldiers and held captive until he manages to escape. Jonathan is forced to come to grips with his true feelings about war and what it means to be a soldier.

Read-Aloud Literature:
Tim’s life changes drastically when his older brother, Sam, rebels against his father’s wishes and enlists in the Continental Army. As Tim and his family experience the hardships of war firsthand, Tim struggles to decide which side he’s on—his brother’s or his father’s—and how he feels about war.

Schanzer, R. (2004). *George vs. George.* National Geographic Society. This book takes a unique and lively approach to the story of the American Revolution by weaving the tale around two quite similar leaders—George Washington and King George III—with two very different viewpoints. *George vs. George* allows kids to view the events from both sides—with a pinch of humor. Impeccably researched narrative and detailed full-color paintings show glimpses of life in both England and Colonial America and present a broad view of the events leading up to and during the Revolutionary War. Loads of primary source quotes presented in speech bubbles help provide a full account of the birth of the United States, offering insights into the actions and convictions of participants on both sides of the Atlantic. Children have a rare opportunity to observe the inner workings of the British government and the British military. The last part of the book describes the aftermath of the war and what happened to both Georges, followed by a bibliography, source notes, and an index.

This nonfiction text describes the events leading up to the Revolutionary War, the life of the soldiers, the major conflicts during the war, and the outcome of the war. This text is full of illustrations, maps and timelines and provides a great overview of the Revolutionary War era.
Special Classroom Library:

Katie's Trunk, by Ann Turner
The Scarlet Stockings Spy, by Trinka Hakes Noble
Let it Begin Here!: Lexington and Concord by Dennis Fradin
Molly Pitcher, by Rick Burke
Boston Tea Party, by Pamela Duncan Edwards
Kid's Discover: American Revolution (magazine)
American Revolution: Time Traveler Series, by Jane Pofahl
Read Aloud Plays: Revolutionary War, by Dallas Murphy
And Then What Happened, Paul Revere? by Jean Fritz
Can’t You Make Them Behave, King George? by Jean Fritz
Why Don’t You Get a Horse, Sam Adams? by Jean Fritz
Our Country’s History Atlas (Nystrom)
Phoebe and the General, by Judith Berry Griffin
George Washington’s Socks by Elvira Woodruff
John, Paul, George and Ben, by Lane Smith
Hannah’s Winter of Hope, by Jean VanLeeuwen
Revolting Revolutionaries: America’s Funny but True History 1750’s-1790’s, by Elizabeth Levy
The Boston Massacre: An Interactive History Adventure, by Elizabeth Raum
Boston Tea Party, by Pamela Duncan Edwards
George Washington, Spymaster: How America Outspied the British and Won the Revolutionary War, by Thomas B. Allen
Important People of the Revolutionary War, by Diane Smolinski
The Journal of William Thomas Emerson, a Revolutionary War Patriot, by Barry Deneberg
The Keeping Room, by Anna Myers
Saving the Liberty Bell, by Marty Rhodes Figley
The Secret Soldier: The Story of Deborah Sampson, by Ann McGovern
War Comes to Willy Freeman, by James Lincoln Collier
Welcome to Felicity’s World 1774, by Catherine Gourley
What was the Revolutionary War all about? By John Micklos
Sarah Bishop, by Scott O’Dell
We Are Patriots: Hope’s Revolutionary War Dairy, by Kristiana Gregory
Revolutionary War on Wednesday, by Mary Pope Osborne

Unit Overview: Connecting Reading, Writing, Speaking & Listening

This unit is broken up into thirty lessons that could be completed over the course of six weeks. To begin the unit, students will determine their background knowledge about the Revolutionary War. Then they will listen and compile a list of questions that they have about the Revolutionary War as I read aloud two texts that provide great overviews of the Revolutionary War era. Next, students will engage in inquiry-based research in order to answer one or more of their questions about the Revolutionary War. In order to research their questions, students will read a variety texts from our special classroom library and the internet. Then students will write the answers to their questions on a poster. Finally, students will present their posters while their classmates listen carefully.

In the middle of this unit, students will read the novel The Fighting Ground in Book Club. Each Book Club lesson will open with a teacher read-aloud. Students will listen as I use
the read-aloud to model and teach each Book Club mini-lesson. Book Club mini-lessons include examining text structure, making intertextual connections, examining the traits of characters, examining mood, visualizing, examining genre, inferring, examining point of view, examining suspense and climax, predicting outcomes, and synthesizing. After the mini-lesson, students will **read** the assigned chapters of the Book Club text. Next, students will **write** reading log or journal prompt responses in their reading logs. When they’ve finished writing in their logs, students will meet in their book club groups to **discuss** what they’ve read and written about. Each Book Club session will end with a whole group conversation during which the students will **share** the main ideas from their book club group discussions.

