

THE PELHAM EDUCATION FOUNDATION

CHECKLIST FOR PREPARING A MAJOR GRANT PROPOSAL (REVISED BUDGET)

The Project Development Committee of the Foundation is pleased to work with members of the District staff to put together written proposals for major projects. The following checklist is intended to provide guidance regarding the kinds of questions that should be answered in order to prepare a proposal for submission to the directors of the Foundation for their consideration. In addition to considering the questions posed below, individuals preparing grant proposals should take into consideration the Foundation's criteria for funding grants, which are appended to this checklist. All projects must be approved by the District central administration and be accepted by the Board of Education.

I. Project Objectives.

What do you hope to accomplish through the proposed project?

I hope to purchase specific resources for the K-5 classroom teachers to implement the reading and writing curriculum. Specifically the resources are mentor texts (individual titles, picture books, series books, chapter books) to use to model specific skills/strategies for the students. For example, grade three teaches a unit on character and suggested titles are Enemy Pie by Derek Munson and 26 Fairmont Avenue by Tomie dePaola. The acquisition of these titles would allow the teachers to have the resources for what is being taught within the unit.

The district has purchased some of the resources that have already been integrated in the units of study, such as the Core Ready Series by Pam Allyn. In addition, last year's mini grant from PEF for the Explorations in Writing series is also integrated into the units and the additional copies of the Explorations in Nonfiction Writing series were purchased by the district to enable each teacher to have their own resource.

Describe the impact on the curriculum, the way in which the project supports New York State standards, the way in which it advances the District's strategic plan, the impact on student achievement or on professional development. Please describe desired outcomes that can be measured in the assessment phase of the project.

The district has been working the past 12 months to develop an articulated scope and sequence for reading and writing. A group of teachers, with the input of their grade level colleagues began the process of developing the units of study in the spring of 2013. The teachers, under the direction of me and our LitLife consultant have worked to develop these units of study in reading and writing. The units pair reading and writing together so the students can connect the two academic areas. The units of study are aligned to the Common Core Learning Standards, integrate the K-2 word study program of Foundations , the 3-5 state assessment resources used by the students and the units are aligned to the library curriculum. This advancement in our curriculum allows for continuity from grade to grade and school to school.

The units of study delineates objectives that need to be met during the unit, lists the CCLS covered within the unit, provides suggestions for structures and routines for teachers prior to beginning the unit and lists suggested resources needed to effectively implement the unit. The unit also gives the teachers mini-lessons that teach the objectives as well as guidance for student's independent practice of the lesson. In the 2012-2013 school year the elementary schools were the recipients of a very generous PEF grant. The grant last year provided books for classroom libraries to support the classroom environment by providing books for student's independent reading. These books gave the students materials to independently practice the skill from the mini lesson. The books were provided to classroom teachers K-5 and a small collection was provided to special education self-contained classrooms. This year's grant is a request to provide the teachers with the specific resources for what is being taught within the unit that will help the teacher implement the curriculum.

Is this project consistent with departmental, building and District objectives and priorities?
Yes, this project directly supports the district endorsed reading and writing curriculum.

II. Project Beneficiaries.

Who will benefit from this project?

How many students, grade levels, classes, departments or buildings will be affected?

Will the project benefit students for one year or for multiple years? If in multiple years, how will it be sustained in the future? Will it require funds from future District budgets?

All the students in all the elementary schools will benefit from this project because the resources will be purchased for all K-5 classroom teachers.

III. Project Description.

What product or service would you like to purchase?

I would like to purchase some of the suggested titles that are listed in our reading and writing curriculum. These 'mentor texts' are used to teach reading and writing skills and strategies. In the evaluation completed by the teachers on the classroom library grant from last year, 89% of

the teachers requested the purchase of these resources to help their instructional practice. I would like to provide each classroom teacher with a set amount to purchase books from the suggested resources list so allow the teachers to obtain the resources best for their classrooms. Many teachers have purchased some of their resources with their own money and I would not want to duplicate the titles. I would oversee the order and it would be coordinated on a building level by a teacher representative and the principal.