To conclude this unit, my students will engage in a whole class **discussion** during which they will synthesize the “big ideas” about war based on *The Fighting Ground* and other texts that they’ve read during the unit. Then each student will choose a “big idea” that is meaningful to him/her and create a thesis statement based on that idea. Next, students will **compose** an essay, complete with their thesis statement and supporting examples from the texts that they’ve **read** during this unit. As students write, they will complete each phase of the writing process (brainstorming, prewriting, revising, editing, publishing, and sharing). Finally, my students will **listen** carefully as their peers **read** their essays aloud fluently, and they will provide positive feedback to their peers.

**Lessons 1-4: Building Background Knowledge**

**Objective:** Students will determine their background knowledge about the Revolutionary War and compile a list of questions about the Revolutionary War that they are interested in researching.

**Lesson:** I will present my fifth graders with an overview of the entire Revolutionary War unit. Then I will review the use of a KWL chart and activate my students’ background knowledge about the Revolutionary War. Students will individually complete the K section of the KWL chart as I prompt them with questions that ask them to think about when and where the Revolutionary War took place, the different sides that were involved in the war, each side’s motivation for fighting, the type of fighting involved, and the outcome and effects of the war. As a whole group, students will share the information that they recorded on their KWL charts. I will summarize the students’ information on a class KWL chart. Next, I will encourage students to record questions that they have pertaining to the Revolutionary War in the W column of their individual KWL charts. Then I will read aloud *George vs. George* and *The Revolutionary War*. Both books will serve as overviews of the Revolutionary War era. As I read, students will continue to add to the W column of their individual KWL charts. Finally, students will share any questions they added to the W section of their KWL charts during the read-alouds. Once again, I will summarize the student’s information on our class KWL chart.

**Resources:**

KWL chart: Think Sheet 12 in *Book Club: A Literature-Based Curriculum*

*George vs. George*, by Rosalyn Schanzer

*The Revolutionary War*, by Anne Todd

**Grade Level Content Expectations (GLCEs):**

**Reading:**

R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

**Social Studies:**
5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)
5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

“I Can” Statements:
I can activate my background knowledge in order to determine what I know about the Revolutionary War.
I can form questions about what I’d like to learn about the Revolutionary War.
I can complete a KWL chart before, during, and after reading.
I can tell you who fought in the Revolutionary War.
I can tell you what motivated both sides to fight in the Revolutionary War.
I can tell you when the Revolutionary War took place.
I can tell you where the Revolutionary War was fought.
I can tell you how the Revolutionary War was fought.
I can tell you the outcome and effects of the Revolutionary War.

Accommodations: Special education and English Language Learners (ELLs) will receive support from the inclusion facilitator during these lessons. Other

Lessons 5-8: Inquiry-Based Research, Preparing Poster & Presentation
Objective: Students will use a variety of texts to research their question/s about the Revolutionary. They will also create a poster and deliver a presentation to their classmates in order to reveal the answer/s to their question/s.

Lesson: I will inform my students that they will be using a variety of texts from our special classroom library, as well as encyclopedias and the internet, in order to research one or more of the questions from the class KWL chart. I will also inform my fifth graders that they will be expected to create a poster that displays their research, and that they will need to prepare a presentation explaining their findings. Additionally, I will inform my students that they may work independently, in pairs, or in groups of three or four. Next, I will present and explain the Research & Presentation rubric to my students. Students will have time to collect their research, complete their posters, and rehearse their presentations.

Resources:
KWL Chart: Think Sheet 12 in Book Club: A Literature-Based Curriculum
Research/Presentation Rubric

“I Can” Statements:
I can use a variety of texts to research my question/s about the Revolutionary War.
I can create a poster to display my research findings.
I can include my inquiry question/s and answer/s
I can organize the information on my poster so that it is appealing to look at and easy to read.
I can include a bibliography of the resources that I used in my research.

**Accommodations:** Special education and English Language Learners (ELLs) will receive support from the inclusion facilitator during these lessons. Other students who struggle will be paired or placed in groups with students who can help support their needs.

**Lessons 9-10: Presentations**

**Objective:** Students will present their posters to their classmates and answer their classmates’ questions about their presentations.

**Lesson:** Before students present their posters, my students will help me complete a class poster that details what good listening looks and sounds like. We will also discuss appropriate questions to be asked after each presentation. After each presentation, the presenter/s will be expected to answer three questions from the audience. After all of the presentations have been completed, my students and I will work together to summarize the information that we learned and add it to the L column of our class KWL chart.

**GLCES:**

**Speaking:**

- **S.CN.05.01** Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.
- **S.CN.05.02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- **S.CN.05.03** Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
- **S.CN.05.04** Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- **S.DS.05.04** Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

**Listening:**

- **L.CN.05.01** Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
- **L.CN.05.02** Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- **L.CN.05.03** Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

**“I Can” Statements:**

I can present my poster to my classmates.
   I can make eye-contact with the audience.
   I can speak clearly.
   I can speak in a voice that everyone in the classroom can hear.
I can stand with good posture.
I can answer questions from my audience.
I can be a good listener while my classmates present their posters.
I can look at the speaker/s.
I can sit still in my seat.
I can be quiet and listen carefully to what the speaker/s is/are saying.
I can ask appropriate questions when the speaker/s is/are finished presenting.

Accommodations: Special education and English Language Learners (ELLs) will receive support from the inclusion facilitator during these lessons. Other students who struggle will be paired or placed in groups with students who can help support their needs.

Lessons 11 & 12: Introduction to Reading Logs & Book Club Discussions

Objective: Introduce students to reading logs entries and book club discussions.

Lesson: I will inform my students that, during Book Club, they will be expected to respond to the text in many ways, just as good readers do. I will then distribute copies of What Can I Do in My Reading Log and explain the different types of reading log entries that students can compose. I will also be sure to inform students that they are welcome to come up with their own types of responses, as well. I will then distribute copies of Reading Log Self-Assessment and show students how to use the self-assessment to make sure that their entries are strong and complete. Next, I will distribute copies of Strategies for Wonderful Words, explain each strategy, and inform my students that they should also use their reading logs to collect Wonderful Words. Then I will begin reading aloud the historical fiction novel *My Brother Sam is Dead*. After I read a chapter aloud, I will give my students some time to complete a “practice” reading log entry using one of the ideas from Think Sheet 14. Next, I will introduce students to the idea of book club groups. I will solicit a group to volunteer to be in the center of the fishbowl. The volunteer group will share the information from their reading logs and engage in a discussion. After the group shares for a maximum of ten minutes, I will stop the discussion and ask the students in the outer circle to share what the fishbowl group did well and what they could have done better. Using the students’ fishbowl critique, my fifth graders and I will work together to create a set of guidelines for book club group discussions.

Resources:
What Can I Do in My Reading Log: Think Sheet 12 in Book Club: A Literature-Based Curriculum
Reading Log Self-Assessment: Evaluation Sheet 8: Book Club: A Literature-Based Curriculum
Strategies for Wonderful Words: Think Sheet 14 in *Book Club: A Literature-Based Curriculum*

*The following GLCEs and “I Can” Statements also apply to Lessons 13-24.

GLCES:

Reading:
R.WS.05.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.
R.AT.05.01 Be enthusiastic about reading and do substantial reading and writing on their own.
Writing:
W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.
W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
W.HW.05.01 Write neat and legible compositions.
W.AT.05.01 Be enthusiastic about writing and learning to write.

Speaking:
S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.
S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
S.DS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.

Listening:
L.CN.05.01 Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.
L.RP.05.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
L.RP.05.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

“I Can” Statements:
I can complete a good reading log entry.
I can focus on big ideas, key questions, and main characters.
I can use evidence from the text and my personal experiences.
I can use a variety of response types.
I can write clear entries that make sense.
I can date and label each entry.
I can contribute to book club discussions.
   I can stay on topic when I talk.
   I can share ideas related to the topic.
   I can build on the ideas of my group members.
   I can support my ideas with evidence.
   I can ask good questions.
   I can use an indoor talking voice.
I can be a good listener during book club.
   I can look at the speaker.
   I can stay quiet and remain in my seat when others are talking.
   I can respect the ideas and opinions of others.

**The following accommodations also apply to Lessons 13-24.**

Accommodations: Students who struggle with reading (English Language Learners (ELLs) and Special Education students) will be paired with stronger readers during the reading portion of Book Club. We will also have a listening center in our classroom at which students can listen to each section of the text on tape. Additionally, the inclusion facilitator will be present to assist identified students during reading, writing, and book club group. Students who have difficulty with fine motor skills will be permitted to use a laptop and/or voice recorder to assist them with their reading log entries.

Lesson 13: Journal Prompts & Text Structure

Objectives: Introduce students to journal prompts. Help students to examine the text structure of their Book Club novel and determine the author’s purpose for formatting the book the way he did.

Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Then I will inform my students that, instead of completing a reading log response during each lesson, they can also respond to one or more of the journal prompts that I will provide. (Students’ responses to journal prompts will also be written in their reading logs.) Next, I will give my students their first journal prompt, which encourages them to examine the structure of their book club novel, *The Fighting Ground*, and to determine why Avi might have structured the novel the way he did. Using the class read-aloud as an example, I will model how I browsed the novel in order to determine how the author broke up each section into chapters. I will also think aloud about what the authors’ purpose might have been for formatting the text they way they did. Then I will share my journal entry with my students. Next, my students will browse *The Fighting Ground*, have time to complete their first journal entry, and then share their entries in their book club groups. After meeting in their book club groups, my students will come together as a whole group. At this point, I will invite my students to share their thoughts about how and why Avi broke up the novel into time intervals over a 24-hour period.