The budget is based on 67 classrooms (grades K-5, all elementary schools). I have given a range for the expenditure as the teachers would be delighted with any support with this initiative.

<i>Amount per classroom</i>		<i>Total Budget</i>
<i>\$300.00</i>	<i>67 Classrooms</i>	<i>\$20,100.00</i>
<i>\$400.00</i>	<i>67 Classrooms</i>	<i>\$26,800.00</i>
<i>\$500.00</i>	<i>67 Classrooms</i>	<i>\$33,500.00</i>
<i>600.00</i>	<i>67 Classrooms</i>	<i>\$40,200.00</i>

Did you consider other similar products or services? Why was this the best choice?

The books are directly tied into what the teachers are teaching in reading and writing.

What research did you do to make the best choice (e.g., reading educational literature, meeting with vendor representatives, conversations with users in other districts, discussions with colleagues in Pelham)?

We are working with a consultant from Litlife and many of the titles we would like to purchase were suggested by her.

When will you require funding for the project? How long will it take to implement? Will it be completed all at once or in phases? When do you anticipate that the project will be completed?

The books purchased are correlated to specific reading and writing units. The teachers will use the books with their class when they teach that specific unit.

Who participated in the development of the project? How have teachers, principals, directors and supervisors been involved? Have any of them expressed concerns about the project? If so, how have those concerns been addressed?

The units of study have been developed by a team of teachers representing all grades K-5. These teachers have been developing curriculum since last year. The curriculum work has been funded by the district.

How will you ensure that all teachers whose students could benefit will adopt or implement the project?

Will professional development opportunities be provided if they are necessary for successful implementation?

The books will be used by all classroom teachers, K-5. The professional development is ongoing.

IV. Project Assessment.

How will you know when you have met the objectives of the project? How will you measure success?

When will the project be ready for assessment?

How will the assessment be shared with the board of the Foundation?

If your project is successful, would it be suitable for continuation, extension or replication for the benefit of additional groups of students?

How will you let the community know that the Foundation has provided support for your project?

The outcome can be assessed via teacher feedback on usage, surveys to teachers reflecting on the impact on their teaching as a result of using the books.

I would be more than happy to come to a PEF meeting and share the curriculum work that is the driving the request for the books.

V. Project Budget.

Most Foundation projects are funded through a gift to the school district in the exact amount of goods or services to be purchased by the district. Therefore, it is critical to have vendor quotes (following inquiries to multiple suppliers where appropriate) or other evidence of exact cost (including shipping and installation, but not including sales tax).

If project costs include stipends to faculty, the budget must calculate the appropriate amount as specified in the current contract, and include an additional percentage (available from the business office) to cover the cost of employee benefits.

If goods or services are to be purchased through the BOCES arts in education program, the project budget must include the required 15% administrative fee. *This is not recommended because projects funded through the Foundation will not receive the benefit of BOCES aid.*

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THE PELHAM EDUCATION FOUNDATION

CRITERIA FOR EVALUATION OF PROJECT PROPOSALS

I. Requirements

1. Must meet all of the following criteria:
 - a. Primary purpose is the enhancement of the educational experience of Pelham students
 - b. Supports existing District strategic goals
 - c. Does not fund teaching staff base salaries or Operations and Maintenance (O&M) items

2. Must qualify under the following mission statement:

The Pelham Education Foundation, Inc. seeks to enhance the quality of public education in Pelham with the help of educators, citizens, parents, students, alumni, businesses and foundations. We fund educational programs that are outside the annual school budget and award grants for projects that:

- Strengthen and enrich the curriculum by helping to develop and promote innovative programs.
- Support additional faculty training and resources.
- Provide funding for special school facilities and equipment.