Assigned Reading: Browse the text.

Journal Prompts:
What do you notice about the text structure?
Why do you think Avi chose to format the book this way?

Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs
GLCEs: 
Reading:  
**R.NT.05.02** Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.

“I Can” Statements: 
I can examine text structure.
I can think about the author’s purpose for formatting the text the way he did.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 14: Making Intertextual Connections 
Objective: Encourage students to connect what they’ve learned about the Revolutionary War from their inquiry-based research to *The Fighting Ground*.

Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to connect what I already know about the Revolutionary War to the novel. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

Assigned Reading: 9:58-11:00 (pages 3-12)

Journal Prompts: 
What do you already know about the Revolutionary War that you can connect with this novel? Based on your background knowledge, what do you predict will happen in this novel?

Resources:  
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs

“I Can” Statements:  
I can make intertextual connections that help me to better understand the text.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.

Lesson 15: Characterization 
Objectives: Encourage students to examine the main character’s thought, words, and actions in order to determine his character traits. Encourage students to complete a bubble map displaying the character traits of Jonathan, the book’s main character.

Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how determine a character’s traits based on his thoughts, words, and actions. I will also model how to use a bubble map in order to display a character’s traits. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

Assigned Reading: 11:00-12:40 (pages 12-24)
Journal Prompts:
What do Jonathan’s thoughts, words, and actions tell you about what kind of a person he is?
Complete a bubble map that displays Jonathan’s character traits.
What is Jonathan’s attitude toward the war? How do you know?

Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs
Thinking Maps posters

GLCES:
Writing:
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

“I Can Statements”:
I can examine a character’s thoughts, words, and actions in order to determine his/her character traits.
I can use a bubble map to display a character’s personality traits.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 16: Mood
Objective: Encourage students to examine the author’s description of the setting in order to determine the mood of this section of the story.
Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to carefully examine the setting in order to determine the mood of the story. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.
Assigned Reading: 12:40-2:30 (pages 24-35)

Journal Prompts:
How does the author’s description of the weather make you feel and why?
How do the words and actions of the Corporal and the other soldier’s make you feel and why?

Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs

“I Can Statements”:
I can examine the author’s description of the setting in order to determine the mood.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.
Lesson 17: Visualization

Objective: Encourage students to visualize the scene at the fighting ground, sketch a picture of the scene, and write a few sentences explaining what is happening in their illustration.

Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to create a mental image of a scene, sketch that scene, and write a few sentences that tell about my illustration. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

Assigned Reading: 2:30-3:01 (pages 35-52)

Journal Prompts:
Sketch a picture of the scene at the fighting ground and write a couple of sentences that tell what is happening in the scene that you illustrated.
How would you feel if you were Jonathan at this moment in the book and why?

Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs

GLCES:

Reading:
R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

“*I Can Statements*”:
I can visualize a scene from a book in my mind.
I can sketch a picture of a scene that I visualized in my mind.
I can write about my illustration of the scene that I visualized in order to better understand the book.

* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.

**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 18: Genre

Objectives: Encourage students to examine the text in order to determine which elements are historically true and which are fictional. Encourage students to use a tree map to displaying examples of elements that are historically true and elements that are fictional.

Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to examine the text in order to determine which elements are historically true and which are fictional. I will also model how to display examples of historically true and fictional elements on a tree map. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

Assigned Reading: 3:01-4:10 (pages 52-64)
Journal Prompts:
Which elements in this chapter are historically accurate and which are fictional? Create a tree map displaying examples of text elements that are historically true and examples of text elements that are fictional.
Why do you think Avi chose insert the Hessian soldier’s German dialogue?

Resources:
My Brother Sam is Dead, by Christopher Collier & James Lincoln Collier
The Fighting Ground, by Avi
Student Reading Logs
Thinking Maps posters

GLCES:
Writing:
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

“I Can Statements”:
I can examine an historical fiction text and determine which elements are historically true and which are fictional.
I can use a tree map in order to display text elements that are historically true and text elements that are fictional.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 19: Characterization
Objective: Encourage students to reflect upon how Jonathan’s attitude toward war has changed since the beginning of the novel.

Lesson: I will read aloud a chapter from My Brother Sam is Dead. Through the read-aloud, I will model how to think critically about how authors show changes in a character’s attitude through his thoughts, words, and actions. I will also model how to use a double bubble map to compare and contrast a character’s attitude in two different sections of the text. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

Assigned Reading: 4:10-5:30 (pages 64-73)

Journal Prompts:
How has Jonathan’s attitude toward fighting changed since the beginning of the book? How do Jonathan’s thoughts words and actions reflect the change he has undergone? Use a double bubble map to compare and contrast Jonathan’s attitude toward fighting at the beginning of the book and his attitude toward fighting now.
In this section, Jonathan cannot determine whether or not he is glad or sorry that no other Americans are near. Why do you think Jonathan would feel glad about this? Why do you think he would feel sorry about this?
Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs
Thinking Maps posters
GLCSES:
Writing:
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).
“I Can Statements”:
I can think critically about how authors show changes in a character’s attitude through his thoughts, words, and actions.
I can use a double bubble map to compare and contrast a character’s attitude in two different sections of the text.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 20: Inferring
Objective: Encourage students to combine their background knowledge and text clues in order to make an inference.
Lesson: I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how use combine background knowledge and text clues in order to make an inference. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.
Assigned Reading: 5:30-6:30 (pages 73-85)
Journal Prompts:
What can you infer about why the soldiers went to the abandoned house? Be sure to explain your background knowledge and text clues.
What can you infer about why the young Hessian soldier lets Jonathan go to the shed unsupervised? Be sure to explain your background knowledge and text clues.
Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs
GLCSES:
Reading:
R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text,
questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

“I Can Statements”:
I can use my background knowledge and text clues in order to make inferences about the text.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

**Lesson 21: Point of View**
**Objectives:** Encourage students to carefully examine the story’s point of view. Help students to understand how a story’s point of view affects the way it is told. Encourage students to rewrite a section of the story from another character’s point of view.

**Lesson:** I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to think about the point of view from which the story is told and how that point of view affects the way the story is told. I will also model how to think about the story from the point of view of another character. Again, I will discuss how this point of view changes the story. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

**Assigned Reading:** 6:30-9:00 (pages 85-105)

**Journal Prompts:**
Rewrite this section of the story from another character’s point of view (perhaps the boy or one of the soldiers). Explain how the story changed when you changed the point of view from which it was told.

**Resources:**
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs

“I Can” Statements:
I can identify the story’s point of view.
I can understand how a story’s point of view affects the way it is told.
I can rewrite a section of the story from another character’s point of view.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

**Lesson 22: Intertextual Connections**
**Objective:** Encourage students to compare and contrast the characters, theme, plot, and or setting in *The Fighting Ground* with Revolutionary War text that they’ve read during this unit.

**Lesson:** I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how to make intertextual connections, comparing and contrasting the main character, theme, plot, and setting in *My Brother Sam is Dead* with *The Fighting Ground*. I will also model how to compare and contrast the elements of each book using a double bubble map. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole
group, my students and I will discuss some of the main ideas from our book club group discussions.

**Assigned Reading:** 9:00-12:30 (pages 105-123)

**Journal Prompts:**
Use a double bubble map to compare and contrast this book to any other text you’ve read about the Revolutionary War during this unit. Be sure to think about how the characters, theme, plot, and setting in the books are similar and different.

Do you think that Jonathan’s actions in this section make him a good soldier? Explain your thinking.

**Resources:**
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi

**GLCES:**
**Writing:**
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

“I Can Statements”:
I can make intertextual connections in order to better understand the text.
I can compare and contrast the characters, setting, theme, and plot in two different texts.
I can use a double bubble map to compare and contrast two different texts.

*Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.

**Please see Lessons 11 & 12 for accommodations related to this lesson.

**Lesson 23: Suspense & Climax**

**Objective:** Encourage students to think critically about how Avi creates suspense at the climax of the story.

**Lesson:** I will read aloud a chapter from *My Brother Sam is Dead*. Through the read-aloud, I will model how examine how the author increases the story’s suspense at the climax by including details that raise questions and create strong emotions in the reader. Then my students will have time to read and write in their reading logs. Next, students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.

**Assigned Reading:** 12:30-5:45 (pages 125-138)

**Journal Prompts:**
What were you thinking and feeling during this section of the story? What story details made you think and/or feel this way?
How did Avi build the suspense in this section of the story?

**Resources:**
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi

Student Reading Logs
“I Can” Statements:
I can examine how the author increases the story’s suspense at the climax by including details that raise questions in my mind and make me feel strong emotions.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 24: Predicting Outcomes
Objective: Encourage students to use good predicting skills to predict the end of the story.
Lesson: I will read aloud a chapter from My Brother Sam is Dead. Through the read-aloud, I will model how to use my predicting skills in order to predict how the story will end. Before reading, students will write their predictions in their reading logs. Then they will read the remainder of the book. Next, students will write their reactions to the book in their reading logs. Then students will meet in their book club groups to share their reading log entries and discuss the text. Finally, as a whole group, my students and I will discuss some of the main ideas from our book club group discussions.
Assigned Reading: 5:45-9:30 (pages 138-152)
Journal Prompts:
Did the story end the way you predicted it to?
Why do you think Jonathan destroyed the gun?
Were you satisfied with the end of the story?