II. Preferences

1. One time capital commitment or seed money
2. Innovative initiative
3. Broad reach (across or within schools, departments, student populations, etc., significant number of students affected over time)
4. Funding has been requested but is unavailable from District
5. Considered a priority by the District administration
6. Can be accommodated given current space constraints at school facilities

April 4, 2014

Good Morning Ms. Liebersohn,

Congratulations! I am very pleased to inform you that the directors of the Pelham Education Foundation have voted to approve the following grant proposals you submitted to the foundation:

- **Reading and Writing Curriculum Resources** which has been assigned **Grant No. J1420** for a budget of \$500 per classroom for 67 classrooms for a total of **\$33,500**
- **Leveled Literacy Kits** which has been assigned **Grant No. J1419** for a budget of **\$18,430.75**

Funding for these grants will be made available by a grant to the school district, which I anticipate will be accepted by the Board of Education at its April 22nd meeting. You will be responsible for ensuring that purchase orders are completed in accordance with district procedures. Any grant funds that are not used as described in the grant proposal will be considered available for other projects of the Foundation.

As you know, the Foundation assesses the success of every project. We look forward to receiving from you the assessment described in your grant proposal, either in writing or in person at a Foundation meeting, depending on our schedule and yours.

Our board likes to publicly recognize the teachers and projects we fund, so we will be asking you for photos and possibly quotes to be used in our press releases.

We also appreciate it when our grant recipients let students and community members know about our role in supporting your project.

Please feel free to contact either me (ulto@att.net, 738-4028) or Cathy Draper (cdraper@clain.net 738-2528) if you have any questions concerning your grants.

Congratulations again and thank you for all the time and effort you put into the grant application process.

Regards,

Kelly Ulto

**Julie Liebersohn
Pelham Public Schools**

March 9, 2015

Hello,

Enclosed is a mentor text resource for opinion and persuasive writing. It is called, "**What's Your Point?**" by Capstone Publishers. It is written by Tony Stead, who also wrote Explorations in Nonfiction Writing.

The books are unlike any others because the Mentor Texts are written by students, for students. The student books each offer differing perspectives on the same topic and are loaded with actual student art. The teacher guide provides instructional strategies for teaching students to read, analyze and write opinions.

Each teacher will receive:

- 5 Mentor Texts written by students for students
- The Teacher Resource Guides contain assessment rubrics, outline for instructional path, support for using the mentor texts as springboards for instruction, as well as provide the road map for instruction of strategies including analyzing text and incorporating the writing process.

If you would like more information, please refer to:

http://www.capstoneclassroom.com/content/Whats_Your_Point

As always, please let me know if you have any questions.

Best,
Julie

Kindergarten Mentor Text Grant

Unit 1 Reading (Build good habits)

- *Reading Makes You Feel Good* by Todd Parr
- *Noisy Nora* by Rosemary Wells

Unit 1 Writing (Building a Writing Community)

- *Koala Lou* by Mem Fox
- *Ish* by Peter H. Reynolds
- *A Box Full of Kittens* by Sonia Manzano
- *The Napping House* by Audrey Wood

Unit 2 Reading and Writing

- *Wave* by Suzy Lee
- *Chalk* by Bill Thompson
- *Kittens Full Moon* by Kevin Henkes
- *Pancakes for Breakfast* by Tomie dePaola
- *Snow* by Cynthia Rylant
- *Good Dog, Carl* by Alexandra Day
- *Where's Walrus* by Stephen Savage (writing unit)

Unit 3 Reading (Decoding Strategies)

Unit 3 Writing (Pattern Books)

Unit 4 Exploring different genres

- *Curious George* by H.A. Rey
- *Five Little Monkeys* by Eileen Christelow

Unit 4 Writing for Many Purposes

- **Signs:** *I Read Signs* by Tina Hoban
- **Lists:** *Wallace's Lists* by Barbara Bottner,
- **Cards:** *The Jolly Postman* by Janet and Allan Ahlberg
- **Letters** *A Letter to Amy* by Ezra Jack Keats

Unit 5 Reading (Exploring Non-fiction)

- *Growing Vegetable Soup* by Lois Ehlert

- *Stone Soup*
- *Bears* by Daniel Wood
- *Chameleons are Cool* by Martin Jenkins

Unit 5 Writing (How-to)

- *My First Karate Class* by Alyssa Capucilli
- *My First Ballet Class* by Alyssa Capucilli
- *My First Soccer Game* by Alyssa Satin Capucilli

Unit 6 Reading (Retelling Using Story Elements)

- *Bigmama's* by Donald Crews
- *Bear Snores On* by Karma Wilson
- *No David!* By David Shannon
- *Duck on a Bike* by David Shannon
- "Slowly, Slowly, Slowly, " Said the Sloth by Eric Carle
- *The Rabbit and the Turtle* by Eric Carle
- *Whistle for Willie* by Ezra Jack Keats
- *Franklin Rides a Bike* by Paulette Bourgeois
- *Wemberly Worried* by Kevin Henkes

Unit 6 Writing (Writing narratives)

- *Rocket Writes a Story* by Tad Hills
- *Night at the Fair* by Donald Crews
- *Penny and Her Song* by Kevin Henkes
- *Cinder-Elly* by Frances Minters

Unit 7 Reading (Exploring Characters)

- *Sheila Rae the Brave* by Kevin Henkes
- *When Sophie Gets Angry—Really, Really Angry* by Molly Bang

Unit 7 Writing (Writing about characters)

Unit 8 Reading (Responding to reading)

- *Chester's Way* by Kevin Henkes
- *The Hello Goodbye Window* by Justin Norton

Unit 8 Writing (Writing our opinions)

- I Wanna New Room by Karen Kaufman Orloff, David Catrow
- A Pig Parade is a Terrible idea by Michael Ian Black, Kevin Hawkes
- Sourpuss and Sweetie Pie by Norton Juster
- Today I Will Fly by Mo Willems
- The Dish Ran Away with the Spoon by Janet and Susan Stevens

Unit 9 – (research around insects)

- *A Ladybug's Life* by John Himmelman
- Born to be a Butterfly by Karen Wallace
- Bugs by Penelope York
- From Caterpillar to Butterfly by Deborah Heligman
- Great Migrations Butterflies by Laura Marsh
- *Explore my World: Butterflies* by Marfe Ferguson Delano (National Geographic Kids) **TITLEWAVE**

First Grade Mentor Text Suggestions

Unit 1 Reading (Launch)

- *The Way I Feel* by Janan Cain
- *The Best Place to Read* by Debbie Bertram
- *Reading Makes you Feel Good* by Todd Parr
- *Leo the Late Bloomer* by Robert Krauss
- *Wolf* by Becky Bloom
- *Noisy Nora* by Rosemary Wells

Unit 1 Writing (Launch)

- *Arthur Writes a Story* by Marc brown,
- *Shortcuts* by Donald Crews,
- *The Relatives Came* by Cynthia Rylant

Unit 2 (Reading Strategies)

Unit 2 Writing (Personal Narrative)

- *A Chair for My Mother* by Vera B. Williams
- *The Kissing Hand* by Audrey Penn
- *Knuffle Bunny* by Mo Willems

Unit 3 Reading (Beginning Comprehension)

- *Chrysanthemum* by Kevin Henkes
- *Snowy Day* by Jack Ezra Keats
- *Why Mosquitos Buzz in People's Ears* by Verna Aardema
- *Hazel's Amazing Mother* by Rosemary Wells
- *Wemberly Worried* by Kevin Henkes

Unit 3 Writing (Revision)

Unit 4 Reading (Story Elements)

- *Aesops' Fables- Arnold Lobel*

Unit 4 Writing (Responding to Reading)

Unit 5 Reading (Informational)

- *Apples* by Gail Gibbons Books
- *Cats* by Gail Gibbons Books **TitleWave**

Unit 5 Writing (All Abouts)

Unit 6 Reading (Fact and Opinion)

- *I Love Guinea Pigs* by Dick King Smith
- *Surprising Sharks* by Nicola Davies
- *Cllick, Clack, Moo* by Doreen Cronin
- *Earrings* by Judith Viorst
- *Hey Little Ant* by Philip and Hannah Hoose