Resources:
My Brother Sam is Dead, by Christopher Collier & James Lincoln Collier
The Fighting Ground, by Avi
Student Reading Logs

GLCES:
Reading:
R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

“I Can” Statements:
I can use predicting skills in order to predict how a story will end.
* Please see Lessons 11 & 12 for additional GLCEs and “I Can” Statements related to this lesson.
**Please see Lessons 11 & 12 for accommodations related to this lesson.

Lesson 25-30: Synthesis Essay
Objectives: Students will synthesize the historical and fictionalized elements in The Fighting Ground in order to identify “big ideas” about war. Students will choose a “big idea” to write an essay about. Students will use their big idea to construct a thesis statement. Students will include examples from texts read in this unit in order to support the thesis of their essay. Students will complete each phase of the writing process (brainstorming, prewriting, revising, editing, publishing, and sharing) while writing their essay. Students will listen carefully as their peers read their essays aloud fluently, and they will provide positive feedback.
Lesson: I will begin by modeling how to synthesize the historical and fictionalized elements from *The Fighting Ground* in order to identify a “big idea” related to war. Then, as a whole group, my students and I will use a circle map to jot down all of the “big idea” about war that we come up with. Next, each student will choose a “big idea” that he/she would like to write about and turn it into a thesis statement for his/her essay. I will then introduce the essay rubric to my students. Over the course of five days, I will model writing through each phase of the writing process. Once students have written a final copy of their essay, they will break into groups of four or five and read their essays aloud to their group members. Each group member will compliment the writer on something that he/she did well in his/her essay.

Resources:
*My Brother Sam is Dead*, by Christopher Collier & James Lincoln Collier
*The Fighting Ground*, by Avi
Student Reading Logs
Special Classroom Library
Essay Rubric

GLCES:

Reading:
R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Writing:
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).
W.PR.05.03 Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.
W.PR.05.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
W.PS.05.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.
W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
W.HW.05.01 Write neat and legible compositions.
W.AT.05.01 Be enthusiastic about writing and learning to write.

Speaking:
S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.
S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Listening:
L.CN.05.01 Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.
L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

“I Can” Statements:
Students will reflect upon the historical and fictionalized elements from *The Fighting Ground* in order to identify “big ideas” about war. Students will choose a “big idea” to write an essay about. Students will use their big idea to construct a thesis statement. Students will include examples from texts read in this unit in order to support their thesis. Students will complete each phase of the writing process (brainstorming, prewriting, revising, editing, publishing, and sharing). Students will listen carefully as their peers read their essays, and they will provide positive feedback.
I can synthesize the historical and fictionalized elements from *The Fighting Ground* and the other texts in this unit in order to identify “big ideas” about war.
I can create a thesis statement from a “big idea”.
I can compose an essay by writing through the entire writing process.
   I can use a thinking map to brainstorm my “big ideas”.
   I can prewrite to record my thoughts, ideas, and the examples that I will use for my essay.
   I can revise my essay for content.
   I can choose an appropriate title.
   I can organize my essay so that it has a beginning, middle, and an end.
   I can support my thesis statement with examples from texts that I read during this unit.
   I can use transition words so that my writing flows smoothly.
I can restate the thesis in a more powerful way at the end of my essay.
I can edit my essay for conventions.
I can spell “right there” and fifth grade word wall words correctly.
I can use correct grammar.
I can use proper capitalization and punctuation.
I can publish my essay by typing it or by writing it in my neatest handwriting.
I can share my essay by reading it aloud to my peers.
I can read my essay at a volume that all of my group members can hear.
I can read my essay fluently.
  I can read with clarity.
  I can read with inflection and emphasis.
  I can read at a pace that is not too fast and not too slow.
I can be a good listener while my classmates read their essays.
  I can look at the reader.
  I can sit still.
  I can be quiet and listen carefully to the reader.
  I can give positive feedback to the reader about his/her writing.

Accommodations: Students who struggle with writing will be supported by the inclusion facilitator. These students might work together with the inclusion facilitator to compose a group essay. Students who have difficulty with fine motor skills will be permitted to use a laptop during the writing process.