Unit 6 Writing (Writing Opinion)

Unit 7 R/W (Character/Advanced Comprehension and Writing Fiction)

- *Olivia and the butterfly adventure* by Ian Falconer **TitleWave**
- *Olivia* by Ian Falconer
- *Ira Sleeps Over* by Bernard Weber

Unit 8 (Research)

- *Life Cycle of Butterfly* by Lisa Trumbauer
- *Life Cycle of a HoneyBee* by Bobbie Kalman

From Mondo

- *Trees Big Book* from Book Shop program

From Benchmark

- *Big Book (4 books) Content Connections* includes: *Plants in their Habitats, The Parts of a Plant, What do Plants Need? And An Oak Tree has a Life Cycle*

Additional Resource Integrate as Appropriate:

- Reading Safari Magazine

Second Grade Mentor Text Suggestions

Unit 1 Reading and Writing (Launch)

- *Oliver Button is a Sissy* Tomie de Paola
- *Recess Queen* Alexis O'Neil
- *If Everybody Did* Jo Ann Stover **Titlewave**
- *Wonderful Words: Poems about Reading, Writing, Speaking and Listening* edited by Lee Bennett Hopkins and Karen Barbour

The following titles are part of the Primary Comprehension Toolkit. The comprehension strategy is listed in parenthesis. These lessons can be part of the launch or done within another unit as needed.

- *The Art Lesson* by Tomie dePaola (Monitor Comprehension)
- *Biggest, Strongest, Fastest* by Steve Jenkins (Analyze and Connect)
- *The Great Kapok Tree* by Lynne Cherry (Summarize and Synthesize)
- *Insects* by Robin Bernard (Activate and Connect)
- *Patches Lost and Found* by Steven Kroll (Activate and Connect)
- *Recess At 20 Below* by Cindy L. Allaud (Activate and Connect)
- *Wild Weather Hurricane* by Lorraine Jean Hopping (Ask Questions) **Titlewave**

Unit 2 Reading and Writing (Fiction)

- *Owen* - Kevin Henkes
- *When Ira Sleeps Over* – Bernard Waber
- *Amazing Grace* – Mary Hoffman
- *Doctor De Soto* – William Steig

Unit 3 Reading and Writing (Informational)

- Use *Explorations in Nonfiction Writing and Primary Comprehension Toolkits*

Unit 4 Reading and Writing (Traditional Literature)

- *Good Little Wolf* by Nadia Shireen
- *Cinderella* by Barbara Karlin
- *Cinderella or The Little Glass Slipper* by Marcia Brown
- *The Egyptian Cinderella* by Shirley Climo
- *The Korean Cinderella* by Shirley Climo
- *Prince Cinders* by Babette Cole
- *The Paper Bag Princess* by Robert Munsch
- *Yeh Shen* by Ai-Ling Louie

Unit 5 Reading and Writing (Reading to Become Experts/All Abouts)

- *Tomie dePaola* by Eric Braun
- *Abraham Lincoln* by Lola M. Schaefer
- *Rosa Parks* by Lola M. Schaefer
- *Rosa Parks: A Life of Courage* by Ann-Marie Kishel

Unit 6 Reading and Writing (Fiction/series books)

- *My Father's Dragon* by Ruth Stiles Gannett
- *Elmer and the Dragon* by Ruth Stiles Gannett
- *The Dragons of Blueland* by Ruth Stiles Gannett
- *Gooney Bird Greene* by Lois Lowry
- *Gooney the Fabulous* by Lois Lowry
- *Gooney Bird and all her Charms* by Lois Lowry

Unit 7 Reading and Writing (Poetry)

- *The 20th Century Children's Poetry Treasure* selected by Jack Prelutsky
Titlewave

The following titles are part of the Primary Comprehension Toolkit. The comprehension strategy is listed in parenthesis. These lessons can be part of the launch or done within another unit as needed.