Unit Assessment Plans:
During this unit, I will use the rubrics below in order to assess my students’ poster presentations, reading log entries, participation in their book club group, and synthesis essays. Each of these rubrics is very detailed and, I believe, will provide parents with a clear picture of their child’s work in Book Club. After each assessment, I will return the rubrics to my students and answer any questions that they have about the scores that they received. Then I will require my students to discuss each assessment rubric with their parents and return it to school with a parent signature. By doing this, I can help to ensure that my students’ parents are informed about what and how their children are doing in Book Club. Please note that I will assess my students’ reading logs and book club participation twice during this Book Club unit.
<table>
<thead>
<tr>
<th>3 Points: Outstanding</th>
<th>2 Points: Average</th>
<th>1 Point: Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster is very well organized, easy to read, and appealing to look at</td>
<td>Poster is somewhat organized, fairly easy to read, and somewhat appealing to look at</td>
<td>Poster is poorly organized, difficult to read, and unappealing to look at</td>
</tr>
<tr>
<td>Poster contains inquiry question/s and answer/s to inquiry question/s</td>
<td>Poster contains only one of the following: inquiry question/s or answer/s to inquiry question/s</td>
<td>Poster does not contain inquiry question/s or answer/s to inquiry question/s</td>
</tr>
<tr>
<td>Answer/s provided is/are incredibly detailed and thorough</td>
<td>Answer/s provided is/are fairly detailed and could be more thorough</td>
<td>Answer/s provided lack/s detail and is/are not thorough</td>
</tr>
<tr>
<td>Includes a complete and accurate bibliography of the resources used in research</td>
<td>Includes a fairly complete and/or inaccurate bibliography of the resources used in research</td>
<td>Does not include a bibliography of the resources used in research</td>
</tr>
<tr>
<td>Makes eye-contact with audience during entire presentation</td>
<td>Makes eye-contact with audience during most of presentation</td>
<td>Seldom makes eye-contact with audience during presentation</td>
</tr>
</tbody>
</table>
|Speaks clearly during entire presentation  
Volume of voice is loud enough that everyone can hear, but not too loud, during the entire presentation | Speaks clearly during most of presentation  
Volume of voice is loud enough that everyone can hear, but not too loud, during most of presentation | Speaks unclearly during most of presentation  
Volume of voice is either too loud or too soft during most of presentation |
| Stands with good posture during entire presentation | Stands with good posture during most of presentation | Stands with poor posture during most of presentation |
| Provides great answers to classmates’ questions | Provides fairly good answers to classmates’ questions | Provides poor answers to classmates’ questions or is not able to answer questions |

*Multiply this score by 2

Student’s Name: ___________________________  Score: + ____/33 = _______%  _____
Parent Signature: ___________________________
### Reading Log Assessment Rubric

<table>
<thead>
<tr>
<th>3 Points: Outstanding</th>
<th>2 Points: Average</th>
<th>1 Point: Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All entries focus on the book and related ideas</td>
<td>Most entries focus on the book and related ideas</td>
<td>Few entries focus on the book and related ideas</td>
</tr>
<tr>
<td>All entries focus on major themes, questions, or characters</td>
<td>Most entries focus on major themes, questions, or characters</td>
<td>Few entries focus on major themes, questions, or characters</td>
</tr>
<tr>
<td>All entries use details from the text to support ideas</td>
<td>Most entries use details from the text to support ideas</td>
<td>Few entries use details from the text to support ideas</td>
</tr>
<tr>
<td>Entries reflect a wide variety of response types</td>
<td>Entries reflect some variety of response types</td>
<td>Entries reflect little variety of response types</td>
</tr>
<tr>
<td>All entries provide good material for book club discussions</td>
<td>Most entries provide good material for book club discussions</td>
<td>Few entries provide good material for book club discussions</td>
</tr>
<tr>
<td>All entries are dated, labeled, and neatly written</td>
<td>Most entries are dated, labeled, and neatly written</td>
<td>Few entries are dated, labeled, and neatly written</td>
</tr>
</tbody>
</table>

Student’s Name: ___________________________  Score: + ____/18 = _______%  _____

Parent Signature: _____________________________
# Book Club Discussion Assessment Rubric

<table>
<thead>
<tr>
<th>3 Points: Outstanding</th>
<th>2 Points: Average</th>
<th>1 Point: Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always stays on topic when talking</td>
<td>Stays on topic most of the time when talking</td>
<td>Seldom stays on topic when talking</td>
</tr>
<tr>
<td>Always shares ideas related to the topic</td>
<td>Shares ideas related to the topic most of the time</td>
<td>Seldom shares ideas related to the topic</td>
</tr>
<tr>
<td>Often builds on the ideas of group members</td>
<td>Sometimes builds on the ideas of group members, but could do so more often</td>
<td>Seldom builds on the ideas of group members</td>
</tr>
<tr>
<td>Always supports his/her ideas with evidence</td>
<td>Sometimes supports his/her ideas with evidence</td>
<td>Seldom supports his/her ideas with evidence</td>
</tr>
<tr>
<td>Always ask good questions</td>
<td>Asks good questions most of the time</td>
<td>Seldom asks good questions</td>
</tr>
<tr>
<td>Always respects the ideas and opinions of others</td>
<td>Respects the ideas and opinions of others most of the time</td>
<td>Seldom respects the ideas and opinions of others</td>
</tr>
<tr>
<td>Always uses an indoor talking voice</td>
<td>Uses an indoor talking voice most of the time, but sometimes is too loud or too quiet</td>
<td>Seldom uses an indoor talking voice; is often too loud or too quiet</td>
</tr>
<tr>
<td>Always looks at the speaker</td>
<td>Looks at the speaker most of the time</td>
<td>Seldom looks at the speaker</td>
</tr>
<tr>
<td>Always stays quiet and remains in seat when others are talking</td>
<td>Stays quiet and remains in seat most of the time when others are talking; sometimes blurts, interrupts, and/or gets out of seat</td>
<td>Seldom stays quiet and remains in seat when others are talking; often blurts, interrupts, and/or gets out of seat</td>
</tr>
</tbody>
</table>

Student’s Name: ___________________________  Score: + ____/27 = _______%  _____
Parent Signature: ___________________________
### Synthesis Essay Assessment Rubric

<table>
<thead>
<tr>
<th>2 Points: Outstanding</th>
<th>1 Point: Average</th>
<th>0 Points: Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title is very appropriate and creative</td>
<td>Title lacks appropriateness and/or creativity</td>
<td>No title is included</td>
</tr>
<tr>
<td>Includes a strong thesis statement based on a “big idea” about war</td>
<td>Includes a thesis statement based on a “big idea” about war, but thesis is not strong OR Includes a strong thesis statement, but thesis statement is not about war</td>
<td>Does not include a thesis statement</td>
</tr>
<tr>
<td>Thesis statement is supported with an incredibly solid and detailed example from text read in this unit [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a decent example from text read in this unit, but example could be stronger and/or more detailed [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a poor or irrelevant example from text read in this unit OR example is not given [<em>Multiply points by 2</em>]</td>
</tr>
<tr>
<td>Thesis statement is supported with a second incredibly solid and detailed example from text read in this unit [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a decent second example from text read in this unit, but example could be stronger and/or more detailed [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a second poor or irrelevant example from text read in this unit OR second example is not given [<em>Multiply points by 2</em>]</td>
</tr>
<tr>
<td>Thesis statement is supported with a third incredibly solid and detailed example from text read in this unit [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a decent third example from text read in this unit, but example could be stronger and/or more detailed [<em>Multiply points by 2</em>]</td>
<td>Thesis statement is supported with a third poor or irrelevant example from text read in this unit OR third example is not given [<em>Multiply points by 2</em>]</td>
</tr>
<tr>
<td>Thesis statement is restated in a different and more powerful way at end of essay</td>
<td>Thesis statement is restated at end of essay, but is a bit unclear, could be more powerful and/or sounds the same as the thesis sentence at the beginning of essay</td>
<td>Thesis statement is not restated at end of essay</td>
</tr>
<tr>
<td>Essay is well organized and has a definite beginning, middle, and end</td>
<td>Essay is fairly well organized, but it is a bit difficult to determine where the beginning, middle, and end are</td>
<td>Essay is poorly organized; it is nearly impossible to determine where the beginning, middle, and end are</td>
</tr>
<tr>
<td>Transition words are used often and appropriately and help the writing to flow smoothly</td>
<td>Transition words are used appropriately and help the writing to flow smoothly most of the time</td>
<td>Transition words are used inappropriately most of the time or are seldom used; writing does not flow smoothly</td>
</tr>
<tr>
<td>“Right there” and fifth grade spelling words are always spelled correctly</td>
<td>2-3 errors are made with “right there” and fifth grade spelling words</td>
<td>4 or more errors are made with “right there” and fifth grade spelling words</td>
</tr>
<tr>
<td>Every sentence begins with a capital letter and ends with appropriate punctuation; sentence fragments and run-ons are nonexistent</td>
<td>1-2 errors are made beginning sentences with capital letters, using appropriate end punctuation, beginning sentences with and or but and/or using sentence fragments and run-ons</td>
<td>3 or more errors are made beginning sentences with capital letters, using appropriate end punctuation, beginning sentences with and or but and/or using sentence fragments and run-ons</td>
</tr>
<tr>
<td>Penmanship is incredibly neat and meets or exceeds 5th grade standards</td>
<td>Penmanship is somewhat neat, but is a notch below 5th grade standards</td>
<td>Penmanship is not neat, nor does it come close to meeting 5th grade standards</td>
</tr>
</tbody>
</table>

**Student’s Name:** ___________________________  **Score:** + ____/28 = ____%  _____  
**Parent Signature:** ___________________________