- *Antarctica* by Helen Cowcher (*Infer and Visualize*)
- *Honey, I Love and Other Poems* by Eloise Greenfield (*Infer and Visualize*)

Additional Resource Integrate as Appropriate:

- Reading Safari Magazine

Third Grade Mentor Text Suggestions

Unit 1 Reading: (Launch)

- *The Boy Who Loved Words* by Ronnie Schotter
- *The Hundred Dresses* by Eleanor Estes
- *Wednesday Surprise* by Eve Bunting
- *Too Much Noise* by Ann McGovern

Unit 1 Writing (Launch)

- *Night in the Country* by Cynthia Rylant
- *In November* by Cynthia Rylant
- *Thundercake* by Patricia Polacco
- *Fireflies* by Julie Brinckloe

Unit 2 Reading (Story Elements)

- *Thunder Cake* by Patricia Polacco (already will have from Launch)
- *Enemy Pie* by Derek Munson
- *Brave Irene* by William Steig
- *Those Shoes* by Maribeth Boelts

Unit 2 Writing (Narrative)

- *The Name Jar* by Yangsook Choi

Unit 3 (Reading Author/Character Study)

- *Clementine* by Sara Pennypacker
- *Every Living Thing* by Cynthia Rylant
- *Stories Julian Tells* by Ann Cameron
- *26 Fairmont Ave* by Tomie dePaola

Unit 3 Writing (Text Based Opinion Writing)

- *Many Luscious Lollipops* by Ruth Heller (for language lessons)
- *Hairy, Scary, Ordinary, What is an Adjective?* by Brian Cleary (for language lessons)

Unit 4 Reading (Informational Texts)- none needed

- Reference Core Ready Road to Knowledge
- Content area reading, TFK, magazines/newspapers

Unit 4 Writing (Persuasive/Feature Article)

- Reference Core Ready Road to Knowledge
- *What's Your Point? Reading and Writing Opinions* (includes 5 mentor texts written by students and Teacher's Resource Guide)

- Benchmark Readers and Writers genre Workshop Persuasive Letters

Titles Include:

- Readers and Writers genre Workshop Persuasive
- Our School Can Save Trees
- Stop Junk Food
- Please Let Me Have a Dog
- Clean Up City Park!
- Ride Bikes Not Cars!
- We Need New Playground Equipment!
- Organic Farming Letters to the Editor: For and Against

Also from Benchmark (single copy of each for the grade team in each building)

- Healthy Eating
- Planet Food
- Maduros
- It's Snack Time

Unit 5 Reading (Traditional Literature)

- *Why Mosquitoes Buzz in Peoples Ears*-Verna Aardema
- *Anansi the Spider*-Gerald McDermott
- *How Chipmunk got his Stripes*-Joseph Bruchac

Unit 5 Writing (Responding to Traditional Literature) – none needed

- Fisherman piece/text on share drive

Unit 6 Reading (Short and Extended Response Reading) – none needed – use Ready NY

Unit 6 Writing (Extended Response Writng) – none needed – use Ready NY

Unit 7 (Poetry)

- *Favorite Poems Old and New* by Helen Ferris

Unit 8 Reading (Information Research) – none needed

- Texts are linked to SS Curriculum
- Content area reading

Unit 8 Writing (Writing to Inform) – none needed

Unit 9 (Book Clubs) – teacher choice

Additional Resource Integrate as Appropriate: MONDO

- Reading Safari Magazine

Third Grade Mentor Text Suggestions
June 23, 2014

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Additional Resource Integrate as Appropriate: CRICKET

- Spider Magazine
- Appleseed Magazine

Fourth Grade Mentor Text Suggestions

Unit 1 Reading & Writing: Launch

- "Shortcut" by Donald Crews
- "Hey World, Here I Am" by Jean Little
-
- "Fireflies!" by Julie Brinckloe
- "Owl Moon" by Jane Yolen
- "Wilfrid Gordon McDonald Partridge" by Mem Fox
- Writer's Notebook, Ralph Fletcher (Chapter 1)

Unit 2 Reading & Writing, Informational

- Explorations NF Yosemite (already have)
- Scholastic News or Time for Kids
- Core Ready: Road to Knowledge

- Encounter by Jane Yolen
- If You Lived With the Iroquois by Ellen Levine

Unit 3 Reading & Writing (Fiction)

- Fox by Margaret Wild
- Because of Winn Dixie by Kate DiCamillo
- Each Kindness by Jacqueline Woodson
- Auntie Claus by Elise Primavera
- Mr Lincoln's Way by Patricia Polacco
- The Hundred Dresses by Eleanor Estes

Unit 4 Reading & Writing, Traditional Literature & Central Theme

- The Legend of the Indian Paintbrush retold by Tomie dePaola
- King Midas and the Golden Touch by Demi
- The Rough-Faced Girl by Rafe Martin
- Mufaro's Beautiful Daughters by John Steptoe
- Greek Myths for Young Children by Marcia Williams
- Where the Mountain Meets the Moon by Grace Lin
- Paul Bunyan by Steven Kellogg
- Goose That Laid the Golden Egg by Kathleen Bradley

Unit 5 Reading & Writing (Persuasive/Opinion) & Writing, Expository

- Should We Have Pets? Sylvia Lollis
- Earrings by Judith Voirst

Grade 4 Mentor Text

June 17, 2014

- I Wanna Iguana Karen Orloff

From Mondo:

- *Should there be Presidential Term Limits (6 packs to be divided for sections)*

From Benchmark:

- Readers and Writers Genre Workshop Persuasive Letters J-R (6 title/6 copies to be divided for sections)

Unit 6 Reading & Writing, Test Preparation

-none required

Unit 7 (Poetry)

Favorite Poems of Old and New: Selected for Boys and Girls by Helen Ferris

-print poems and use resource from shared drive

Unit 8 Reading (Book Clubs) & Writing (Response to Literature)

-none required

Unit 9 (Research)

- The Keeping Quilt by Patricia Polacco
- If Your Name Was Changed At Ellis Island by Ellen Levine
- Coming to America by Betsy Maestro
- Grandfather's Journey by Allen Say

Additional Resource Integrate as Appropriate:

- Reading Safari Magazine
- Cricket Magazine
- Spider Magazine

Fifth Grade Mentor Text Suggestions

Unit 1 Reading/Writing: (Launch)

- *Mistakes that Worked 40 Familiar Inventions and How They Came to Be* by Charlotte Foltz Jones
- *Hey World, Here I am* by Jean Little

Unit 2 Reading (Theme in Literature)/Writing (Writing About Reading)

- *Seedfolks* by Paul Fleischmann
- *Teammates* by Peter Golenbock
- *Carrot Seed* by Ruth Krauss
- *Storyworks* by Scholastic

Unit 3 Reading (Informational)/Writing (Short Research/Informational)

- *Toys! Amazing Stories Behind Some Great Inventions* by Don Wulffson
- *Horses* by Seymour Simon

Unit 4 Reading/Writing (Editorials)

- Reference Core Ready Power to Persuade for other editorials
- Newspaper editorials
- Cricket Magazine
- Calliope Magazine

Unit 5 Reading/Writing (Poetry)

- *The Dream Keeper and Other Poems* by Langston Hughes
- *Favorite Poems Old and New: Selected for Boys and Girls* by Helen Ferris

Unit 6 Reading (Paired Texts)/Writing (Extended Response Paired Texts)- None Needed – Ready NY

Unit 7 Reading (Book Club) – teacher specific

Unit 7 Writing (Fiction) – teacher specific

Unit 8 Reading (Public Speaking)/Writing (Speech Writing)

- *The American Heritage Book of Great American Speeches for Young People* by Suzanne McIntire

Additional Resource Integrate as Appropriate:

- Reading Safari Magazine (Mondo)
- Storyworks (Scholastic)
- Cricket Magazine
- Calliope Magazine

